DEVELOPING STUDENTS' UNDERSTANDING

ON SIMPLE PAST TENSE BY USING STORY ON HADITHS

(A Classroom Action Research at the Eighth Grade of MTs Darul Ulum
Purwogondo Kalinyamatan Jepara in the Academic Year 2014 – 2015)

THESIS

**Submitted in Partial Fulfillment of the Requirement for the
Degree of Bachelor of Education in English Language Education**

Composed by :
MURTADLO
113411125

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO STATE ISLAMIC UNIVERSITY (UIN)
SEMARANG
2015**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name   : Murtadlo

Student' number   : 113411125

Department   : English Education

certify that the thesis entitled :

Developing Students' Understanding on Simple Past Tense By Using Story on Hadiths

(A Classroom Action Research at the Eighth Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara in the Academic Year 2014 – 2015)

The whole of this thesis is definitely my own work, except certain parts that the sources are referenced.

Semarang, July23rd2015

eWriter,
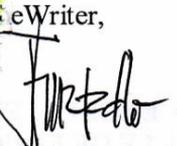
Murtadlo
NIM. 113411125

ii

RATIFICATION

Thesis with the following identity :

Tittle	:	**DEVELOPING STUDENTS' UNDER-STANDING ON SIMPLE PAST TENSE BY USING STORY ON HADITHS** (A Classroom Action Research at the Eighth Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara in the Academic Year 2014 – 2015)
Name of Student	:	Murtadlo
Student Number	:	113411125
Department	:	English Education

had been ratified by the board of examiner of Islamic Education and Teachers' Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

Semarang, December 4th , 2015

The Board of Examiners

Chairman,   Secretary,

Alis Asikin, M.A   **Siti Tarwiyah, S.S, M.Hum**
NIP. 19690724 19903 1 002   NIP. 19721108 199903 2 001

Examiner I   Examiner II

Sayyidatul Fadhillah, S.Pd.I, M.Pd   **Amin Farih, M.Ag.**
NIP. 19810908 200710 2 001   NIP. 19710614 200003 1 002

Advisor

Muhammad Nafi Annury, M.Pd
NIP. 19780719 200501 1 007

ADVISOR APPROVAL

Dear Sir,
Dean of Education and Teacher Training Faculty
State Islamic University of Walisongo Semarang

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent
necessary of the following thesis identification :

Title   :   **DEVELOPING STUDENTS' UNDERSTANDING ON**

                  SIMPLE PAST TENSE BY USING STORY ON HADITHS

                  (A Classroom Action Research at the Eighth Grade of MTs Darul

                  Ulum Purwogondo Kalinyamatan Jepara in the Academic Year

                  2014 – 2015)

Name of Students :   Murtadlo
Reg. Number   :   113411125
Department   :   English Language Teaching
Faculty   :   Education and Teacher Training

Is ready to be submitted in joining last examination.

Wassalamu'alaikum Wr. Wb.

                                Semarang, July 9th, 2015
                                Advisor,

                                Muhammad Nafi Annury, M.Pd
                                NIP. 19780719 200501 1 007

ABSTRACT

Murtadlo (113411125) (Developing Students' Understanding on Simple Past Tense By Using Story on Hadiths : (A Classroom Action Research at the Eighth Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara in the Academic Year 2014 – 2015).Thesis, Semarang : Bachelor program of English language education of Walisongo State Islamic University, 2015.

Keywords: The Simple Past Tense, Story, Hadiths

This research is conducted to know whether using story on hadiths an effective way to develop students' understanding in learning Simple Past Tense at second grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara, and took 32 students as respondent. While Simple Past Tense is one of the English language rules that students should be understood. One of the difficulties which are faced by the students in learning regular and irregular verbs and lack of remembering of the past form. To know about regular and irregular verbs well, teacher must continue looking for more effective and interesting technique in teaching especially teaching Simple Past Tense, the researcher used story on hadiths because language feature of story used Simple Past Tense.

This research used Classroom Action Research (CAR) method in developing students' understanding of the Simple Past Tense. The researcher used the Kurt Lewins' model that consists of four phases, planning, acting, observing and reflecting. Then, in collecting and analyzing the data, the writer used documentation, observation, and test that contain pretest, cycles test and posttest.

The result of this research showed that using story on hadiths in learning Simple Past Tense at VIII-A grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara could motivate the students to develop their understanding on Simple Past Tense. The students' responses showed that they were enthusiastic to learn and the activities were interesting. Moreover, the students' achievements in

pretest, cycle 1 test, cycle 2 test and posttest showed a significant improvement. Initially, the students' average score in pretest was 60.78, there were only 25% of the whole students who could pass the *KKM*. Afterwards, the students' average score in first cycle test was 66.56, there were only31.25% of the whole students who could pass the *KKM*. In the second cycle test was 73.75, there were 40,63 % of the whole students who could pass the KKM. Finally, the students' average score in post test was82.19, there were 75 % of the whole students who could pass the *KKM*, and there were only 25 % of students who could not pass the *KKM*. From this result, the researcher concluded that teaching the Simple Past Tense by using story on hadiths at second grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara has significant improvement.

MOTTO

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِّأُوْلِي ٱلْأَلْبَٰبِ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصْدِيقَ ٱلَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ١١١

*"There is, in their stories instruction for men endued with understanding. It is not a tale invented, but a confirmation of what went before it, a detailed exposition of all things, and Guide and Mercy to any such as believe"(*Soorah Yusuf : 111)[1]

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ

"Verily never will Allah change the condition of a people until they change it themselves (with their own souls)"(Soorah Ar Ra'd : 11)[2]

---

[1]Ebook : Abdullah Yusuf Ali, *The Meaning of THE HOLY QUR'AN, Reprinted 10th Edition* (Maryland USA, Amana Publication) p. 583 – 584

[2]Abdullah Yusuf Ali, *The Meaning of ...* p. 589

DEDICATION

I dedicated this thesis to:

My lovely wife (Fitrotun) and my lovely son Muhammad Alfi Thoriq Fauzan (Alfito) who loving me just the way I am, and giving me support in every steps of my life. Thank you for the inspiration and thank you for the smile .

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and merciful, the king of Universe and space. Thanks to Allah because the writer could accomplish this thesis as one of requirement to finish study in English Department of Education and teacher's training faculty, Walisongo State Islamic University. Shalawat and salam for the prophet Muhammad who has brought us from the darkness to the brightness with Islamic religion.

This thesis has not been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to :

1. Dr. H. Raharjo, M. Ed. St. as Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih MZ, M.A. as the Head of English Education Department.
3. Muhammad Nafi Annury, M.Pd as the advisor for his patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. My beloved parents, Mr. Moh Jasri and Mrs. Siti Rohmah who never stop praying and giving motivations.

5. My beloved wife Fitrotun, my son Muhammad Alfi Thoriq Fauzan (Alfito) who have always given me prays, motivation, help, support and patience when I studied in UIN Walisongo Semarnag.
6. My beloved friends in MTs Darul Ulum Purwogondo who always give me help, inspiration and motivation to finish this study.
7. Mr. A. Taufiq, S.Pd Principal of MTs Darul Ulum Purwogondo Kalinyamatan Jepara who had allowed the writer to carry out the research in this school.
8. English Teachers in MTs Darul Ulum Purwogondo Mrs. Dra. Hj. Noor Cholifah for helping me to obtain the data.
9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect, therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, July23rd 2015
The writer,

Murtadlo
113411125

TRANSLITERATION

English Transliteration System Consonants

(SKB Menteri Agama dan Menteri Pendidikan dan Kebudayaan RI

Nomor : 158/1987 dan Nomor : 0543b/U/1987)

ا	a		ط	ṭ
ب	b		ظ	ẓ
ت	t		ع	،
ث	ṡ		غ	g
ج	j		ف	f
ح	ḥ		ق	q
خ	kh		ك	k
د	d		ل	l
ذ	ż		م	m
ر	r		ن	n
ز	z		و	w
س	s		ه	h
ش	sy		ء	،
ص	ṣ		ي	y
ض	ḍ			

Madd :

    $\bar{a}$ = a panjang

    $\bar{i}$ = i panjang

    $\bar{u}$ = u panjang

Diftong :

au = اَوْ

ai = اَيْ

iy = اِيْ

TABLE OF CONTENT

CHAPTER IV RESEARCH DESCRIPTION AND ANALYSIS

CHAPTER V   CONCLUSIONS AND SUGGESTION

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

CHAPTER I
INTRODUCTION

A. Background of the Research

Nowadays, English is one of the important languages in the world, because it is widely used and studied all over the world. Many books of science, technology, art and other published issued are written in English. It facilitates our relationships with others and helps us understand world events and the art and sciences. In other words, English is an international language.[1]

In educational world especially in Indonesian school, English is a compulsory subject in the national curriculum. It is taught from elementary school up to the university level. It means that English has important role so that it is taught in the schools.

Learning a new language, such as English, learners have to master the four basic language skills, namely listening, speaking, reading and writing. Besides those skills, there are English components, namely grammar, vocabulary, and sound. One of the components that should be mastered in learning English by learners is grammar because it is inseparable aspect from the four skills above.

---

[1] Ebook : Jean Berko Gleason and Nan Berstein Ratner, *Psycholinguistci, Second Edition,* (Harcourt: Brace College Publisher : 1998), p.2

Grammar can be defined as the way how the words are combined together to make meaningful and understandable language. It means that having a good knowledge of grammar, learners' language development will be constructed. In addition, mastering grammatical rules is indispensable. It enables learners to use the words, not only in writing but also in speaking because they know how the words should be put together in the right rules.

Moreover, the students will be easier to understand English when they understand grammatical rules in line with the statement above, if learners have many descriptive and knowledge of grammar, their point of view about language learning will be better because grammar rules also help learners easier in mastering English[2]. From this statement, it can be concluded that grammar keeps important position in acquiring the four language skills and should be learned well. In other words, grammar should not be ignored while learners are studying a foreign language. They must obey at all rules to construct the right sentences.

One aspect discussed in the grammar is tense. By tense, the students can know when the action or event done, and understand the correlation between the form of the verb and the concept of time. Hence, the learners have to be aware about the time and the

---

[2] Ebook : Don Snow, *More Than a Native Speaker : An Introduction to Teaching Abroad,* (Alexandria: TESOL, Inc.,2006) p. 193

verb forms. Tense is divided into some types, which one of them is simple past tense.

Simple past tense is one of tenses which is necessary to be learned. Simple past tense refers to an activity that occurs in definite time in the past. However, the problem now is to what extent the students understand and apply the grammatical rules. Although English lesson has been taught since elementary level, there are many students of Junior High School who consider that English is a difficult subject to be learnt especially grammatical rules including simple past tense.

The difficulties may arise from the nature of the system itself or from difference between English and the learners' mother tongue. Based on the writer's experience when observing the process of language teaching and learning of the simple past tense in second grade of Junior High School, there are some reasons why simple past tense becomes the problems for students.

First, many students are lack of knowledge about regular and irregular verbs which are different in use. In this case, the students do not know whether the verbs belong to regular or irregular one. As the result, the students feel difficult when they are asked to write the examples of simple past tense by using irregular verbs. This problem appears because there is no tense in Indonesian language. Therefore, it makes learners have

considerable difficulty with English tenses, especially simple past tense.

Second, the learning activity is not interesting. For example, the teacher rarely stimulates the students to be active in learning simple past tense. The teacher only explains the rules and the use of simple past tense. After that, the teacher asks them to memorize the rules and to do exercise in the textbook or to make sentences using simple past tense. Therefore, the students just memorize the rule of simple past tense in the classroom and forget it outside the class. That is why the students get less practice and once they practice, they make a sentence which is not meaningful.

Consequently, the students' motivation decreases and they feel hard to apply the rules of simple past tense, especially in determining the past form of an irregular and a regular verb. In summary, the students are faced with two problems. The first problem is lack of knowledge about regular and irregular verbs. The second is not interesting activities in the learning process.

Related to the above cases, young students have shorter attention span and need a fun situation when they are learning, especially in learning a new language. It is necessary to apply more suitable technique, which enable the learning and teaching activities more effective because the problem is not only the disability of the students but also the teacher's technique and

creativity in teaching process. Hence, the writer attempts to find a technique to make the teaching and learning process become fun, attractive and enjoyable for the students.

The Simple Past Tense which the students of the Eighth grade of MTs. Darul Ulum Purwogondo Kalinyamatan Jepara have to learn, is as a part of grammar rules sometimes also makes them confused because when they are demanded to speak based on the tense, they have to be aware about the time and the verb forms, unlike Indonesian language patterns where the time and the verb forms are regardless.

To solve those students' problems in learning simple past tense, the writer considers that the story can help the students to easily understand it. First, story is a kind of narrative text that is typically associated with past tense. It means that the students will be familiar with the forms of Verb 2 (both regular and irregular verbs). Besides, the students also see the form of simple past tense (positive, negative or interrogative). It is expected that the students can identify and memorize the verb forms easily.

Second, the students are expected to be more interested and excited in learning English, especially, simple past tense because they do not only read the story but also watch and listen to it. In addition, story also entertains and deals with various experiences in different way because it is immediately interesting. Usually it is "realistic," and the students are familiar with its setting.

Read! (Iqra) is the first word of the Qur'an. Iqra is a very comprehensive word. This word was mentioned in the Qur'an three times [3]. From here we understand, Islam requested the followers to read then to know then to follow. So Islamic Moral Education should consider this. Not just to preach children to do things, but to assist them to read, to know and then to follow the moral values [4]. According to Qur'an : (12 : 111)

$$لَقَدْ كَانَ فِى قَصَصِهِمْ عِبْرَةٌ لِّأُو۟لِى ٱلْأَلْبَـٰبِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَـٰكِن تَصْدِيقَ ٱلَّذِى بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَىْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ۝ {}^{5}$$

" There is, in their stories instructions for men endued with understanding, It is not a tale invented, but a confirmation of what went before it, A detailed exposition of all things, and Guide and Mercy to any such as believe" [6]

---

[3] Qur'anic Explorer v.1.1.5 PDF version April 2010

[4] E-Journal : Husni Rahim, Maila Dinia Husni Rahim, " The Use of Stories as Moral Education for Young Children ", *International Journal of Social Science and Humanity,* Vol. 2, No. 6, November 2012, p. 454 – 458

[5] Soorah Yusuf 012 : 111

[6] Ebook : Abdullah Yusuf Ali, *The Meaning of THE HOLY QUR'AN, Reprinted 10th edition* (Maryland USA : amana publication) p. 583 – 584

Based on the explanation above, the writer would like to conduct a research under the title: **"Developing Students' Understanding on Simple Past Tense by using Story on Hadiths"** *(A Classroom Action Research at Eighth Grade of M.Ts. Darul Ulum Purwogondo Kalinyamatan Jepara in academic year 2014 / 2015)"*

B. Reason for Choosing the Topic

The reasons of the writer for choosing the topic can be formulated as follow:

1. Simple past tense is one of tenses which is necessary to be learned. Simple past tense refers to an activity that occurs in definite time in the past. However, the problem now is to what extent the students understand and apply the grammatical rules. Although English lesson has been taught since elementary level, there are many students of junior high school who consider that English is a difficult subject to be learnt especially grammatical rules including simple past tense.

2. The Simple Past Tense which the students of the Eighth grade of MTs. Darul Ulum Purwogondo Kalinyamatan Jepara have to learn, is as a part of grammar rules sometimes also makes them confused because when they are demanded to speak based on the tense, they have to be aware about the

time and the verb forms, unlike Indonesian language patterns where the time and the verb forms are regardless.

3. The appropriate media is one of the keys to find out the successful in the teaching learning, the writer considers that the story can help the students to easily understand it, because story is a kind of text that is typically associated with past tense. It means that the students will be familiar with the forms of Verb 2 (both regular and irregular verbs). Besides, the students also see the form of simple past tense (positive, negative or interrogative). It is expected that the students can identify and memorize the verb forms easily.

4. Educating morality through stories has been used for ages in the Muslim world. Many Hadiths, the oral record of the Prophet's life, were passed down from one generation to the next precisely because of their strong stories that appealed to the human heart. Muslims believe that story telling is a way to inspire faith and love of God and the Prophet.

C. Research Question

The research question of this study is **" Is using Story on Hadiths as media effective to develop students' understanding in learning Simple Past Tense at grade VIII-A of MTs. Darul Ulum Purwogondo Kalinyamatan Jepara ? "**

D. Objective and Significances of the Research

The objective of study is that the writer wants to know whether using narrative text in this chase is story on hadiths as media is effective in teaching the Simple Past Tense.

The writer hopes that after this study is completed, the result will give some contributions for the teacher, for the students and for the writer. This research is expected to give contribution for the related English education practicing, such as:

1. The writer, as the partial fulfillment of the requirements of Bachelor of Arts in English Language Education.
2. English teacher, to improve their skill in teaching Grammar especially Simple Past Tense as one of the tenses.
3. Students, the study is expected to solve the students' problems in learning simple past tense
4. Other researchers, as a comparison and the starting point to make more comprehensive research at school.

E. Limitation of the Research

In this research the writer will discuss the students' problem in learning Simple Past Tense. The writer would like to limit the

problem in developing students' understanding of the Simple Past Tense by using Story on Hadiths.

This research will be conducted in MTs Darul Ulum Purwogondo Kalinyamatan Jepara, not for all classes at MTs Darul Ulum will be investigated, but only the students' of VIII A that contain 32 students

Based on the background above, the writer would like to formulate the problem as follows: **"Is using Story on Hadiths as media effective to develop students' understanding in learning Simple Past Tense at grade VIII-A of M.Ts. Darul Ulum Purwogondo Kalinyamatan Jepara?"**

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

Definition of term is needed to avoid different explanation from different point of the readers. The researcher defines some terms according to his point of view. It will avoid misunderstanding that can drive us to ambiguous meaning.

1. Developing Students' Understanding

Based on Oxford Advanced Learners' Dictionary, student is defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending schools; anyone who studies or who is devoted to the acquisition of knowledge.[7]

Understanding is level of cognitive aspect that asks students show their understanding with changing or manipulating information. This level is presenting a step. It does not only remembering, because this stage requires students to transform the information in to the form that can be understood. Students can do this level using some ways, they are:

A. Repronounces with their language self.

---

[7] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English,* (New York, Oxford University Press,1989), 4th Edition, p. 1277

B. Translating is another form in understanding level. It must have changing of form in order the information can be given in various ways.[8]

Develope is grow or cause to grow and become more mature, advanced or organized.[9] In this case The Story on Hadiths is used as media to develop students' understanding on Simple Past Tense.

There are some indicators of Students' Understanding on simple Past Tense, they are:

a. Students able to respond teacher or their friend well.
b. Students able to answer the teacher question well.
c. Students able to create simple past sentences well.
d. Students able to apply simple past tense in the real activities or in some written text.

Developing or Improving Understanding is segment of direct teaching lesson where teacher explains new content and it is a direct teaching phase is the most important.[10]

---

[8] David A. Jacobsen, et. all, *Method for Teaching Meningkatkan Belajar Siswa TK SMA,* (Yogyakarta: Pustaka Pelajar, 2009), 8th edition, p. 94

[9] A S Hornby, *Oxford Advanced Learner's ...* p. 329

[10] David A. Jacobsen, et. all, *Method for Teaching Meningkatkan Belajar Siswa TK SMA,* (Yogyakarta: Pustaka Pelajar, 2009), 8th edition, p. 203

So the result of this study is directed to develop their understanding on simple past tense in form, in affirmative, negative or interrogative sentences either verbal or nominal sentences.

2. **Teaching English at Junior High School**

English as an international language is used as a means of communication among people in trade, politics, and professional field, In Indonesia, English is taught as the first foreign language optionally from the Elementary School (SD), and obligatory at Junior High School (SMP) through the third year of Senior High School (SMA) even for some semester at college.

According to Wells, there are four literacy. They are performative, functional, informational, and epistemic. In the performative stage, students able to read, write and speak using symbols that are used. In the functional stage, students are hoped able to use language in their daily such as reading a news paper, manual reading. In the informative stage students are hoped able to look for knowledge using their language. And in the epistemic stage, students are hoped able to transform the knowledge in certain language.

In this curriculum, graduation of Junior High School is hoped reach functional stage for survival communication.

And graduation of Senior High School is hoped reach informational stage to continue in University.

Depend on explanation above, education of English at Junior High School still guided for short oral sentence and simple written (oral language that are written).

So, the difficulties are not on the number of word in the discourse that is written by student, but on the quality of discourse. Short written text that has good structure, it will get great value than long text that difficult to be understood.[11]

3. Grammar in Teaching and Learning

a. The Definition of Grammar

Study of the grammar of the target language, students would become more familiar with the grammar itself. Learning about foreign language would help the students grow intellectually. Actually there has been many definition stated by experts concerning to it as Gerot and Wignel had defined that "grammar is a theory of language, of how languages is put together and how it works".[12] Scott Thornbury said that:

---

[11] Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, (Jakarta: DEPDIKNAS,2003), p.5

[12] Ebook : Gerot And Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 2.

Grammar is defined as:

A description of the rules for forming sentences, including an account of the the meanings that these forms convey.

And said that :

Grammar adds meanings that are not easily inferable from the immediate context.
The kinds of meanings realised by grammar are principally:
Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen. [13]

Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In short, grammar means the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

b. **The Importance of Learning English Grammar**

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and

---

[13] Ebook : Scott Thornbury, *How to Teach Grammar,* (England: Pearson Education Limited, 1999), p. 13.

important? Without knowing the grammar of the language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language. In this case Parrot said that:

> Words belong to different grammatical classes (e.g noun, verb, preposition), and the class of a word determines:
> 1. What other kinds of words we can combine with it.
> Example: We can say *a beautiful day* but not *a beautifully day*.
> Explanation: We use adjectives not adverbs to qualify nouns.
>
> 2. The order in which we combine word
> Example: We can say *a beutiful day* but not *a day beautiful*.
> Explanation: We put adjectives before the nouns they qualify.
>
> Grammar also determines, for example: Which form of a word we choose.
> Example: We say *two days* and not *two day*.
> Explanation: After numbers greater than one we use a plural form of the noun.[14]

---

[14] Ebook : Martin Parrot, *Grammar for English Language Teachers*, (Cambridge: Cambridge University, 2000), p. 4.

From the explanation above, it shows that learning English grammar is important when someone wants to acquire English. Grammar and language can not be separated, if writers or speakers want to speak English, they must know the grammar of English.

"Grammar is descriptive of what English speakers do, it must reflect the variable performance of its users". [15] If a language had no grammar, its speakers would never be able to communicate with each other, and thus, they would never know each other. The new utterances of sentences are usually produced by a speaker would have different ideas or meanings to his hearers and readers or even they would not be understood.

Consequently, if a language has no grammar, it would never be spoken, because people will be able to learn a language if the language has fixed pattern or regularities. If a language has no grammar, no systematic ordering of its words in sentences, it could never be learned by a native speaker or by a foreigner, not could to people understand one another in it.

It is clear that learning English grammar is needed in the English class. However, there are a lot of theories

---

[15] Ebook : Celce Mursia Marianne and Diane Larsen-Freeman, *The Grammar Book: An Esl/Efl Teachers Course*, (Cambridge: Newbury House Publisher, 1999), p. 9.

of grammar or English grammar, there are not inherently good or bad, right or wrong, true or false, since it is known as the system of a language which is used to communicate to other people in the right way.

c. **Methods for Teaching Grammar**

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning. Following are some of them.

1) **Grammar Translation Method**

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.[16]

2) **Communicative Language Learning**

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar

---

[16] Ebook : Diane Larsen-Freeman, *Techniques and Principles in Language Teaching Second Edition*, (New York: Oxford University Press, 2008), p. 9.

aspect is given in quite proportion as the pre communicative activities.[17]

3) **Audio-lingual Method**

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.[18]

4) **Direct Method**

The objective of learning to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.[19]

4. **Tenses**

a. **General Concept of Tenses**

---

[17] Freeman, *Techniques and Principles…*p. 123.

[18] Freeman, *Techniques and Principles …*, p. 43.

[19] Freeman, *Techniques and Principles…* , p. 25.

There are three forms of tenses that indicate the certain time of action. They are present, past and future.

1. Present Tense

   Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc

2. Future Tense

   Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

3. Past Tense

   Past tense describes the activities in the past.

   a. Form of Simple Past Tense

      The simple past tense in regular verbs is formed by adding ed to the infinitive:

      Infinitive   : to work

      Simple Past Tense   : worked

      Verbs ending with **e** add d only :

      Infinitive   : to love

      Simple Past Tense   : loved[20]

---

[20] Ebook : A. J. Thomson and A.V. Martinet, *A Practical English Grammar2nd Edition* , (London, Oxford University Press, 1969), p. 100

b. Affirmative statements form

Verbal Sentences[21]

Subject	Verb 2
I	
You	
They	Walked
We	
He	
She	
It	

Nominal Sentences :[22]

Subject	To be	Complement
I	Was	
You		
They	Were	
We		In class yesterday
He		
She	Was	
It		

c. Negative statements form

The negative or regular and irregular verbs are formed with did not (didn't) and the infinitive:

Verbal Sentences :[23]

Subject	Did not	Verb 1
I		
You		
They	Did not Didn't	Walk
We		
He		
She		
It		

Nominal Sentences :[24]

Subject	Tobe + not	Complement
I	Was not Wasn't	
You		
They	Were not Weren't	In class yesterday
We		
He		
She	Was not Wasn't	
It		

[21] Ebook : Betty Schamfer Azar and Stacey A Hagen, *Basic English Grammar 3rd Edition*, (New York, Pearson Education, 2006), p. 221

[22] Azar and Stacey A Hagen, *Basic English Grammar...*, p. 213

[23] Azar and Stacey A Hagen, *Basic English Grammar...*, p. 231

[24] Azar and Stacey A Hagen, *Basic English Grammar...*, p. 214

d. Interrogative statements form

Verbal Sentences :[25]

Did	Subject	Verb 1
Did	I	Walk
	You	
	They	
	We	
	He	
	She	
	It	

Nominal Sentences :[26]

To be	Subject	Complement
Was	I	In the class yesterday ?
Were	You	
	They	
	We	
Was	He	
	She	
	It	

These following examples of regular verbs form from present, past tense and past participle:

REGULAR VERB

Present	Past	Past Participle
Ask	Asked	Asked
Answer	Answered	Answered
Clean	Cleaned	Cleaned
Close	Closed	Closed
Laugh	Laughed	Laughed
Learn	Learned	Learned
Move	Moved	Moved
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed
Talk	Talked	Talked
Walk	Walked	Walked

---

[25] Betty Schamfer Azar and Stacey A Hagen, *Basic English Grammar…*, p. 234

[26] Betty Schamfer Azar and Stacey A Hagen, *Basic English Grammar…*, p. 216

IRREGULAR VERB

These vary considerably in their simple past form. In the simple past form of each irregular verb must therefore be learnt, but once it this done there is no other difficulty, as irregular verb (like regular verbs) have no inflexions in the past tense.[27]

These following examples of irregular verbs form from present, past tense and past participle

Present	Past	Past Participle
Become	Became	Become
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt
Get	Got	Got / Gotten
Keep	Kept	Kept
Know	Knew	Known
Meet	Met	Met
Say	Said	Said
Think	Thought	Thought
Write	Wrote	Written

b. **Time Signal of Simple Past Tense**

Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

---

[27] A. J. Thomson and A.V. Martinet, *A Practical English…,* p. 101

c. The Function of Simple Past Tense

1. It is used for actions completed in the past at the definite time.

   Example   : I met him yesterday

2. It is used for an action whose time is not given but which occupied a period of time now terminated or occupied at the moment in a period of time now terminated.

   Example : He worked in that bank for four years

   My grandmother once saw Queen Victoria

3. It used for a past habit

   Example   : He always carried an umbrella

4. It is used in conditional sentence, type 2 (for use of the unreal past after *as if, as though, it is time, if only, wish, would rather*).[28]

   Example : If I had enough money, I would buy a new camera

According to Marianne Celce Murcia states that the functions of Simple Past Tense are:

1. A definite single completed event or action on the past.

---

[28] A. J. Thomson and A.V. Martinet, *A Practical English …*, p. 102

Example : I attended a meeting of that committee

last week

2. Habitual or repeated action or event in the past.

Example : It snowed almost every weekend every

winter

3. An event with duration that applied in the past with the implication that it no longer applies in the present.

Example : Professor Nelson taught at Yale for 30

years.

4. With states in the past.

Example : He appeared to be a creative genius.

He owed me a lot of money

5. Imaginative conditional in the subordinate clause.

Example : If he took better care of himself, he

wouldn't be absent so often.

6. Social distancing

Example: Did you want to sit down and stay a while?[29]

So as we can see, the simple past is used when the speaker conceptualizes a complete event factually, but as remote in some way.

---

[29] Ebook : Marianne Celce-Murcia, Diane Larsen- Freeman, *The Grammar Book an ESL/EFL Teachers Course*, (USA: Heinle & Heinle Publisher).2ed, p.99

5. Story

Every culture in the world has stories to tell. Stories have an anthropological, sociological, psychological, philosophical and educational role play in society. According to Webster's New World Dictionary of American English "story is the series of connected events, true or fictitious that is written or told with intention of entertaining or informing".[30]

Stories are enormous importance in the our daily lives; we all need stories for our minds as much as we need food for our bodies. Stories are particularly important in the lives of our students: stories help students to understand their world and to share it with the others. Children's hunger for stories is constant. Every time they enter the classroom they enter with a need for stories to share.

Stories, which rely so much on words, offer a major and constant source of language experience for students. Stories are motivating, rich in language experience and inexpensive. Surely, stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. Here are some of the most important reasons why stories should play a central role in teaching a foreign language.

---

[30] Ebook : Webster's New World Dictionary of American English, (The World Publishing Company, USA 1960) p. 1439

a. Motivation

Children have a constant need for stories and they will always be willing to listen or to read, if the right stories are chosen.

b. Meaning

The stories are interesting for the students; they will listen with a purpose because they want to find meaning in stories. If they find meaning they are rewarded though their ability to understand, and are motivated to try to improve their ability to understand even more.

c. Fluency

Stories build up of fluency in all four skills. This ability can only be built on by practice. The teacher must encourage situations in which the students learn in natural way, when they have nothing to fear or to be anxious. This means that the teacher must give more importance to what the students achieves than to the mistakes he or she might make. Through stories, the teacher can make students practice to build up these skills and attitudes in the foreign language.

d. Stimulus for speaking and writing

The experience of the story encourages responses through speaking and writing. It is natural to express our likes and dislikes and to exchange ideas and

association related to stories we hear or read. In this way, stories can be part of a set of related activities.

e. Communication

Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and sharing and collaborating. Learning a language is useless if we do not how to communicate –how to listen to others and how to speak and write so that listeners and readers will want to listen, read, and be able to understand. Story sharing builds up this crucial sense of awareness of others.

f. General Curriculum

Most stories can be used to develop the children's powers of awareness, analysis, and expression, as well as relating to other aspects of the curriculum, such as cultural and social studies, geography, history, mathematics, and science.[31]

6. Hadith

a. Definition of Hadith

According to Dictionary of Islamic Words and Expressions, Hadith is a prophetic tradition, a report

---

[31] Ebook : Andrew Wright, *Storytelling With Children* (New York: Oxford University Press, 1995), p. 4-5

about the Prophet Muhammad (PBUH) saying or doing something, or reacting to something (approving or disapproving of it).[32]

The Arabic word *Hadith* basically means 'an item of news, conversation, a tale, a story or a report,' whether historical or legendary, true or false, relating to the present or the past. Its secondary meaning as an adjective is 'new' as opposed to *qadeem*, 'old'. However, like other Arabic words (e.g. *salaah, zakaah*), its meaning changed in Islam. From the time of the Prophet (PBUH), his stories and communications dominated all other forms of communication. Consequently, the term *hadith* began to be used almost exclusively for reports that spoke of his actions and sayings

The term *hadith* is mentioned 23 times in the Qur'an, The following three categories are the most notable usages. It has been used to mean:

1) The Qur'an itself

---

[32] Ebook : Mahmoud Ismail Saleh, *Dictionary of Islamic Words & Expressions* (Riyadh:Darussalam, 2011) ,p.70

فَذَرْنِى وَمَن يُكَذِّبُ بِهَٰذَا ٱلْحَدِيثِ ۖ

سَنَسْتَدْرِجُهُم مِّنْ حَيْثُ لَا يَعْلَمُونَ ۝ [33]

" Then leave Me alone with such as reject this message: by degrees, Shall We punish them from directions they perceive not ".[34]

2) A Historical Story

وَهَلْ أَتَىٰكَ حَدِيثُ مُوسَىٰٓ ۝ [35]

" Has the story of Moses reached thee ? ".[36]

3) A General Conversation

وَإِذْ أَسَرَّ ٱلنَّبِىُّ إِلَىٰ بَعْضِ أَزْوَٰجِهِۦ حَدِيثًا فَلَمَّا

نَبَّأَتْ بِهِۦ وَأَظْهَرَهُ ٱللَّهُ عَلَيْهِ عَرَّفَ بَعْضَهُۥ

---

[33] Soorah Al-Qalam 68: 44

[34] Ebook : Abdullah Yusuf Ali, *The Meaning of THE HOLY QUR'AN, Reprinted 10th edition* (Maryland USA : amana publication) p. 1512 – 1513

[35] Soorah Taahaa 20 : 9

[36] Ali, *The Meaning ...,* p. 799

$$\text{وَأَعْرَضَ عَنۢ بَعْضٍ ۖ فَلَمَّا نَبَّأَهَا بِهِۦ قَالَتْ مَنْ أَنۢبَأَكَ هَـٰذَا ۖ قَالَ نَبَّأَنِىَ ٱلْعَلِيمُ ٱلْخَبِيرُ ۝}$$ [37]

" When the Prophet disclosed a matter in confidence to one of his consorts, and she then divulged it (to another), and Allah made it known to him and hi confronted her with part thereof and held back a part, then when he told her thereof, she said " who told thee this ? " He said, " He told me, who knows and is well-acquainted (with all things) ". [38]

b. Importance of Hadith

1) Revelation

The Prophet's sayings and actions were primarily based on revelation from Allah and, as such, must be considered a fundamental source of guidance second only to the Qur'an. Allah in the Qur'an said concerning the Prophet (PBUH) :

$$\text{وَمَا يَنطِقُ عَنِ ٱلْهَوَىٰٓ ۝ إِنْ هُوَ إِلَّا وَحْىٌ يُوحَىٰ ۝}$$ [39]

---

[37] Soorah At-Tahreem 66 : 3

[38] Ali, *The Meaning of ...,* p. 1491

[39] Soorah An-Najm 53 : 3 – 4

" Nor does he say (aught) of (his own) desire". " It is no less than inspiration sent down to him ".[40]

Therefore, the *hadith* represents a personal source of divine guidance which Allah granted His Prophet which was similar in its nature to the Qur'an itself.

2) **Tafseer**

The preservation of the Qur'an was not restricted to protecting its wording from change. Were that the case, its meanings could be manipulated according to human desires, while maintaining its wording. However, Allah also protected its essential meanings from change by entrusting the explanation of the meanings of Qur'an to the Prophet himself. Allah states the following in the Qur'an regarding its interpretation:

بِٱلۡبَيِّنَٰتِ وَٱلزُّبُرِ ۗ وَأَنزَلۡنَآ إِلَيۡكَ ٱلذِّكۡرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيۡهِمۡ وَلَعَلَّهُمۡ يَتَفَكَّرُونَ ﴿٤٤﴾ *41*

" (We sent Him) with clear signs and Scriptures, And We sent down Unto thee (also) the Message;

[40] Ali, *The Meaning of ...,* p. 1377

[41] Soorah An-Nahl 16 : 44

That thou mayest explain clearly to men what is sent for them, and that they may give thought ".[42]

Therefore, if one is to understand the meanings of Qur'an, he or she must consider what the Prophet (PBUH) said or did regarding it. E.g. in the Qur'an, Allah instructs the believers to offer *salaah* (formal prayers) and pay *zakaah* (obligatory charity) in *Soorah al-Baqarah,* (2), verse 43. However, in order to obey these instructions correctly, one must study the methodology of the Prophet in this regard. Among his many clarifications concerning *Salaah* and *zakaah*, he instructed his followers saying "*Pray as you saw me pray,*" and he specified that 2.5% of surplus wealth, unused for a year, should be given as *zakaah*.

3) **Laws**

One of the primary duties of the Prophet (PBUH) was to judge between people in their disputes. Since his judgments were all based on revelation, as stated earlier, they must be considered a primary source of principles by which judgments are carried out in an

---

[42] Ali, *The Meaning of…,* p. 648

Islamic State. Allah also addressed this responsibility in the Qur'an saying:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَطِيعُواْ ٱللَّهَ وَأَطِيعُواْ ٱلرَّسُولَ وَأُوْلِى ٱلْأَمْرِ مِنكُمْ ۖ فَإِن تَنَـٰزَعْتُمْ فِى شَىْءٍ فَرُدُّوهُ إِلَى ٱللَّهِ وَٱلرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِٱللَّهِ وَٱلْيَوْمِ ٱلْأَخِرِ ۚ ذَٰلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلاً ﴿٥٩﴾ [43]

" O ye believe ! Obey Allah and obey the Messenger and those charged with authority among you. If ye differ in anything among yourselves, refer it to Allah and His Messenger, if ye do believe in Allah And The Last Day, that is best, and most suitable for Final determination ".[44]

4) Moral Ideal

Since the Prophet (PBUH) was guided by revelation in his personal life, his character and social interactions became prime examples of moral conduct for Muslims until the Last Day. Attention

---

[43] Soorah An-Nisaa 4 : 59

[44] Ali, *The Meaning of ...,* p. 203

was drawn to this fact in the following Qur'anic verse:

$$\text{لَّقَدْ كَانَ لَكُمْ فِى رَسُولِ ٱللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن}$$

$$\text{كَانَ يَرْجُواْ ٱللَّهَ وَٱلْيَوْمَ ٱلْأَخِرَ وَذَكَرَ ٱللَّهَ كَثِيرًا ۝}$$

45

" Ye have indeed in the Messenger of Allah a beautiful pattern (of conduct) for anyone whose hope is in Allah and the Final Day, And who engages much in the praise of Allah ".[46]

Consequently, the daily life of the Prophet (PBUH) as recorded in *hadith* represents an ideal code of good conduct. In fact, when the Prophet's wife, 'A'ishah, was asked about his conduct, she replied, "His character was the Qur'an."

5) Preservation of Islam

The science of narration, collection and criticism of *hadith* was unknown to the world prior to the era of the Prophet (PBUH). In fact, it was due in part to the absence of such a reliable science that the messages

---

[45] Soorah Al Ahzab 33 : 21

[46] Ali, *The Meaning of ...,* p. 1062

35

of the former prophets became lost or distorted in the generations that followed them. Therefore, it may be said that it is largely due to the science of *hadith* that the final message of Islam has been preserved in it is original purity for all times. This is alluded to in the Qur'anic verse:

إِنَّا نَحْنُ نَزَّلْنَا ٱلذِّكْرَ وَإِنَّا لَهُۥ لَحَٰفِظُونَ ۝ [47]

" *We have, without doubt, sent down the Message; and We will assuredly Guard it (from corruption)* " [48].

c. History of Hadith

1) Era of The Prophet

During the life of the Prophet (PBUH) there was no pressing need to write down all of his various statements or record his actions because he was present and could be consulted at any time. As a matter of fact, the Prophet (PBUH) himself made a general prohibition against writing down his statements which were other than the Qur'an itself.

---

[47] Soorah Al-Hijr 15 : 9

[48] Ali, *The Meaning of …,* p. 621

This was to prevent the possibility of mixing up the Qur'an with his own words during the era of revelation. Consequently, the greatest stress regarding writing was placed on recording the Qur'anic verses. However, there are many authentic narrations collected by the Scholars of *Hadith* that prove that *Hadith* were recorded in writing even during the lifetime of the Prophet.

For example,

حَدَّثَنَا مُسَدَّدٌ وَأَبُو بَكْرِ بنُ أَبِي شَيْبَةَ تَالَا: حَدَّثَنَا يَحْيَىٰ عن عُبَيْدِ الله بنِ الأَخْنَسِ، عن الْوَلِيدِ بنِ عَبْدِ الله بنِ أَبِي مُغِيثٍ، عن يُوسُفَ بنِ مَاهَكَ، عن عَبْدِ الله ابنِ عَمْرٍو قالَ: كُنْتُ أَكْتُبُ كُلَّ شَيْءٍ أَسْمَعُهُ مِنْ رَسُولِ الله ﷺ أُرِيدُ حِفْظَهُ، فَنَهَتْنِي قُرَيْشٌ وَقالُوا: أَتَكْتُبُ كُلَّ شَيْءٍ تَسْمَعُهُ وَرَسُولُ الله ﷺ بَشَرٌ يَتَكَلَّمُ في الْغَضَبِ وَالرِّضَا، فَأَمْسَكْتُ عن الْكِتَابِ، فَذَكَرْتُ ذَلِكَ إلَى رَسُولِ الله ﷺ، فَأَوْمَأَ بِإِصْبَعِهِ إلَى فِيهِ فقالَ: «اكْتُبْ فَوَالَّذِي نَفْسِي بِيَدِهِ مَا يَخْرُجُ مِنْهُ إلَّا حَقٌّ».

'Abdullãh bin 'Amr said: "I used to write down everything that I heard from the Messenger of Allah , wanting to memorize it, but the Quraish told me not to do that, and said: "Do you write down everything you hear from him? The Messenger of Allah is human, and speaks when he is angry, and when he is content. So I stopped writing things down. I mentioned that to the Messenger of Allah , and he pointed to his mouth with his finger and said: "*Write, for by the One in Whose Hand is my soul, nothing comes out of it but the truth*.".[49]

2) Era of The Sahābah

As-Sahaabah, are sometimes referred to as the first generation of Islam. Any person who had the privilege of meeting the Prophet (PBUH) and died believing in him is classified as a *Sahaabee.*

After the death of the Prophet (PBUH) his saying and action took of a new importance because he was no longer there to consult when problems arose. The practice of narration on a large scale started during this period. For example, when the Prophet (PBUH) died, the Sahaabah debated about where to bury him. This debate ended when Aboo Bakr told them "I heard the messenger say, "*No prophet dies but he is buried where he died*." Thus a grave was dug

---

[49] Hafiz Abu Tahir Zubair 'Ali Za`i, *Sunan Abu Dawud Volume 4,* (Riyadh, Darussalam, 2008), no. 3646, p.210

immediately below the bed on which he died in the house of 'Aa'ishah. In this period a number of the leading Sahaabah wrote down *hadith*s of the Prophet (PBUH).

3) Era of The Tābi'in (1st Century Hijrah)

The generation which followed the companions studying under them are referred to as the *Tabi'in* (followers or successors) e.g. Abū Hanīfah and Mujāhid. After Islam had spread into the Middle East, India, North Africa and the narration of *hadith* had become widespread, there arose people who began to invent *hadiths*. To combat this development, Caliph 'Umar ibn Abdul-Azeez (reign 99 to 101 AH - 718 to 720 C.E.) ordered the scholars to compile the traditions of the Prophet (PBUH). The scholars had already begun composing books containing biographical data on the various narrators of *hadith* in order to expose the liars and fabricators. Aboo Bakr ibn Hazm (d.120/737) was among those directed by the Caliph to compile the *hadeeth*. Caliph 'Umar requested him

to write down all the *hadiths* of the Prophet (PBUH) and of 'Umar ibn al-Khattaab and to pay particular

attention to gathering the *hadiths* of 'Amrah bint 'Abdir- Rahmaan, who was at that time the most respected custodian of the narrations of 'Aa'ishah. Sa'd ibn Ibraaheem and Ibn Shihaab az-Zuhree were also requested to compile books and az-Zuhree became the first compiler of *hadith* to record the biographies of the narrators with particular reference to their character and honesty. In this period the systematic compilation of *hadiths* was begun on a fairly wide scale.

4) Era of The Tābi'ut-Tābi'īn (2nd Century)

The generation of students of the successors, Tābi'īn are referred to as successors of successors Tābi'ut-Tabi'īn e.g. Mālik ibn Anas.

In the period following that of the Tābi'īn, the *hadith*s were systematically collected and written in texts. One of the earliest works was *al-Muwatta* composed by Mālik ibn Anas. Other books of *hadith* were also written by scholars of Mālik's time by the likes of al-Awzā'ī who lived in Syria, 'Abdullāh ibn al-Mubārak of Khurasān, Hammād ibn Salamah of Basrah and Sufyān ath-Thawree of Kufah. However, the only work which survived from that time is that

of Imām Mālik. It could be said that in this period the majority of the *hadith*s were collected in the various centers of Islam.

The reason why these three generations have been given special consideration is because the Prophet (PBUH) was reported to have said, "*The best of generations is my generation, then the one which follows them, then the one that follows them*." It was through these three generations that *hadith* was first transmitted orally and in writing, until they were compiled into collections on a wide and a systematic scale.

5) **Era of The Ṣahīhs (3ʳᵈ Century Hijrah)**

There arose in the third century scholars who undertook the job of critical research of the *hadith*s that were narrated and compiled in the first two centuries. They also grouped the *hadith* which they considered to be accurate according to the branches of Islamic Law. E.g. From this period is the book *Ṣahīh al-Bukharī* containing 7,275 *hadith* which al-Bukhārī (died- 870 C.E.) chose from 600,000 and *Ṣahīh Muslim* which contains 9,200 *hadiths* which Imam Muslim selected from 300,000. Besides these

two works of Hadith, there are four other works which became famous during this period. They are the four sunan of Aboo Dawud (died 889 C.E.), at-Tirmithee (died 893 C.E.), an-Nasaa'ee (died 916 C.E.) and Ibn Maajah (died 908 C.E.).

B. Previous Research

The writer will describe some works which are relevant to these research to make the research arrangement easier:

1. The Thesis entitled *"Developing Students' Understanding of Simple Past Tense By Using Narrative Text (A Classroom Action Research at Second Grade of MTs Al-Falah, Jakarta)* by Heni Haryani (106014000384) Department of English Education Faculty of Tarbiyah and Teachers Training " Syarif Hidayatullah " State Islamic University Jakarta 2011. The concluded she said that narrative text is an effective way to develop students' understanding in learning Simple Past Tense. It could be proved by several facts; related to observation result, students were more active and enthusiastic in learning Simple Past Tense, and they were able to comprehend narrative text. Related to the test result, there were some progressions of students' score from pretest to the posttest of the second cycle. In the pretest, there were five or 14.70% students who passed the *KKM* and the mean

score of pre test were 55.29. Then in the result of posttest I in cycle 1, there were 21 or 61.76% students in the class who passed the *KKM* considering their mean score of the test gained 69.26. Next in the result of posttest II in the second cycle, there gained 29 or 85.29% students who passed the *KKM* in which their mean score derived 75.15.[50]

2. The Thesis entitled *" The Influence of Using Short Story Towards Students' Mastery Of Simple Past Tense (A Quasi Experimental Study at The Second Grade Students of Junior High School Puspita Bangsa Ciputat Tangerang Selatan in the Academic Year of 2012 / 2013   )"* by Dhita Fradina (109014000182) Department of English Education Faculty of Tarbiyah and Teachers Training " Syarif Hidayatullah " State Islamic University Jakarta 2013.

The concluded she said that short story technique could influence students' mastery in learning simple past tense. Teaching simple past tense by using short story has given a positive influence. The mean of experiment class which use short story is bigger than the mean of control class.

This Conclusion based on her data that t-test (t_0) value of gain score is bigger than t_{table} (t_t) at significance level. It

---

[50] Heni Haryani, *"Developing Students' Understanding of Simple Past Tense By Using Narrative Text. A Classroom Action Research at Second Grade of MTs Al-Falah Jakarta"* (Jakarta : "Syarif Hidayatullah" State Islamic University, 2011)

means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. Thus, the use of short story has a positive effect on the students' mastery of simple past tense.[51]

3. The International Journal of Social Science and Humanity entitled *" The Use of Stories as Moral Education for Young Children "* by Husni Rahim and Maila Dinia Husni Rahiem (IJSSH, vol . 2 No. 6, November 2012. p. 454 - 458). The concluded that integrating moral education with religious education can be effective given a creative delivery approach, they mean is that it is not only important to teach children about right and wrong according to the Qur'an, but also to promote a focus on the reasons why we must do right, and not wrong. Teachers therefore should be encouraged to explore the content of stories and help children connect their own experiences and lives to the story.[52]

---

[51] Dhita Fradina, *"The Influence of Using Short Story Towards Students' Mastery Of Simple Past Tense A Quasi Experimental Study at The Second Grade Students of Junior High School Puspita Bangsa Ciputat Tangerang Selatan in the Academic Year of 2012 / 2013"* (Jakarta : "Syarif Hidayatullah" State Islamic University, 2013)

[52] Husni Rahim and Maila Dinia Husni Rahiem, *The Use of…* p. 454-458

Three researchers above discussed about story, According to the result of their research that story are useful thing for teacher and students. They had similarity with the writers' study. They involved story as a media in learning. But there is significant difference between previous researcher and the writer studied.

In this case, based on the Third researchers above, the writer use Stories on Hadith as media because as we know that Hadith is a prophetic tradition, a report about the Prophet Muhammad (PBUH) saying or doing something, or reacting to something (approving or disapproving of it), and His character and social interactions became prime examples of moral conduct for Muslim until the Last Day. It is important to know that moral values are important to be taught to the students because moral values have an impact on the students' achievement and behavior.

This research will concentrate to develop students' understanding of Simple Past Tense and in the other side the writer hope by the teaching of moral values from story based on Hadiths as media, the students can learn what they will, they can differentiate what is good or bad, they can solve the problem of their life. And the writer believe if the students have good morals, characters and principles in their life, their future will be brighter.

C. Hypothesis of the Research

Based on the description above, the researcher proposes the hypothesis that the Story on Hadiths can develop students' understanding in learning Simple Past Tense at grade VIII - A students of MTs Darul Ulum Purwogondo Kalinyamatan Jepara in the academic year 2014/2015.

CHAPTER III
METHOD OF INVESTIGATION

A. Research Design

Research is an activity or a systematic process to solve a problem that is done by applying scientific methods.[53]

David Nunan explained research is, first, it is about inquiry. It has two components: process and product. The process is about an area of inquiry and how it is pursued. The product is the knowledge generated from the process as well as the initial area to be presented. Second, research is a process which involves, (a) defining a problem, (b) stating an objective and (c) formulating a hypothesis. It involves gathering information, classification, analyzes, and interpretation to see to what extent the initial objective has been achieved. Third, undertaking structured investigation, which hopefully result in greater understanding of the chosen interest area. Ultimately, this investigation becomes accessible to the public. Fourth, an activity which analyzes and critical evaluates some problems[54]

---

[53]Emzir, *Metodologi Penelitian Pendidkan Kuantitatif dan Kualitatif* (Jakarta: PT. Raja grafindopersada, 2008), p. 3

[54] Ebook : David Nunan, *Research Method in Language Learning*(USA: Cambridge University Press, 1992),p.2

In this study, researcher used Classroom Action Research (CAR) method which is derive from the root an action research, because it occurs in the classroom frame, it is called CAR. John W. Santrock stated "CAR is a research that used to solve a specific classroom or school problem, improve teaching and other educational strategies or make a decision at a specific level."[55]

The term action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. There are four activities in every cycle for doing classroom action research. It steps using research cycle and it is implemented to increase the student's spirit to solve their faced problem. The procedure generally associated with action research, according to Kemmis and Mc Taggart, classroom action research is one of a continuing which is most simply represented as a succession of stages, beginning with:

a. Planning that forms the basic for future
b. Action to improve the situation, supported by,
c. Observation of what is happening, leading to more specific focus of interest.
d. Reflection on the focus which has been identified by planning and so on.

---

[55]Ebook : John W. Santrock, *Educational Psychology, Second edition* (New York:McGraw, 2004), p. 23

These components add together two components acting (second) and observing (third) as one component. So when a researcher applies a treatment, the researcher can observe them in one time.

The step of action research according to Kemmis and Mc Taggart was below:
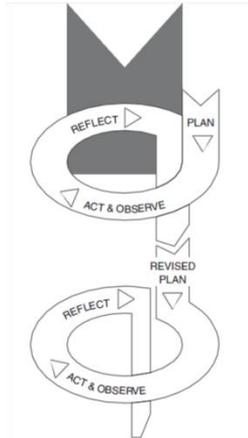
All those steps can be explained as follow:

a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It explains of word what, why, when, and where a researcher does the research. [56] In this activity the researcher formulates some procedural acts how to improve student's understanding on simple past tense. The procedures are

---

[56] SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik,* (Jakarta: PT. RienekaCipta, 2006), 6th Ed., p. 98

put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching and learning process.

b. Acting

In this step, the researcher tries to implement some techniques or procedural acts that will be taken.

c. Observing

The researcher is implementing some techniques or procedural acts in improving students' understanding on simple past tense, the researcher also observing the teaching and learning process.

In this step, the researcher will identifies and analyzes the data collected during the treatment. The data being taken were quantitative data. It will be taken from test.

d. Reflecting

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.[57]

---

[57]SuharsimiArikunto, *ProsedurPenelitianSuatu ...,* p. 76 - 80

B. Time and Setting of the Research

The writer held the research at grade VIII-A of MTs. Darul Ulum, which is located on *Jl. Kromodiwiryo Purwogondo Kalinyamatan Jepara.* The writer did the Classroom Action Research started from 9th May 2015until 23rd May 2015.

C. Subject of the Research

In the classroom action research, there is no population or sample, but this research directly focuses on the subject that will be investigated.[58]

This classroom action research would be held at the eighth grade students of MTs Darul Ulum Purwogondo Kalinyamatan Jepara. There are eight classes at the eighth grade. They are class VIII A, B, C, D, E, F, G, H. The writer only used one class as the subject of study. They were students of class VIII (A) at MTs Darul Ulum Purwogondo Kalinyamatan Jepara that consist of 32 students.

---

[58]SuharsimiArikunto, *ProsedurPenelitianSuatu ...,* p. 101

Table 1
Students' name on class VIII-A
MTs. Darul Ulum Purwogondo Kalinyamatan Jepara
in the academic year of 2014 / 2015

No	Students' Name	Students' Code	Sex
1	A. Sholikul Huda	A-01	Male
2	Ahmad Husein	A-02	Male
3	Ahmad KhafashSonifannur	A-03	Male
4	AnandaMusytagfirin	A-04	Male
5	AriefPurnomoShidik	A-05	Male
6	AryFarkhan	A-06	Male
7	David Riansyah	A-07	Male
8	Dewi Fatimah	A-08	Female
9	DewiMuslimah	A-09	Female
10	EndangSulistiyawati	A-10	Female
11	Ira DwiLaila Sofia	A-11	Female
12	KameliaAbudah	A-12	Female
13	LilikErnawati	A-13	Female
14	Lutfi Imam Maulana	A-14	Male
15	M. RizkyRamadhan	A-15	Male
16	M. FaridIrawan	A-16	Male
17	M. Erwin Khambali	A-17	Male
18	M. IzzurRohman	A-18	Male
19	Muhammad Syahid	A-19	Male
20	M. SyarifHidayatullah	A-20	Male
21	MukhammadHasan	A-21	Male
22	NadhifatulKhoirunnisa	A-22	Female
23	Noor Khamid Yusuf	A-23	Male
24	NoormaAyuWidiyastuti	A-24	Female
25	Pipit SafitriKurniawati	A-25	Female
26	PutriErlianaSafitri	A-26	Female
27	RetnoAyuningtyas	A-27	Female
28	RiskiNofita Sari	A-28	Female

No	Students' Name	Students' Code	Sex
29	SantiRahmawati	A-29	Female
30	SitiSaidah	A-30	Female
31	SitiSilfanaNurHidayati	A-31	Female
32	SitiUsfaAzizah	A-32	Female

D. Collaborator of the Research

The collaborator in this classroom action research is person who helps the researcher to collects the data. The collaborator in this research is the English teacher who teaches English in MTs Darul Ulum Purwogondo at eighth class, she was Dra. Hj. Noor Cholifah.

E. Procedure of the Research

According to Niff, "CAR encourages teacher to be reflective of his own practice in order enhance the quality of education for himself and his pupils."[59] It means that CAR is one of researches that requires teacher to practice and give him or her new opportunities to reflect on and asses their teaching.

In this design classroom action research (CAR), the writer used Kurt Lewins' design, this concept consists of planning, acting, observing, and reflecting. The relationship among those concepts formed one cycle. Basically, amount of

---

[59] Jean Mc Niff, *Action Research: Principles and Practice*, (New York: MacMillan Education Ltd., 2002), p. 1.

cycle depends on with the issue or issues happened in teaching and learning activities and also the achievement. The writer describes the scheme of action research designed by Kurt Lewins' design.

Planning

Acting

Cycle I

Reflecting

Observing

Planning

Acting

Cycle II

Reflecting

Observing
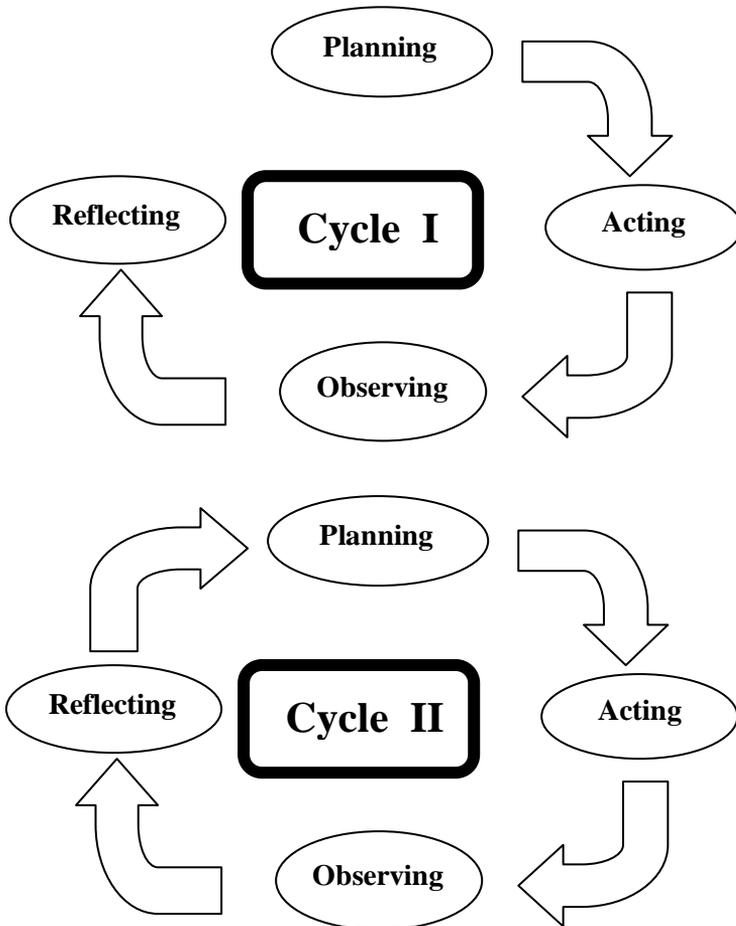
The activities of research were done in each cycle are as follows:

1. **Procedure of Pre-Cycle**

Pre-Cycle was conducted on Sunday, May 10th 2015. In this cycle the researcher didn't teach the students, the students were taught by the teacher. The researcher observes the class to get information about students' initial condition and to know their problem in teaching learning. In this activity the teacher taught students using conventional method. After that, the teacher gave pre-test to check the students' understanding on simple past tense.

After the researcher got the data from pre-test and the observation, researcher analyzed the result to determine the story on hadiths as media in teaching simple past tense. After recognizing the possible cause of problems faced by students, the researcher would explore ways that story on Hadiths can become an aid on teaching simple past tense.

2. **Procedure of Cycle 1**

Cycle 1 of the research was conducted on Sunday, May 17th, 2015. In this cycle the teacher taught to the students used story on hadiths as media. The activities of the first cycle as follows :

a. **Planning**

In this phase, the researcher as English teacher makes lesson plan based on the issue in classroom, chooses the topic based on syllabus, reviewing related literature, the researcher also makes the evaluation to know students' achievement at the end of cycle, and then prepares the instrument to notice all activities in the classroom.

b. **Acting**

In the acting phase, the researcher implies the planning that is made by him. The researcher gives material based on the lesson plan that has been made. Later, the researcher begin the research process more deeply based on her lesson plan. The teacher presents the topic that will be learned by using story on hadiths as media, explained the material and gave students exercises. Then, at the end of this phase, the writer gives a test to students.

c. **Observing**

During the researcher conducts the activity in the classroom, the teacher as an observer, observes and records all of activities using the field note and structured observation sheet. Its about the students'

activity, the students' participation, the students' attention, the students' response, and the class situation.

d. Reflecting

Reflecting phase is designed to reflect researcher action in teaching learning process, it is based on data that have been collected. After collecting data, the researcher has to analyze data and reflect with English teacher by using result of the observation. The teacher and English teacher will discuss and analyze the data of teaching-learning process and also identify less of teaching Simple Past Tense by using story on hadiths and how to develop it at classroom.

However, if there is found problems it should move to the next cycle regarding re-planning, re-acting, and re-observing. Consequently, the researcher and the teacher should work out uncompleted problems that have been solved yet.

3. Procedure of Cycle 2

Cycle 2 of the research was conducted on Tuesday, May 19th, 2015. In this cycle the teacher taught to the students used story on hadiths as media. The activities of the second cycle as follows :

a. **Planning**

In cycle one, the researcher identifies and analyzes the issue then finds the problems based on issue that are appeared in the classroom. So, in this phase the teacher will revise and modify lesson plan and reselect story on hadiths material that will be taught selectively.

b. **Acting**

In this phase, the researcher taught the lesson based on lesson plan has been modified. The researcher explained the Simple Past Tense pattern and some examples and then gives story on hadiths text and the students have to analyze the schematic structure, of Simple Past Tense. After that, the researcher gives the students exercises(test) related about Simple Past Tense.

c. **Observing**

In this phase, after the teacher does the acting in cycle II, she observes and notices all of activities that occur in the classroom. The researcher also notices the class situation using the field note and structured observation sheet.

d. Reflecting

Reflecting phase is designed to reflect the researchers' action in cycle II, it is based on data that have been collected. The researcher has to analyze data and reflect with English teacher by using result of the observation and test in this cycle.

F. Data Collection Technique

Collecting data method is the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

1. Documentation

Documentation is searching the data. It is about note, book, news paper, magazine, etc. The researcher uses this method to obtain data which is related to this research. Those documents include students' name and documentation of teaching and learning process of classroom action research.

2. Observation

Observation is activities to observe the object closer about activities directly. [60] Observation in this research would be used to monitoring the student's

---

[60]Riduan, *Skala Pengukuran Variable Penelitian* (Bandung : Alfabeta, 2009), p. 30

activities during the teaching learning process of English study by using story on Hadiths. Observation will use in every cycle to make a conclusion of teaching and learning process.

3. **Test**

Test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.[61] This test could measure students' ability to understand simple past tense by multiple choice questions related to the lesson. It is given after students got some activities of teaching trough Story on Hadiths.

G. **Instrument of the Research**

Research instrument is tool or facilities are used by researcher to collect data. It is easier his work and the result of research are better, more accurate, complete and systematic. So it is easier to be worked.

An instrument could be form of questionnaire, observation checklist, interview guided, and test.In this research, the researcher will use observation checklist, test, and documentation.

---

[61]Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rieneka Cipta, 2009),p. 150

1. **Observation Checklist**

In arranging observation checklist, the researcher will list some students' observable participate that indicated their activeness during teaching and learning process.

In observation stage, the researcher will helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher will observe what going on in the classroom and observe the effect of the teaching processes to improve students understanding on simple past tense.

Form of Observation Checklist

No	Name	Description 1				Description 2				Description 3				Description 4				∑	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1																				
2																				
3																				
4																				
5																				
…																				

Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students discipline in doing the task.

Criterion :

  4 : if the student's condition is exactly the same as the criteria

  3 : if the student's condition is close to the same as the criteria

  2 : if the student's condition is far from the same as the criteria

  1 : if the student's condition is totally different from the criteria

2. Test

The writer used the test to collect the data, namely Pre-test and Post-test. Pre-test was firstly administered to know the background knowledge. After six times of meetings, the writer distributed Post-test. The writer then compared the scores of pre-test and post-test .

The questions in the test are the same in both Pre-test and Post-test since the gained score is easy to be measured. Moreover, because the limitation of time and cost, it is hard to make different questions for the Post-test. The test consists of 20 items of multiple choice, which validity and reliability are examined.

And in the other side, the researcher will give test in after treatment for every cycle. The purpose is to measure the development or the improvement of students' understanding on simple past tense in every cycle. There are 10 items of multiple choice consists of regular, irregular verb either verbal pattern or nominal pattern in positive, negative and interrogative form.

3. Documentation

The researcher will use documentation which relate with this research. They are students' name list, lesson schedule, and students' worksheet .

H. Technique of Data Analysis

After the researcher collected data trough test and observation, the researcher analyzed the data used percentage descriptive quantitative analysis in giving the score to find out the improvement or development of students' understanding on simple past tense by using Story on Hadiths.

1. Method of Analyzing Observation Checklist

Researcher will use observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II .Then the result of observation checklist

would be analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

$$Percentage\ \% \ = \ \frac{n}{N} x\ 100\ \%$$

n = the score of students

N = the sum of total score

% = percentage of the expectation

From the formula above student's participation can be categorized as follow:

a. **Little participation :**

The aspect of activity that was observed above reaches out for about 25% from overall percentage 100%.

b. **Enough participation :**

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. **Good participation :**

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. **Excellent participation :**

The aspect of activity that was observed above reaches out for 100%.

2. **Method of Analyzing Test Result**

a. **Measuring the students individual ability**

In every cycle, after treatment researcher gave multiple choice tests to the students. It was contain of 10 multiple choice tests. The score of correct answer is 1 and 0 to each wrong answer. The result of the test would be analyzed by using percentage scoring as following formula:

$$Score = \frac{\sum right\ answer}{\sum items} \ x\ 100\ \%$$

After giving percentage of score, then the researcher gave five letters: A, B, C, D and E to classify the grade of students' scores level as follows:

The percentages of correct answer grade:

81 % - 100 % :   A : Excellent

61 % - 80 % :   B : Good

41 % - 60 % :   C : Fair

21 % - 40 % :   D : Less

0 % - 20 % :   E : Poor

b. **Calculating the result of study**

The formula of result from the achievement of study is :

$$The\ average\ of\ student\ results$$
$$= \frac{The\ total\ of\ students\ score}{The\ number\ of\ students}\ x\ 100\ \%$$

c. **Measuring the Mean of test**

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow: Calculate the Mean of test :[62]

$$M = \frac{\sum X}{N}$$

M = The Mean of score

X = The total of score

N = The sum of students

From the result of analyze the score of test and observation checklist. Researcher finds out the improvement or development of students' understanding on simple past tense by using Story on Hadiths.

---

[62]SutrisnoHadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000) 3 edition, p.272

3. **Criteria of Action Success**

Classroom Action Research is called successful research if the criterion that has been determined is reached. Meanwhile, if the criterion has not been reached yet, thus the next cycle has to done. The criterion is fixed by teacher and researcher.

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MTs Darul Ulum Purwogondo Kalinyamatan Jepara, namely Kriteria Ketuntasan Minimal (Minimum Passing grade Criteria). A material can be said that it is successfully taught if students have minimal score 70. It means that 70 % of the materials should be mastered by students.

In this research, teacher and researcher determine when there are 70% of students achieve any development; started from the pretest until the second posttest in cycle two. It can be stated that successful CAR and next action will be stopped. Meanwhile, there are no 70% of students achieve any improvement; it can be called unsuccessful CAR. Thus, the next cycle has to done.

CHAPTER IV
RESEARCH DESCRIPTION AND ANALYSIS

In this part, the writer presents the data of the research that have been collected. It is divided into three parts: data description, data analyzing, and interpretation of the data. The data discusses developing students' understanding on Simple Past Tense by using story on Hadiths at VIII-A grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara. Data description consists of observation before implementation the action, observation, and also test (pretest), data analyzing consists of test cycle 1 , test 2 and posttest.

A. Description of Data before Implementing the Action

Before the implementation of the action, the writer has divided two parts of data description in order to know the obstacles of teaching learning in reading activities selectively, those are data of observation and the test.

1. Data of Pre-Observation

This research was done on Sunday, May 10^{th}2015. There were 32 students as participants. In this activity, students were taught simple past tense by using conventional method. In this case the researcher conducted at the beginning of the research. It was done by Mrs. Dra. Hj. Noor Cholifah as English teacher. The researcher just observed the

classroom activity during the English lesson. Mrs. Cholifah taught by using inductive method.

First, teacher asked some students randomly about their activities in the past or at the time in Indonesian. From the student's answer, teacher explained about simple past tense, all at one she distinguished between the function of simple present and simple past tense. From the observation, the researcher found some facts that happened in the classroom during learning process. It could be described as follows: grammar is hard subject and can make students confused. So students looked bored, most of them didn't pay attention for the teacher explanation and could not respond the teacher question. At the beginning when teacher asked students to respond teacher question, they were confused to distinguish verb I and verb II.

From the description above, it can be concluded that the students' participation activity and their understanding about simple past tense was low during the English lesson. Then to make the students enthusiastic and easy in learning, the researcher will use story on Hadiths as media to improve or develop students' understanding on simple past tense.

2. **Data of Pre-Test**

Then, in this section, the researcher gave tests that contain of 20 items of multiple choices after students were

taught by conventional method. Students are given 30 minutes to do it. The purpose of the test was to measure students' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

$$Score = \frac{\sum right\ answer}{\sum items} \ x\ 100\ \%$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the students' comprehend of simple past tense. After giving the test, the researcher intended to use story on Hadiths as media to the next activity to make students interest and enjoy the learning process.

B. The Implementation of Classroom Action Research

After knowing the data from observation and pre-test above, the researcher knew that the students had some difficulties and learning in Simple Past Tense, such as the transformation of the verb forms, especially irregular verb, the negative and the interrogative form of the Simple Past Tense.

The teacher also had a problem when she teaches English in the classroom. The problem was the background knowledge of students was different each other, the students felt bored and not interest in studying English. To overcome the problem, the writer used story on hadiths as media in teaching the Simple Past Tense to support the teaching learning-process.

This Classroom Action Research was held from 09th May 2015 up to 23[rd]May 2015 at VIII-A Grade MTs DarulUlumPurwogondoKalinyamatanJepara, there were 32 students followed this implementation. The researcher conducted this research two cycles which each cycles was conducted two meetings. After doing each cycle, the writer conducted posttest to know improvement of the students understanding of the Simple Past Tense by using story on hadiths.

1. **Cycle I**
   a. **Planning**

   In this phase, the researcher made the lesson plan and selected the appropriate material that based upon the students' problem in the Simple Past Tense. In this phase also the researcher determined selected material and exercises to students. Moreover, the researcher choose story on hadiths as the text to be delivered for students in which it was needed to break down into specific material, that was discussing the schematic structure of Simple Past Tense it self, the title of the story on hadiths in this cycle were " A Liar ". The first meeting discussed about the form and pattern of the Simple Past Tense (included positive, negative, and interrogative form), the verb 2 forms (both regular and irregular), the time signal, and asked them to make sentences in the Simple Past Tense.

The researcher combined the teaching learning process of Simple Past Tense by using story on hadiths. He asked the students to analyze the Simple Past Tense sentences form the text and then discussed it together. Besides that, he also gave reading comprehension activity from the text that was given, he asked the students to read aloud in front of the class while checked their pronunciation. Next, he asked them to underline the verb two and found out the sentences of the Simple Past Tense form from the text.

In this phase, the researcher not only made planning for teaching learning activities but also prepared some activities and exercises; like made a sentence in the Simple Past Tense and then asked them to changed it into negative and interrogative form, fill in the blank with the appropriate words in the parentheses. The writer gave exercise and assessment to the students in each meeting to know the students' progress and also prepare posttest 1 after she conducted the cycle I.

b. **Acting**

The action of the cycle 1 was done on May 17[th]2015. The researcher implemented the teaching and learning process based on the lesson plan had been made. In the first meeting, the researcher explained about the form of Simple Past Tense (positive, negative, and

interrogative), the time signal,and the verb 2 forms (both regular and irregular). He gave explanation about the regular and irregular verbs and also gave them a list of irregular verbs. Next, he asked the students to make a sentence using Simple Past Tense and then changed it into negative and interrogative form.

The researcher emphasized on reading and writing activities. He asked the students to read the text aloud, and then she asked them to find out the sentences in Simple Past Tense and underlined the verb 2 forms and *to be* in the text that was given. He also asked them to read the text aloud. Each student had turn to read the text (only one paragraph not the whole text) to knew and checked their pronunciation. After that he asked them to determine the topic and the title of the passage, finding the main idea, supporting idea, and specific information from the text. After doing those activities, the researcher together with the students made a discussion about the material. In each meeting the researcher made evaluation and gave assessment to the students by giving mini exercises.

c. **Observing**

In this phase, the researcher together with the English teacher of class VIII-A observed the teaching learning process by monitoring the students' activities in

each cycle. The researcher and the English teacher saw that most of the meetings were not good and still had much lackness, the students still had difficulties in teaching learning activities.

In the first meeting, the English teacher saw that many students had difficulty of the verb two form; they still confused about the irregular verb forms. They also had a problem with negative and interrogative forms of the Simple Past Tense, some of them often used verb 2 in negative and interrogative forms. For example: *My father did not asked me to study hard,* it should be "*My father did not ask me to study hard". "Did you saw that movie last night?"* It should be*"Did you see that movie last night?".*

After teaching and learning process finished, the observer gave them test for cycle 1 exactly on the second action of the first cycle to measure how well the students' understanding of the Simple Past Tense used story on hadiths that had been studied.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\sum right\ answer}{\sum items}\ x\ 100\ \%$$

d. Reflecting

After analyzing the data by observing and evaluating the result of the teaching learning process and students' pretest and posttest scores in cycle I, the researcher and the English teacher of class VIII-A concluded that the first cycle was not good; so it is very important for him to give more activities, exercises, and practice to the students to get a better result. Most students had difficulties in negative and interrogative form of Simple Past Tense, they confused when they must use the verb 2 forms, most of them used verb 2 in negative and interrogative forms. They also still confused about the irregular verbs forms.

Based on the observation above, the researcher saw that there were many lacks in the first cycle, such as the students have not mastered the irregular verbs yet, they still confused whether use verb 1 or verb 2 in negative and interrogative forms. In writing, they could not make write coherently. In speaking, they still need much time to find some words and their pronunciation also still bad.

To solve the problem above, the English teacher suggested the researcher to make new evaluation and renewed the plan for the next cycle, and after having discussion with the English teacher, the researcher together with the English teacher found the solutions. For

misusing the verb in negative and interrogative form, he would give more explanation and exercises to the students. He would ask them to analyze the Simple Past Tense sentences from the text, so they knew the form and pattern correctly.

2. **Cycle II**
   a. **Planning**

   After finding the result from the cycle I that the students' understanding of the Simple Past Tense still had some problems, the researcher and the English teacher discussed about the result of the recent cycle, and found the solution of the students' difficulties. After the discussion, the researcher and the English teacher agreed to give some additional to the plan that has been made before and revised it to be the better one. In this cycle the writer gave new topics and emphasized in practice. She used different activities in each meeting to avoid students' boredom and to refresh the situation in the classroom.

   In the first meeting, the researcher gave a new text to the students and then asked them to read aloud the text while checked their pronunciation, and asked them to find out the Simple Past Tense sentence in the text. Then, she gave a reading comprehension activity to them (find

out the main idea, supporting idea, specific information, etc).

In the second meeting, the researcher still had the students to discuss the text that was given. After the discussion, the writer asked them to summarize the text read it aloud in front of the class and then retell the other students' stories. By doing these kinds of activities, the students became more active. They not only could memorize the form of the Simple Past Tense and the verb two forms (especially irregular verb) from the text directly but also the use of the Simple Past Tense in the real communication, so it made the teaching learning process became fun and easy to understand it.

Beside of that, the researcher also prepared unstructured observation sheet to makes note the classroom activity during teaching learning process in acting of cycle II and he prepared the test for cycle 2 too.

b. Acting

The acting of cycle II was done on 19th of May 2015. In this phase, the researcher conducted the teaching learning activities to get the better result to improve the students understanding of the Simple Past Tense by using story on hadiths, while the English teacher observed the teaching learning process, the researcher reviewed the

material briefly and then explained new activities and exercises as stated in planning phase above.

In this meeting, the researcher reviewed the last lesson. Then, he gave them a new text (The Money), he asked them to read aloud the story while checked their pronunciation. After that, he asked them to find out the simple past sentences in the text.

After that he divided the students into for groups (each group consist of 8 students) to discuss the text and determine the main idea and supporting idea in each paragraph, and then summarize it. After that the researcher would ask some students to retell the story with their own words. It gave them more chance to speak and share their opinion, so they could use the Simple Past Tense both written and spoken.

c. **Observing**

In this phase, the researcher and the English teacher made observation and discussion together. It saw that the students' responses in cycle II were well. They were very enthusiast during the class. The students looked master the lesson, they can understand what did the text talk about, and they did not have difficulty to make a sentence in the Simple Past Tense (both used verb or to be), they also can retell the story well and

confidently although sometimes theystuck in somewords, but it was a good progress for them.

The English teacher saw that there was a progress in students' reading, their reading comprehension pretty good; they could understand what did the passage talk about and could answer some question well.

The researcher and the English teacher realized that the students' grammar (especially Simple Past Tense), reading, writing, and speaking skills were good enough. They could understand the forms (positive, negative, and interrogative) and usage of the Simple Past Tense well. For example, usually before the lesson started, the writer always asked them "what did you do last night?", and in this meeting they could answer correctly like *"I studied English",* students B answered *"I cooked with my mother",* and so on. They also understand what the story talked about. In speaking, they did it well enough because of the discussion activity regularly. One problem in speaking was pronunciation, the students just need more practice to make it better.

After teaching and learning process have finished, the observer gave them to test for cycle 2 exactly on the second action of the cycle II it is to know whether the students' achievement in cycle II was improved or not.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\sum right\ answer}{\sum items} \ x\ 100\ \%$$

d. **Reflecting**

In this phase, the researcher and the English teacher evaluated the teaching learning process that has been conducted together. The result showed that the students got a good progress in understanding of the Simple Past Tense by using story on hadiths. They knew the past forms correctly (especially the irregular verbs), their understanding of reading a passage improved too; they knew and understand what did the story talk about so they could retell the story well. Moreover, their writing skill was better although it was not really good and there were some mistakes on it, but they could make their own stories and activities bit by bit. They understood the simple past tense well and could use it both written and spoken.

C. **Data Analyzing**

1. **Students' Score of the Pre-Test**

After conducting test, the researcher gave score. The correct answer got score 1 and wrong answer got 0 score.

The maximum score was 100. Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

$$Score = \frac{\sum right\ answer}{\sum items}\ x\ 100\ \%$$

Then the researcher used five letters: A, B, C, D and E to classify the grade of students' score level as presented on the table below.

Table. 1.1

The Test result of Pre-Cycle

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-01	60	60 %	C	Fair
2	A-02	45	45 %	C	Fair
3	A-03	70	70 %	B	Good
4	A-04	50	50 %	C	Fair
5	A-05	55	55 %	C	Fair
6	A-06	40	40 %	D	Less
7	A-07	50	50 %	C	Fair
8	A-08	80	80 %	B	Good
9	A-09	45	45 %	C	Fair
10	A-10	60	60 %	C	Fair
11	A-11	50	50 %	C	Fair
12	A-12	85	85 %	A	Excelent
13	A-13	80	80 %	B	Good
14	A-14	80	80 %	B	Good
15	A-15	75	75 %	B	Good
16	A-16	80	80 %	B	Good

No	Students' Code	Score	Percentage	Letter Score	Category
17	A-17	80	80 %	B	Good
18	A-18	45	45 %	C	Fair
19	A-19	60	60 %	C	Fair
20	A-20	55	55 %	C	Fair
21	A-21	60	60 %	C	Fair
22	A-22	50	50 %	C	Fair
23	A-23	60	60 %	C	Fair
24	A-24	55	55 %	C	Fair
25	A-25	70	70 %	B	Good
26	A-26	60	60 %	C	Fair
27	A-27	35	35 %	D	Less
28	A-28	60	60 %	C	Fair
29	A-29	80	80 %	B	Good
30	A-30	60	60 %	C	Fair
31	A-31	50	50 %	C	Fair
32	A-32	60	60 %	C	Fair
	Total Score	1945			
	Mean	60.78			

Then from the result above the researcher calculated the achievement of study used this formula:

$The\ average\ of\ student\ results$
$$= \frac{The\ total\ of\ the\ percentage}{The\ number\ of\ students}\ x\ 100\ \%$$

Table 1.2

The Category of Students' Score and Their Percentage

No	Interval	Freq	Percentage	Category
1	81 - 100	1	3.13	Excelent
2	61 - 80	9	28.13	Good
3	41 - 60	20	62.50	Fair
4	21 - 40	2	6.25	Less
5	0 - 20	0	0.00	Poor
		32	100	

From the data above there was 1 or 3.13% of 32 students got excellent mark. There were 9 or 28.13 % of 32 students got good mark, 20 or 62.50 % of 32 students got fair mark and 2 or 6.25 % of 32 students got less mark. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

M = The Mean of score

X = The total of score

N = The sum of students

The computation of the average score was follow :

$$\frac{1945}{32} = 60.78$$

The calculation result shows that the average of students' test result of preliminary cycle was 60.78. The highest score was 85 and the lowest score was 35.

From the result above, the mean of students in comprehend of simple past tense was low. The result of the average score was 60.78. This score was still low from the minimum standard score (KKM), it was 70. After giving the test, the researcher intended to use story on hadiths as media to the next activity to make students interest and enjoy the learning process.

2. **Students' Score of the First Cycle**

Table 2.1

The test result of first cycle

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-01	70	70 %	B	Good
2	A-02	60	60 %	C	Fair
3	A-03	90	90 %	A	Excelent
4	A-04	60	60 %	C	Fair
5	A-05	60	60 %	C	Fair
6	A-06	50	50 %	C	Fair
7	A-07	70	70 %	B	Good
8	A-08	80	80 %	B	Good
9	A-09	60	60 %	C	Fair
10	A-10	60	60 %	C	Fair
11	A-11	50	50 %	C	Fair
12	A-12	90	90 %	A	Excelent

No	Students' Code	Score	Percentage	Letter Score	Category
13	A-13	80	80 %	B	Good
14	A-14	80	80 %	B	Good
15	A-15	80	80 %	B	Good
16	A-16	80	80 %	B	Good
17	A-17	80	80 %	B	Good
18	A-18	50	50 %	C	Fair
19	A-19	60	60 %	C	Fair
20	A-20	60	60 %	C	Fair
21	A-21	60	60 %	C	Fair
22	A-22	60	60 %	C	Fair
23	A-23	60	60 %	C	Fair
24	A-24	60	60 %	C	Fair
25	A-25	90	90 %	A	Excelent
26	A-26	60	60 %	C	Fair
27	A-27	50	50 %	C	Fair
28	A-28	60	60 %	C	Fair
29	A-29	90	90 %	A	Excelent
30	A-30	60	60 %	C	Fair
31	A-31	50	50 %	C	Fair
32	A-32	60	60 %	C	Fair
	Total Score	2130			
	Mean	66.56			

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 2.2

The Category of The Students Score and Their Percentage

No	Interval	Freq	Percentage	Category
1	81 - 100	4	12.5	Excelent
2	61 - 80	8	25	Good
3	41 - 60	20	62.5	Fair
4	21 - 40	0	0	Less
5	0 - 20	0	0	Poor
		32	100	

From the data above, it could be seen that 4 or 12.5 % of 32 students got excellent mark, 8 or 25 % students of 32 students got good mark, 20 or 62.5 % of 32 students got fair mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M = \frac{\Sigma X}{N}$$

M = The Mean of score

X = The total of score

N = The sum of students

The computation of the average score was follow :

$$\frac{2130}{32} = 66.56$$

The researcher's analysis shows that the average of students'
test result of the first cycle was 66.56. The highest score was
90 and the lowest score was 50. The average of students test
result increased 5.78. It was from 60.78 to be 66.56.
Researcher concluded that students' understanding on
simple past tense developed.

3. **Students' Score of the Second Cycle**

Table 3.1

The test result of second cycle

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-01	90	90 %	A	Excelent
2	A-02	80	80 %	B	Good
3	A-03	90	90 %	A	Excelent
4	A-04	70	70 %	B	Good
5	A-05	70	70 %	B	Good
6	A-06	70	70 %	B	Good
7	A-07	70	70 %	B	Good
8	A-08	80	80 %	B	Good
9	A-09	70	70 %	B	Good
10	A-10	60	60 %	C	Fair
11	A-11	60	60 %	C	Fair
12	A-12	90	90 %	A	Excelent
13	A-13	80	80 %	B	Good
14	A-14	90	90 %	A	Excelent
15	A-15	90	90 %	A	Excelent
16	A-16	80	80 %	B	Good

No	Students' Code	Score	Percentage	Letter Score	Category
17	A-17	90	90 %	A	Excelent
18	A-18	70	70 %	B	Good
19	A-19	70	70 %	B	Good
20	A-20	60	60 %	C	Fair
21	A-21	60	60 %	C	Fair
22	A-22	70	70 %	B	Good
23	A-23	60	60 %	C	Fair
24	A-24	70	70 %	B	Good
25	A-25	90	90 %	A	Excelent
26	A-26	60	60 %	C	Fair
27	A-27	60	60 %	C	Fair
28	A-28	90	90 %	A	Excelent
29	A-29	90	90 %	A	Excelent
30	A-30	60	60 %	C	Fair
31	A-31	60	60 %	C	Fair
32	A-32	60	60 %	C	Fair
	Total Score	2360			
	Mean	73.75			

Then from the result above the researcher calculated the percentage of achievement of study used the same with previous formula. The result was below:

Table 3.2

The Category of The Students Score and Their Percentage

No	Interval	Freq	Percentage	Category
1	81 - 100	9	28.125	Excelent
2	61 - 80	13	40.625	Good

No	Interval	Freq	Percentage	Category
3	41 - 60	10	31.25	Fair
4	21 - 40	0	0	Less
5	0 - 20	0	0	Poor
		32	100	

From the data above, it could be seen that 9 or 28.125 % of 32 students got excellent mark, 13 or 40.625 % students of 32 students got good mark, 10 or 31.25 % of 32 students got fair mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M = \frac{\sum X}{N}$$

M = The Mean of score

X = The total of score

N = The sum of students

The computation of the average score was follow :

$$\frac{2360}{32} = 73.75$$

The result of students' average result was better than before. Although, still there were some students got score close to standard of minimum score.

4. **Student' Score of the Post-Test**

Table 4.1

The test result of Post-Test

No	Students' Code	Score	Percentage	Letter Score	Category
1	A-01	95	95 %	A	Excelent
2	A-02	95	95 %	A	Excelent
3	A-03	100	100 %	A	Excelent
4	A-04	85	85 %	A	Excelent
5	A-05	90	90 %	A	Excelent
6	A-06	80	80 %	B	Good
7	A-07	85	85 %	A	Excelent
8	A-08	85	85 %	A	Excelent
9	A-09	85	85 %	A	Excelent
10	A-10	75	75 %	B	Good
11	A-11	65	65 %	B	Good
12	A-12	100	100 %	A	Excelent
13	A-13	90	90 %	A	Excelent
14	A-14	90	90 %	A	Excelent
15	A-15	95	95 %	A	Excelent
16	A-16	80	80 %	B	Good
17	A-17	90	90 %	A	Excelent
18	A-18	70	70 %	B	Good
19	A-19	80	80 %	B	Good
20	A-20	75	75 %	B	Good
21	A-21	70	70 %	B	Good
22	A-22	80	80 %	B	Good
23	A-23	70	70 %	B	Good
24	A-24	75	75 %	B	Good
25	A-25	95	95 %	A	Excelent
26	A-26	70	70 %	B	Good
27	A-27	75	75 %	B	Good

No	Students' Code	Score	Percentage	Letter Score	Category
28	A-28	90	90 %	A	Excelent
29	A-29	90	90 %	A	Excelent
30	A-30	70	70 %	B	Good
31	A-31	75	75 %	B	Good
32	A-32	70	70 %	B	Good
	Total Score	2630			
	Mean	82.19			

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study.

Table 4.2

The Category of The Students Score and Their Percentage

No	Interval	Freq	Percentage	Category
1	81 - 100	16	50	Excelent
2	61 - 80	16	50	Good
3	41 - 60	0	0	Fair
4	21 - 40	0	0	Less
5	0 - 20	0	0	Poor
		32	100	

From the table above, the result of student score increased significantly. There were 16 or 50 % of 32 students got excellent mark, and 16 or 50 % of 32 students got good mark. Then researcher calculate the average (mean) of the score as below:

$$M = \frac{\Sigma X}{N}$$

M = The Mean of score

X = The total of score

N = The sum of students

The computation of the average score was follow :

$$\frac{2630}{32} = 82.19$$

From the researcher's analysis, it shows that the average of students' test result of Post-Test was 82.19 with the highest score was 100 and the lowest score was 70. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one, although still there were six students that got minimum score they were M. Izzur Rohman (70), Mukhammad Khasan (70), Noor Khamid Yusuf (70), Putri Erliana Safitri (70), Siti Saidah (70) and Siti Usfa Azizah (70). The researcher concluded that the students' difficulties in understanding on simple past tense were solved enough through the use Story on Hadiths.

So, the improvement of result test score from the category of Pre Cycle, to Post-Test can be seen as follow:

Table 4.3

The Result of Test from Pre Cycle until Post-Test

No	Students' Code	Pre-Test	Cycle I	Cycle II	Post-Test
1	A-01	60	70	90	95
2	A-02	45	60	80	95
3	A-03	70	90	90	100
4	A-04	50	60	70	85
5	A-05	55	60	70	90
6	A-06	40	50	70	80
7	A-07	50	70	70	85
8	A-08	80	80	80	85
9	A-09	45	60	70	85
10	A-10	60	60	60	75
11	A-11	50	50	60	65
12	A-12	85	90	90	100
13	A-13	80	80	80	90
14	A-14	80	80	90	90
15	A-15	75	80	90	95
16	A-16	80	80	80	80
17	A-17	80	80	90	90
18	A-18	45	50	70	70
19	A-19	60	60	70	80
20	A-20	55	60	60	75
21	A-21	60	60	60	70
22	A-22	50	60	70	80
23	A-23	60	60	60	70
24	A-24	55	60	70	75
25	A-25	70	90	90	95
26	A-26	60	60	60	70

No	Students' Code	Pre-Test	Cycle I	Cycle II	Post-Test
27	A-27	35	50	60	75
28	A-28	60	60	90	90
29	A-29	80	90	90	90
30	A-30	60	60	60	70
31	A-31	50	50	60	65
32	A-32	60	60	60	70
	Mean	60.78	66.56	73.75	82.19

D. Discussion

After the researcher implemented story on hadiths as media in teaching simple past tense, he got the data. There were significant developments from the students' understanding on simple past tense. Students were being enthusiastic in teaching and learning process by using it. Most of students be active in respond to students or teacher question. Students also could distinguish verb I and Verb II. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Preliminary Research	Cycle 1	Cycle 2	Post-Test
60.78	66.56	73.75	82.19

It was the result of students' average score from preliminary cycle to cycle 3. From the table above we can see

that there was significant development of students' understanding on simple past tense.

There were many factors that influenced the result of study. One of the factors was teaching aid or media. When a teacher employed an appropriate teaching aid or media that is suitable with the method, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using story on hadiths as a teaching media in the process of learning English at VIII A students' of MTs Darul Ulum Purwogondo Kalinyamatan Jepara could improve students' understanding on Simple Past tense. Actually, the use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Learning used story is effective to encourage students' ability. It can stimulate students' to be active. Story on hadiths was not only appropriate to teach simple past tense but also it was appropriate for teaching vocabulary.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research carried out in VIII-A grade at MTs Darul Ulum Purwogondo Kalinyamatan Jepara in academic year 2014/2015, it can be concluded that story on hadiths is an effective way to develop students' understanding in learning Simple Past Tense. It could be proved by several facts; related to observation result, students were more active and enthusiastic in learning Simple Past Tense. Related to the test result, there were some progressions of students' score from pretest to the posttest of the second cycle. In the pretest, there were 8 or 25 % students who passed the *KKM* and the mean score of pre test were 60.78. Then in the result of posttest I in cycle 1, there were 10 or 31.25% students in the class who passed the *KKM* considering their mean score of the test gained 66.56. Next in the result of posttest II in the second cycle, there gained 13 or 40.63 % students who passed the *KKM* in which their mean score derived 73.75, and in the result of Post-test, there were 24 or 75 % students who passed the *KKM* in which their mean score of the test 82.19.

Based on these result, the researcher concluded that teaching the Simple Past Tense by using story on hadiths at

second grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara could develop students' understanding of the Simple Past Tense effectively.

.

B. Suggestion

Based on the classroom research result, the writer gives some suggestion as follows: After concluding the result of this study, the writer would like to offer some suggestions. *First*, it would be better for the teachers to use story, like story on hadiths as an effective way to learn in learning the simple past tense because it could make learning more enjoyable. *Second*, the students should be more confident and active in teaching learning process, and then the teacher and the students should work together in teaching and learning process, the teacher should think the various techniques and students should actively contribute in teaching learning process. Hopefully, there will be any further research of how to complete this technique.

BIBILIOGRAPHY

A. J. Thomson and A. V. Martinet, *A Practical English Grammar 2nd Edition,* London, Oxford University Press, 1969

A. Jacobsen, David, *Method For Teaching Meningkatkan Belajar Siswa TK-SMA,* Yogyakarta, Pustaka Pelajar, 2009

A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English,* New York, Oxford University Press, 1989

Ali, Yusuf, Abdullah, *The Meaning of THE HOLY QUR'AN, Reprinted 10th Edition,* Maryland USA, Amana Publication, 2004.

Arikunto, Suharsimi, *Manajemen Penelitian,* Jakarta, PT. Rieneka Cipta, 2009.

------, *Prosedur Penelitian Suatu Pendekatan Praktik,* Jakarta, PT. Rieneka Cipta 2006

Azar, Schamfer Betty and Stacey A. Hagen, *Basic English Grammar 3rd Edition,* New York, Pearson Education, 2006

Celce Mursia Marianne and Diane Larsen-Freeman, *The Grammar Book : An ESL/EFL Teachers Course,* Cambridge, Newbury House Publisher, 1999.

Don Snow, *More Than a Native Speaker : An Introduction to Teaching Abroad*, Alexandria TESOL, Inc, 2006

Fradina, Dhita, *"The Influence of Using Short Story Towards Student's Mastery of Simple Past Tense : A Quasi Experimental Study at the Second Grade Students of Junior High School Puspita Bangsa Ciputat Tangerang Selatan in the Academic Year of 2012 / 2013",* Jakarta, UIN Syarif Hidayatullah, 2013.

Gerot and Wignel, *Making Sense of Functional Grammar,* Australia, Gerd Stabler, 1994

Hadi, Sutrisno, *Metodologi Research,* Yogyakarta, Andi Publisher, 2000

Haryani, Heni, *"Developing Student's Understanding of Simple Past Tense by Using Narrative Text; A Classroom Action Research at Second Grade of MTs Al-Falah Jakarta",* Jakarta, UIN Syarif Hidayatullah, 2011.

Husni Rahim and Maila Dinia Husni Rahim, *"The Use of Stories as Moral Education for Young Children",* International Jurnal of Social Science and humanity, Vol. 2, No. 6 November 2012.

Jean Berko Gleason and Nan Berstein Ratner, *Psycholinguisti, Second Edition,* (Harcourt: Brace College Publisher : 1998)

Jean Mc Niff, *Action Research : Principles and Practice,* New York, MacMillan Education Ltd. 2002

Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching, 2nd Edition,* New York, Oxford University Press, 2008.

Nunan, David, *Research Method in Language Learning,* USA, Cambridge University Press, 1992.

Parrot Martin, *Grammar for English Language Teachers,* Cambridge, Cambridge University, 2000.

Riduan, *Skala Pengukuran Variabel Penelitian,* Bandung, Alfabeta, 2009.

Saleh, Ismail, Mahmoud, *Dictionary of Islamic Words & Expressions,* Riyadh, Darussalam, 2011.

Thornbury Scott, *How to Teach Grammar,* England, Pearson Education Limited, 1999.

W. Stanrock, John, *Educational Psychology 2ⁿᵈ Edition,* New York, Mc Graw, 2004

Webster's New Word Dictionary of American English, The World Publishing Company USA 1960

Wright, Andrew, *Story Telling With Children,* New York, Oxford University Press, 1995.

Software : Qur'anic Explorer v.1.1.5 PDF version

Appendix 1

SILABUS PEMBELAJARAN

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks Essai berbentuk *narrative* / *recount* 2. Ciri kebahasaan Teks Essai berbentuk *narrative* / *recount* 3. Tujuan komunikatif teks essai *narratif* / *recount* 4. Langkah retorika teks *narrative* / *recount* 5. Spelling, stress,	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative* / *recount* yang dibaca guru 4. Membaca nyaring teks *narrative* /	• Membaca nyaring dan bermakna teks essai berbentuk *narrative* / *recount* • Mengidentifikasi berbagai makna teks *narrative* / *recount*	Tes lisan Tes tulis	Membaca nyaring Pilihan ganda	*Read the story aloud.* *Choose the right answer based on the text.*	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player
11.2 Merespon makna dalam teks tulis			• Mengidentifikasi tujuan komunikatif teks	Tes Tulis	Isian singkat	*Complete the following sentences using*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	intonation	*recount* dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative / recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative / recount* yang di baca 8. Menentukan ciri kebahasaan teks *narrative / recount* yang di baca 9. Membaca teks *narrative / recount* lainnya	*narrative / recount* Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*	Tes Tulis	Pertanyaan tertulis	*the information from the text.* *Answer the following questions based on the text.*		1. Buku teks yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis Tes tulis Tes tulis	PG Jawaban singkat Jawaban singkat	*Choose the best option, a,b,c or d* *Answer the following questions* *Give short answers !*	4 x 40 menit	2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

SILABUS PEMBELAJARAN

Sekolah : ....

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian				Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen			
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperatives - Getting attention - Comparison 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan- kan sesuatu 3. Melengkapi teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	1. *Write sentences based on the situation given.* 2. *Complete the text using suitable word/words.* 3. *Write notices related to certain places* 4. *Write an advertisement promoting a certain product.*		4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	1. Teks Essai *narrative* / *recount* 2. Ciri kebahasaan teks *narrative* / *recount* 3. Langkah retorika teks *narrative* / *recount* 4. Tatabahasa - Simple past - Past continuous 5. Kosakata - Kata terkait tema dan jenis teks 6. Tandabaca, spelling	4. Menulis teks fungsional pendek 1. Review ciri kebahasaan teks *narrative*/ *recount* 2. Membuat kalimat sederhana terkait teks *narrative/ recount* 3. Mengembangkan langkah retorika teks *recount* dan *narrative* 4. Membuat draft teks *recount* dan *narrative* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding	Menulis teks pendek dan sederhana dalam bentuk *recount* / *narrative* dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short recount/narrative text based on:* a. *Your experience happend to you* b. *The story You have ever read* c. *Series of pictures given.*	8 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
				Proyek	Penugasan	*Find 5 short texts of recount or narratives and expose them.*		

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MTs. Darul Ulum Purwogondo**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
Alokasi Waktu	**: 2 x 40 menit (1 x pertemuan)**

A. Standar Kompetensi
Membaca
1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *simple past tense* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Tujuan Pembelajaran
1. Siswa mampu membaca nyaring teks esei berbentuk Story
2. Siswa mampu menemukan informasi spesifik dari teks.
3. Siswa mampu mengidentifikasi pola kalimat *simple past tense* dalam bentuk positive dan negative.
4. Siswa mampu merubah verb 2 yang ada di dalam teks menjadi verb 1 (regular dan irregular).

Karakter Peserta Didik yang diharapkan :
Disiplin, Jujur, Sopan, Bekerjasama dan Bertanggungjawab

D. Materi Pembelajaran
1. **Text Monolog**
   - Story on Hadiths

2. **Kosakata**
   - **Verb 2 (Regular and Irregular Verb)**
3. **Tata Bahasa**
   - **Simple Past Tense**
     - ➢ *The use of simple past tense is to talk about the activity, state, or action happened in the past.*
     - ➢ *The pattern:*
       - ▪ **Affirmative Statements Form**

Verbal Sentences :

Subject	Verb 2
I	
You	
They	
We	Worked
He	
She	
It	

Nominal Sentences :

Subject	To be	Complement
I	Was	
You		
They	Were	
We		Teacher
He		
She	Was	
It		

       - ▪ **Negative Statements Form**

Verbal Sentences :

Subject	Did not	Verb 1
I		
You		
They	Did not Didn't	Work
We		
He		
She		
It		

Nominal Sentences

Subject	Tobe + not	Comple-ment
I	Was not Wasn't	
You		
They	Were not Weren't	
We		Teacher
He		
She	Was not Wasn't	
It		

- **Interrogative Statements Form**

Verbal Sentences :

Did	Subject	Verb 1
Did	I	Work
	You	
	They	
	We	
	He	
	She	
	It	

Nominal Sentences :

To be	Subject	Complement
Was	I	Teacher
Were	You	
	They	
	We	
Was	He	
	She	
	It	

- **REGULAR VERBS**

Present	Past	Past Participle
Ask	Asked	Asked
Answer	Answered	Answered
Clean	Cleaned	Cleaned
Close	Closed	Closed
Laugh	Laughed	Laughed
Learn	Learned	Learned
Move	Moved	Moved
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed
Talk	Talked	Talked
Walk	Walked	Walked

- **IRREGULAR VERBS**

Present	Past	Past Participle
Become	Became	Become
Begin	Began	Begun

Present	Past	Past Participle
Bring	Brought	Brought
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt
Get	Got	Got / Gotten
Keep	Kept	Kept
Know	Knew	Known
Meet	Met	Met
Say	Said	Said
Think	Thought	Thought
Write	Wrote	Written

E. Metode / Model Pembelajaran

Three phase technique :

- Ceramah
- Diskusi
- Tanya Jawab (Latihan)

Collaborative Learning :

- Making Group

Strategy :

- Reading Story on Hadiths

F. Kegiatan Pembelajaran

a. Kegiatan Awal

- Mengawali pelajaran dengan berdoa.
- Salam dan tegur sapa
- Menjelaskan tujuan pembelajaran
- Apersepsi dan motivasi (kesiapan untuk belajar, review pelajaran sebelumnya dan memotivasi siswa agar fokus selama proses belajar mengajar agar tujuan pembelajaran dapat dicapai).

b. Kegiatan Inti
   EKSPLORASI
   Dalam Kegiatan ini, Guru :
   - Menggunakan beragam pendekatan pembelajaran, (ceramah, diskusi, practice, tanya jawab), media pembelajaran (teks yang relevan, gambar), dan sumber belajar lain (buku paket dan LKS);
   - Menciptakan interaksi antarpeserta didik serta antara peserta didik dengan guru (memberikan waktu untuk tanya-jawab, dan berdiskusi); dan
   - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran *reading* (melatih skill membaca siswa dengan mengajak siswa untuk membaca teks monolog *narrative*.

   ELABORASI
   Dalam Kegiatan ini, Guru :
   - Memberikan contoh-contoh teks monolog *story on Hadiths*
   - Membahas kosa kata dan tata bahasa (*verb2 and simple past tense*)
   - Menjawab / merespon pertanyaan lisan/tertulis mengenai:
     ➢ Karakteristik terkait jenis teks
     ➢ Tema/jenis teks
     ➢ Kosa kata dan tata bahasa terkait tema/jenis teks
     ➢ Isi teks yang dibaca
   - Melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri dalam pembelajaran *reading:*
     ➢ Guru membagi siswa ke dalam beberapa kelompok
     ➢ Melatih skill membaca siswa dengan mengajak siswa untuk membaca teks monolog (Story on Hadiths)
     ➢ Siswa secara berkelompok diminta untuk mencari verb 2 yang ada dalam teks dan merubahnya menjadi verb 1

KONFIRMASI

Dalam Kegiatan ini, Guru :

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, isyarat, maupun penghargaan terhadap keberhasilan peserta didik (menanyakan kembali mengenai materi yang dipelajari pada saat itu, dan memberikan pujian seperti *good, excellent,* atau *applause* atas partisipasi mereka)
- Menjadi narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar (bahasa yang baik, sopan dan dapat dimengerti siswa),
- Memberikan motivasi kepada peseerta didik yang kurang atau belum berpartisipasi aktif (melakukan pendekatan atau perhatian yang lebih tanpa menimbulkan kecemburuan social pada siswa lain).

c. **Kegiatan Akhir**

Dalam Kegiatan Akhir :

- Siswa menyampaikan apa yang dapat mereka pahami dari materi yang telah disampaikan oleh guru
- Guru memberi siswa kesempatan untuk bertanya
- Guru dan siswa membuat kesimpulan mengenai materi yang telah dipelajari pada saat itu
- Salam penutup

G. **Sumber Belajar**

1. Buku *English in Focus,* for Grade VIII of Junior High School, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Lembar Kerja Siswa Semester 2
3. Teks yang relevan "A LIAR".

H. **Penilaian**

Format	: Multiple Choice Test
Teknik	: siswa memilih jawaban yang benar
Aspek penilaian	: Ketepatan / Kebenaran Jawaban

Panduan Penilaian **:** Jumlah Soal   = 10

Skor Maksimal = 100

Jumlah Skor   = 100

Kalinyamatan, 10 Mei 2015

Guru Mata Pelajaran   Mahasiswa

Dra. Hj. Noor Cholifah   **Murtadlo**

Mengetahui :

Kepala MTs. Darul Ulum

Purwogondo Kalinyamatan Jepara

A. Taufiq, S.Pd.

Sekolah	: **MTs. Darul Ulum Purwogondo**
Mata Pelajaran	: **Bahasa Inggris**
Kelas / Semester	: **VIII / 2**
Alokasi Waktu	: **2 x 40 menit (1 x pertemuan)**

A. Standar Kompetensi

Menulis

1.2 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

12.2. Mengungkapkan makna dalam bentuk teks fungsional dan esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *simple past tense*

C. Tujuan Pembelajaran

1. Siswa mampu memahami bentuk kalimat *simple past tense.*
2. Siswa mampu mengidentifikasi pola kalimat *simple past tense* dalam bentuk positive, negative dan interogatif
3. Siswa mampu menulis kalimat *simple past tense*

Karakter Peserta Didik yang diharapkan :
Disiplin, Jujur, Sopan, Bekerjasama dan Bertanggung jawab

D. Materi Pembelajaran

1. Kosakata
   • **Verb 2 (Regular and Irregular Verb)**
2. Tata Bahasa
   • **Simple Past Tense**
      ➢ *The use of simple past tense is to talk about the activity, state, or action happened in the past.*

➢ *The pattern:*
▪ **Affirmative Statements Form**

Verbal Sentences :

Subject	Verb 2
I	
You	
They	
We	Worked
He	
She	
It	

Nominal Sentences :

Subject	To be	Complement
I	Was	
You		
They	Were	
We		Teacher
He		
She	Was	
It		

▪ **Negative Statements Form**

Verbal Sentences :

Subject	Did not	Verb 1
I		
You		
They	Did not	
We	Didn't	Work
He		
She		
It		

Nominal Sentences

Subject	Tobe + not	Complement
I	Was not Wasn't	
You		
They	Were not Weren't	
We		Teacher
He		
She	Was not Wasn't	
It		

- **Interrogative Statements Form**

Verbal Sentences :

Did	Subject	Verb 1
Did	I	Work
	You	
	They	
	We	
	He	
	She	
	It	

Nominal Sentences :

To be	Subject	Complement
Was	I	Teacher
Were	You	
	They	
	We	
Was	He	
	She	
	It	

- **REGULAR VERBS**

Present	Past	Past Participle
Ask	Asked	Asked
Answer	Answered	Answered
Clean	Cleaned	Cleaned
Close	Closed	Closed
Laugh	Laughed	Laughed
Learn	Learned	Learned
Move	Moved	Moved
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed
Talk	Talked	Talked
Walk	Walked	Walked

- **IRREGULAR VERBS**

Present	Past	Past Participle
Become	Became	Become
Begin	Began	Begun
Bring	Brought	Brought
Drink	Drank	Drunk

Present	Past	Past Participle
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt
Get	Got	Got / Gotten
Keep	Kept	Kept
Know	Knew	Known
Meet	Met	Met
Say	Said	Said
Think	Thought	Thought
Write	Wrote	Written

3. **Teks (Story on Hadiths)**
4. **Menulis kalimat Simple Past Tense dalam Format Positive, Negative dan Interrogative**

E. Metode / Model Pembelajaran

Three phase technique :

- Ceramah
- Diskusi
- Tanya Jawab (Latihan)

Strategy :

- Reading Story on Hadiths

F. Kegiatan Pembelajaran

a. Kegiatan Awal

- Mengawali pelajaran dengan berdoa.
- Salam dan tegur sapa
- Menjelaskan tujuan pembelajaran
- Apersepsi dan motivasi (kesiapan untuk belajar, review pelajaran sebelumnya dan memotivasi siswa agar fokus selama proses belajar mengajar agar tujuan pembelajaran dapat dicapai).

b. Kegiatan Inti

EKSPLORASI

Dalam Kegiatan ini, Guru :

- Menggunakan beragam pendekatan pembelajaran, (ceramah, diskusi, practice, tanya jawab), media pembelajaran (teks yang relevan, gambar), dan sumber belajar lain (buku paket dan LKS);
- Menciptakan interaksi antar peserta didik serta antara peserta didik dengan guru (memberikan waktu untuk tanya-jawab, dan berdiskusi); dan
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran *writing* (melatih skill menulis siswa dengan mengajak siswa untuk membaca teks. (Story on Hadiths).

ELABORASI

Dalam Kegiatan ini, Guru :

- Memberikan contoh-contoh teks monolog (*story on Hadiths*)
- Membahas kosa kata dan tata bahasa (*verb2 and simple past tense*)
- Menjawab/merespon pertanyaan lisan/tertulis mengenai:
  - ➢ Karakteristik terkait teks yang telah dibaca
  - ➢ Tema/jenis teks
  - ➢ Kosa kata dan tata bahasa terkait tema / jenis teks
  - ➢ Isi teks yang dibaca
- Melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri dalam pembelajaran *writing:*
  - ➢ Melatih skill menulis siswa dengan mengajak siswa untuk menulis teks yang mengandung V2 dari teks monolog narrative (Story based on Hadith)
  - ➢ Siswa secara berkelompok diminta untuk mencari verb 2 yang ada dalam teks dan merubahnya menjadi bentuk positive, negative dan interrogative.

KONFIRMASI

Dalam Kegiatan ini, Guru :

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, isyarat, maupun penghargaan terhadap keberhasilan peserta didik (menanyakan kembali mengenai materi yang dipelajari pada saat itu, dan memberikan pujian seperti *good, excellent,* atau *applause* atas partisipasi mereka)
- Menjadi narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar (bahasa yang baik, sopan dan dapat dimengerti siswa),
- Memberikan motivasi kepada peseerta didik yang kurang atau belum berpartisipasi aktif (melakukan pendekatan atau perhatian yang lebih tanpa menimbulkan kecemburuan social pada siswa lain).

c. Kegiatan Akhir

Dalam Kegiatan Akhir :

- Siswa menyampaikan apa yang dapat mereka pahami dari materi yang telah disampaikan oleh guru
- Guru memberi siswa kesempatan untuk bertanya
- Guru dan siswa membuat kesimpulan mengenai materi yang telah dipelajari pada saat itu
- Salam penutup

G. Sumber Belajar

1. Buku *English in Focus,* for Grade VIII of Junior High School, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Lembar Kerja Siswa Semester 2.
3. Teks yang relevan "THE MONEY".

H. Penilaian

Format	: Multiple Choice Test
Teknik	: siswa memilih jawaban yang benar
Aspek penilaian	: Ketepatan Jawaban

Panduan Penilaian **:** Jumlah Soal = 10

Skor Maksimal = 100

Jumlah Skor = 100

Kalinyamatan, 10 Mei 2015

Guru Mata Pelajaran Mahasiswa

Dra. Hj. Noor Cholifah **Murtadlo**

Mengetahui :

Kepala MTs. Darul Ulum

Purwogondo Kalinyamatan Jepara

A. Taufiq, S.Pd.

Appendix 3

Name   : _____
Number   : _____

TEST
PRE-TEST and POST-TEST

1. Galih   : Have you ever been in Kawah Putih?
   Risa   : Yes, I have.
   Galih   : When _____?
   Risa   : Three years ago.

   a. are you going there?
   b. will you go there?
   c. have you go there?
   d. did you go there?

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   d. called

3. It was a beautiful day when we _____ for a walk
   in the park yesterday
   a. go   c. sleeps
   b. went   d. going

4. My brother and sister were arguing about something
   when I _____ into the room.
   a. was walking   c. is walking
   b. walked   d. walks

5. She was not at home when I _____ to her house
   yesterday.
   a. come   c. came
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung

b. I'm going to Bandung
c. I were in Bandung
d. I will be in Bandung

7. Lidya : What a lovely purse!
   Anne : Thank you, I _____ it myself.
   Lidya : Did you?
   Anne : Yes, I did.
   a. made   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   a. didn't visit   c. isn't visit
   b. doesn't visit   d. won't visit

9. Frans : I heard that Taufik Hidayat lost the match.
   Randy : Yes, he did.
   Hilman : Who defeated him?
   Frans : Bao Chunlai _____
   a. is   c. did
   b. was   d. does

10. Dina : Did the boys study after class?
    Intan : No.
    Dina : What did they do?
    Intan : They _____ football
    a. played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*
    <u>My mother and I</u> - <u>in</u> – <u>bought</u> – <u>the market</u> –
       1   2 3   4
    <u>Some vegetables</u> – <u>yesterday</u> - <u>morning.</u>
      5   6   7
    a. 1-2-4-3-5-6-7   c. 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
   a. eat   c. is eating
   b. ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
   a. meet   c. met
   b. is meeting   d. will meet

14. My brother _____ me many story books last month.
   a. gave   c. will gave
   b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
   a. tomorrow   c. next Sunday
   b. last Sunday   d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the

side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand ? Because ….
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud
17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street
18. When I ____ younger, I wanted to be a football player
    a. were   c. have
    b. still   d. was

19. It was dark, so didn't ___ him clearly
   a. saw
   c. seeing
   b. see
   d. sawing
20. Danny opened the window and the bird ___
   a. Fly
   c. Flying
   b. Flew
   d. Flewing

Answer Key

1.	D	11.	D
2.	D	12.	B
3.	B	13.	C
4.	B	14.	A
5.	C	15.	B
6.	C	16.	C
7.	A	17.	A
8.	A	18.	D
9.	C	19.	B
10.	A	20.	B

Cycle I

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono…………………….me in my dream, last night.
    a. visited   c. visit
    b.visits   d. is visiting

2. My family……………………. on Jl. Supratman in 2001.
    a. has stayed   c. stayed
    b.staying   d. stay

3. Three hour ago, Miss Mary……………….in a tent.
    a. Sleeps   c. is sleeping
    b. Slept   d. sleeps

4. Joshua……………….from Canada Two years ago.
    a. come   c. had came
    b. comes   d. came

5. I………..……..Cristiano Ronaldo last holiday.
    a. met   c. am meeting
    b.meet   d. have met

6. Faisal……………….mathematic class last semester.
    a. takes   c. take
    b. took   d. has took

7. They did not……………library last Tuesday.
    a. go   c. are going
    b. went   d. gone

8. Last Monday, the book store……………..
    a. open   c. opened
    b. is opening   d. opens

9. Agnes Monica……………..me a rose flower a week ago.
    a. give   c.gave
    b.gives   d. was giving

10. This room………………..comfort for them last night.
    a.was   c. is not
    b. is   d. are

Name   :

Number   :

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. We……………..........in the swimming pool two weeks ago.
   a. swim   c. swam
   b. is swimming   d. swims

2. I …. a T-shirt, jeans and a cap last Ramadhan
   a. bought   c. buy
   b. buys   d. am buying

3. Six months ago, my family …. To Gembira Loka zoo
   a. go   c. goes
   b. went   d. is going

4. We ….. in front of that tiger yesterday
   a. stood   c. stand
   b. is standing   d. stands

5. My family ….. in Ambarukmo hotel in May
   a. stayed   c. is staying
   b. stay   d. stays

6. I …. For her news a few minutes ago
   a. am waiting   c. waited
   b. waits   d. wait

7. Mr. and Mrs. Ridwan ….. to celebrate their wedding
   anniversary a week before today.
   a. plans   c. planed
   b. are planning   d. plan

8. I ….. Mia's novel on Sunday night
   a. borrowed　　　　　　　c. borrows
   b. am borrowing　　　　　d. borrow

9. She did not ….. in to the water yesterday
   a. jumped　　　　　　　　c. jump
   b. jumping　　　　　　　　d. jumps

10. She …. see my actress in theatre on Sunday
    a. does　　　　　　　　　c. do not
    b. did not　　　　　　　　d. did

Answer Key

1. C
2. A
3. B
4. A
5. A
6. C
7. C
8. A
9. C
10. B

Appendix 3

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran Simple Past Tense menggunakan Story on Hadits

Nama Sekolah : MTs. Darul Ulum Purwogondo
Tahun Pelajar : 2014 / 2015
Kelas / Semes : VIII / II
Pokok Bahasa : Simple Past Tense
Siklus Ke : Pre

No	Students 'Code	Description 1				Description 2				Description 3				Description 4				Σ	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	A-01				✓			✓				✓					✓	12	75	Good
2	A-02			✓				✓				✓					✓	11	68.75	Good
3	A-03				✓			✓				✓					✓	14	87.5	Excellent
4	A-04				✓			✓				✓					✓	12	75	Good
5	A-05				✓			✓				✓					✓	12	75	Good
6	A-06				✓			✓				✓					✓	12	75	Good
7	A-07				✓			✓				✓					✓	12	75	Good
8	A-08				✓			✓				✓					✓	13	81.25	Excellent
9	A-09			✓				✓				✓					✓	12	75	Good
10	A-10			✓				✓				✓					✓	12	75	Good
11	A-11				✓			✓				✓					✓	12	75	Good
12	A-12				✓			✓				✓					✓	12	75	Good
13	A-13				✓			✓				✓					✓	12	75	Good
14	A-14				✓			✓		✓							✓	9	56.25	Good
15	A-15			✓				✓				✓					✓	12	75	Good
16	A-16			✓				✓				✓					✓	12	75	Good
17	A-17			✓				✓	✓			✓					✓	12	75	Good
18	A-18			✓				✓		✓							✓	8	50	Enough
19	A-19			✓				✓					✓				✓	8	50	Enough
20	A-20			✓				✓					✓				✓	12	75	Good
21	A-21			✓				✓					✓				✓	8	50	Enough
22	A-22			✓				✓					✓				✓	12	75	Good
23	A-23			✓				✓	✓								✓	13	81.25	Excellent
24	A-24			✓				✓									✓	12	75	Good
25	A-25			✓				✓									✓	12	75	Good
26	A-26			✓				✓									✓	12	75	Good
27	A-27			✓				✓									✓	13	81.25	Excellent
28	A-28			✓			✓										✓	12	75	Good
29	A-29			✓			✓										✓	14	87.5	Excellent
30	A-30			✓			✓		✓				✓				✓	14	87.5	Excellent
31	A-31			✓			✓		✓								✓	12	75	Good
32	A-32			✓			✓										✓	12	75	Good
																		381		

Description :
1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students discipline in doing the task.

Criterion :
4 : student's condition is exactly the same as the criteria
3 : student's condition is close to the same as the criteria
2 : student's condition is far from the same as the criteria
1 : student's condition is totally different from the criteria

Appendix 4

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran Simple Past Tense menggunakan Story on Hadiths

Nama Sekolah : MTs. Darul Ulum Purwogondo
Tahun Pelajar : 2014 / 2015
Kelas / Semes : VIII / II
Pokok Bahasa : Simple Past Tense
Siklus Ke : Cycle I

No	Students Code	Description 1				Description 2				Description 3				Description 4				Σ	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	A-01				✓			✓									✓	12	75	Good
2	A-02				✓			✓									✓	12	75	Good
3	A-03				✓			✓	✓								✓	14	87.5	Excelent
4	A-04				✓			✓									✓	12	75	Good
5	A-05				✓			✓									✓	12	75	Good
6	A-06				✓			✓									✓	12	75	Good
7	A-07				✓			✓									✓	12	75	Good
8	A-08				✓			✓	✓								✓	13	81.25	Excelent
9	A-09				✓		✓										✓	14	87.5	Excelent
10	A-10				✓		✓										✓	13	81.25	Excelent
11	A-11				✓		✓										✓	12	75	Good
12	A-12				✓			✓									✓	12	75	Good
13	A-13				✓			✓									✓	13	81.25	Excelent
14	A-14			✓				✓							✓		✓	10	62.5	Good
15	A-15				✓			✓									✓	13	81.25	Excelent
16	A-16				✓			✓									✓	12	75	Good
17	A-17				✓			✓									✓	13	81.25	Excelent
18	A-18			✓				✓	✓								✓	12	75	Good
19	A-19		✓				✓								✓		✓	9	56.25	Good
20	A-20		✓					✓			✓						✓	13	81.25	Excelent
21	A-21			✓				✓						✓			✓	9	56.25	Good
22	A-22				✓			✓									✓	12	75	Good
23	A-23				✓			✓									✓	13	81.25	Excelent
24	A-24				✓			✓									✓	12	75	Good
25	A-25				✓			✓									✓	12	75	Good
26	A-26				✓			✓									✓	12	75	Good
27	A-27				✓		✓										✓	13	81.25	Excelent
28	A-28				✓		✓										✓	12	75	Good
29	A-29				✓			✓									✓	14	87.5	Excelent
30	A-30			✓					✓								✓	14	87.5	Excelent
31	A-31			✓				✓				✓					✓	12	75	Good
32	A-32			✓				✓									✓	12	75	Good
																		392		

Description :
1 : Students give attention to teacher's explanation.
2 : Students respond or answer to teacher's question.
3 : Students ask question to teacher relating the lesson.
4 : Students discipline in doing the task.

Criterion :
4 : student's condition is exactly the same as the criteria
3 : student's condition is close to the same as the criteria
2 : student's condition is far from the same as the criteria
1 : student's condition is totally different from the criteria

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran Simple Past Tense menggunakan Story on Haditis

Nama Sekolah : MTs. Darul Ulum Purwogondo
Tahun Pelajar : 2014 / 2015
Kelas / Semes : VIII / II
Pokok Bahasa : Simple Past Tense
Siklus Ke : Cycle II

No	Students Code	Σ	%	Categorization
1	A-01	12	75	Good
2	A-02	12	75	Good
3	A-03	15	93,75	Excelent
4	A-04	12	75	Good
5	A-05	13	81,25	Excelent
6	A-06	12	75	Good
7	A-07	12	75	Good
8	A-08	12	75	Good
9	A-09	14	87,5	Excelent
10	A-10	13	81,25	Excelent
11	A-11	12	75	Good
12	A-12	12	75	Good
13	A-13	13	81,25	Excelent
14	A-14	11	68,75	Good
15	A-15	13	81,25	Excelent
16	A-16	12	75	Good
17	A-17	13	81,25	Excelent
18	A-18	13	81,25	Excelent
19	A-19	11	68,75	Good
20	A-20	13	81,25	Excelent
21	A-21	11	68,75	Good
22	A-22	12	75	Good
23	A-23	13	81,25	Excelent
24	A-24	12	75	Good
25	A-25	13	81,25	Excelent
26	A-26	12	75	Good
27	A-27	13	81,25	Excelent
28	A-28	13	81,25	Excelent
29	A-29	14	87,5	Excelent
30	A-30	14	87,5	Excelent
31	A-31	12	75	Good
32	A-32	13	81,25	Excelent
		403		Excelent

Columns observed (checkmark criteria): Description 1, Description 2, Description 3, Description 4 (each with sub-columns 1, 2, 3, 4).

Description :
1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students discipline in doing the task.

Criterion :
4 : student's condition is exactly the same as the criteria
3 : student's condition is close to the same as the criteria
2 : student's condition is far from the same as the criteria
1 : student's condition is totally different from the criteria

Appendix 6

Name   : A. Syukrul Huda

Number   : 01

PRE – TEST

60

1. Galih   : Have you ever been in Kawah Putih?
    Risa   : Yes, I have.
    Galih   : When _____?
    Risa   : Three years ago.
    a. are you going there?
    b. will you go there?
    c. have you go there?
    d. did you go there?

2. I _____ Roger at nine last night.
    a. am calling   c. was calling
    b. calls   d. called

3. It was a beautiful day when we _____ for a walk in the park yesterday
    a. go   c. sleeps
    b. went   d. going

4. My brother and sister were arguing about something when I _____ into the room.
    a. was walking   c. is walking
    b. walked   d. walks

5. She was not at home when I _____ to her house yesterday.
    a. come   c. came
    b. is coming   d. will come

6. Where were you a week ago?
    a. I am in Bandung
    b. I'm going to Bandung
    c. I were in Bandung
    d. I will be in Bandung

7. Lidya   : What a lovely purse!
    Anne   : Thank you, I _____ it myself.
    Lidya   : Did you?
    Anne   : Yes, I did.
    a. made   c. am making
    b. make   d. was making

8. She _____ her grandfather last Saturday.
    a. didn't visit   c. isn't visit
    b. doesn't visit d. won't visit

9. Frans   : I heard that Taufik Hidayat lost the match.
   Randy : Yes, he did.
   Hilman : Who defeated him?
   Frans   : Bao Chunlai _____
   a. is   c. did
   b. was   d. does

10. Dina   : Did the boys study after class?
    Intan : No.
    Dina   : What did they do?
    Intan : They _____ football
    a. played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*
    <u>My mother and I</u> - in – <u>bought</u> – <u>the market</u> – <u>some vegetables</u> – <u>yesterday</u>
         1   2   3   4   5   6
    <u>morning.</u>
      7
    a. 1-2-4-3-5-6-7   c. 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    b. ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   c. met
    b. is meeting   d. will meet

14. My brother _____ me many story books last month.
    a. gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    b. last Sunday d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand? Because ....
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street

18. When I ___ younger, I wanted to be a football player
    a. were
    b. still
    c. have
    d. was

19. It was dark, so didn't ___ him clearly
    a. saw
    b. see
    c. seeing
    d. sawing

20. Danny opened the window and the bird ___
    a. Fly
    b. Flew
    c. Flying
    d. Flewing

Cycle I

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono.........................me in my dream, last night.

   a. visited   c. visit

   b. visits   d. is visiting

2. My family.........................on Jl. Supratman in 2001.

   a. has stayed   c. stayed

   b. staying   d. stay

3. Three hour ago, Miss Mary...................in a tent.

   a. Sleeps   c. is sleeping

   b. Slept   d. sleeps

4. Joshua...................from Canada Two years ago.

   a. come   c. had came

   b. comes   d. came

5. I...................Cristiano Ronaldo last holiday.

   a. met   c. am meeting

   b. meet   d. have met

6. Faisal...................mathematic class last semester.

   a. takes   c. take

   b. took   d. has took

7. They did not...............library last Tuesday.

   a. go   c. are going

   b. went   d. gone

8. Last Monday, the book store.................

   a. open   c. opened

   b. is opening   d. opens

9. Agnes Monica.................me a rose flower a week ago.

   a. give   c. gave

   b. gives   d. was giving

10. This room...................comfort for them last night.

    a. was   c. is not

    b. is   d. are

Name : A. Sholikul Huda

Number : 01

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. We………….......in the swimming pool two weeks ago.

    a. swim   ~~c.~~ swam

    b. is swimming   d. swims

2. I ………………a T shirt, jeans and a cap last Ramadhan.

    ~~a.~~ bought   c. buy

    b. buys   d. am buying

3. Six months ago, my family………. to Gembira Loka zoo.

    a. go   c. goes

    ~~b.~~ went   d. is going

4. We…………….in front of that tiger yesterday.

    ~~a.~~ stood   c. stand

    b. is standing   d. stands

5. My family …………………in Ambarukmo hotel in May.

    ~~a.~~ stayed   c. is staying

    b. stay   d. stays

6. I ………………… for her news a few minutes ago.

    a. am waiting   ~~c.~~ waited

    b. waits   d. wait

7. Mr. and Mrs. Ridwan………………to celebrate their wedding anniversary a week before today.

    a. plans   ~~b.~~ planed

    c. are planing   d. plan

8. I …………………Mia's novel on Sunday night.

    ~~a.~~ borrowed   c. borrows

    b. am borrowing   d. borrow

9. She did not………………in to the water yesterday.

    a. jumped   ~~c.~~ jump

    b. jumping   d. jumps

10. She………………see my actress in theatre on Sunday.

    ~~a.~~ does   c. do not

    b. did not   d. did

90

Name   : A. Sholikul Huda

Number   : 01

POST – TEST

95

1. Galih   : Have you ever been in Kawah Putih?
   Risa   : Yes, I have.
   Galih   : When _____?
   Risa   : Three years ago.
   a. are you going there?
   b. will you go there?
   c. have you go there?
   d. did you go there?

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   d. called

3. It was a beautiful day when we _____ for a walk in the park yesterday
   a. go   c. sleeps
   b. went   d. going

4. My brother and sister were arguing about something when I _____ into the room.
   a. was walking   c. is walking
   b. walked   d. walks

5. She was not at home when I _____ to her house yesterday.
   a. come   c. came
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung
   b. I'm going to Bandung
   c. I were in Bandung
   d. I will be in Bandung

7. Lidya   : What a lovely purse!
   Anne   : Thank you, I _____ it myself.
   Lidya   : Did you?
   Anne   : Yes, I did.
   a. made   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   a. didn't visit   c. isn't visit
   b. doesn't visit   d. won't visit

9. Frans   : I heard that Taufik Hidayat lost the match.
   Randy   : Yes, he did.
   Hilman   : Who defeated him?
   Frans   : Bao Chunlai _____
   a. is   c. did
   b. was   d. does

10. Dina   : Did the boys study after class?
    Intan   : No.
    Dina   : What did they do?
    Intan   : They _____ football
    a. played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*
    <u>My mother and I</u> - <u>in</u> – <u>bought</u> – <u>the market</u> – <u>some vegetables</u> – <u>yesterday</u>
        1   2   3   4   5   6
    <u>morning.</u>
        7
    a. 1-2-4-3-5-6-7   c. 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    b. ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   c. met
    b. is meeting d. will meet

14. My brother _____ me many story books last month.
    a. gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    b. last Sunday d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand? Because ….
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street

18. When I ___ younger, I wanted to be a football player
    a. were
    b. still
    c. have
    d. was

19. It was dark, so didn't ___ him clearly
    a. saw
    b. see
    c. seeing
    d. sawing

20. Danny opened the window and the bird ___
    a. Fly
    b. Flew
    c. Flying
    d. Flewing

PRE – TEST

1. Galih : Have you ever been in Kawah Putih?
   Risa : Yes, I have.
   Galih : When _____?
   Risa : Three years ago.
   a. are you going there?
   b. will you go there?
   c. have you go there?
   d. did you go there?

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   d. called

3. It was a beautiful day when we _____ for a walk in the park yesterday
   a. go   c. sleeps
   b. went   d. going

4. My brother and sister were arguing about something when I _____ into the room.
   a. was walking   c. is walking
   b. walked   d. walks

5. She was not at home when I _____ to her house yesterday.
   a. come   c. came
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung
   b. I'm going to Bandung
   c. I were in Bandung
   d. I will be in Bandung

7. Lidya : What a lovely purse!
   Anne : Thank you, I _____ it myself.
   Lidya : Did you?
   Anne : Yes, I did.
   a. made   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   a. didn't visit   c. isn't visit
   b. doesn't visit   d. won't visit

9. Frans : I heard that Taufik Hidayat lost the match.
   Randy : Yes, he did.
   Hilman : Who defeated him?
   Frans : Bao Chunlai _____
   a. is   ✗ did
   b. was   d. does

10. Dina : Did the boys study after class?
    Intan : No.
    Dina : What did they do?
    Intan : They _____ football
    ✗ played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*
    <u>My mother and I</u> - <u>in</u> – <u>bought</u> – <u>the market</u> – <u>some vegetables</u> – <u>yesterday</u>
       1   2   3   4   5   6
    <u>morning.</u>
       7
    a. 1-2-4-3-5-6-7   ✗ 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    ✗ ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   ✗ met
    b. is meeting d. will meet

14. My brother _____ me many story books last month.
    ✗ gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    ✗ last Sunday d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand? Because ....
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street

18. When I ___ younger, I wanted to be a football player
    a. were
    b. still
    c. have
    d. was

19. It was dark, so didn't ___ him clearly
    a. saw
    b. see
    c. seeing
    d. sawing

20. Danny opened the window and the bird ___
    a. Fly
    b. Flew
    c. Flying
    d. Flewing

Name   : Dewi Fatimah

Number : 8.

Cycle I

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono.........................me in my dream, last night.
   - a. visited ✗
   - c. visit
   - b.visits
   - d. is visiting

2. My family.........................on Jl. Supratman in 2001.
   - a. has stayed
   - c. stayed ✗
   - b.staying
   - d. stay

3. Three hour ago, Miss Mary....................in a tent.
   - a. Sleeps
   - c. is sleeping
   - b. Slept ✗
   - d. sleeps

4. Joshua...................from Canada Two years ago.
   - a. come
   - c. had came
   - b. comes
   - d.came ✗

5. I................Cristiano Ronaldo last holiday.
   - a. met ✗
   - c. am meeting
   - b.meet
   - d. have met

6. Faisal...................mathematic class last semester.
   - a. takes
   - c. take
   - b. took ✗
   - d. has took

7. They did not..............library last Tuesday.
   - a. go
   - c. are going
   - b. went ✗
   - d. gone

8. Last Monday, the book store................
   - a. open
   - b. opened ✗
   - b. is opening
   - d. opens

9. Agnes Monica................me a rose flower a week ago.
   - a.give ✗
   - c.gave
   - b.gives
   - d. was giving

10. This room....................comfort for them last night.
   - a.was ✗
   - c. is not
   - b. is
   - d. are

(80)

Name   : Dewi Fahimah
Number :   8

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. We……………...........in the swimming pool two weeks ago.

    a. swim   ✗ swam

    b. is swimming   d. swims

80

2. I ....a T shirt, jeans and a cap last Ramadhan.

    ✗ bought   c. buy

    b. buys   d. am buying

3. Six months ago, my family........... to Gembira Loka zoo.

    a. go   c. goes

    ✗ went   d. is going

4. We.....................in front of that tiger yesterday.

    ✗ stood   c. stand

    b. is standing   d. stands

5. My family ....in Ambarukmo hotel in May.

    ✗ stayed   c. is staying

    b. stay   d. stays

6. I .... for her news a few minutes ago.

    ✗ am waiting   c. waited

    b. waits   d. wait

7. Mr. and Mrs. Ridwan....................to celebrate their wedding anniversary a week before today.

    a. plans   ✗ planed

    c. are planing   d. plan

8. I ....Mia's novel on Sunday night.

    ✗ borrowed   c. borrows

    b. am borrowing   d. borrow

9. She did not...........................in to the water yesterday.

    a. jumped   ✗ jump

    b. jumping   d. jumps

10. She........................see my actress in theatre on Sunday.

    a. does   c. do not

    b. did not   ✗ did

Name   : Dowi Fatimah-

Number   : 8.

(85)

POST – TEST

1. Galih   : Have you ever been in Kawah Putih?
   Risa   : Yes, I have.
   Galih   : When _____?
   Risa   : Three years ago.
   a. are you going there?
   b. will you go there?
   c. have you go there?
   d. did you go there? ✗

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   d. called ✗

3. It was a beautiful day when we _____ for a walk in the park yesterday
   a. go   c. sleeps
   b. went ✗   d. going

4. My brother and sister were arguing about something when I _____ into the room.
   a. was walking   c. is walking
   b. walked ✗   d. walks

5. She was not at home when I _____ to her house yesterday.
   a. come   c. came ✗
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung
   b. I'm going to Bandung
   c. I were in Bandung ✗
   d. I will be in Bandung

7. Lidya   : What a lovely purse!
   Anne   : Thank you, I _____ it myself.
   Lidya   : Did you?
   Anne   : Yes, I did.
   a. made ✗   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   a. didn't visit ✗   c. isn't visit
   b. doesn't visit   d. won't visit

9. Frans : I heard that Taufik Hidayat lost the match.
   Randy : Yes, he did.
   Hilman : Who defeated him?
   Frans : Bao Chunlai _____
   a. is   ✗ did
   b. was   d. does

10. Dina : Did the boys study after class?
    Intan : No.
    Dina : What did they do?
    Intan : They _____ football
    ✗ played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*
    <u>My mother and I</u> - <u>in</u> – <u>bought</u> – <u>the market</u> – <u>some vegetables</u> – <u>yesterday</u>
            1   2   3   4   5   6

    morning.
       7
    a. 1-2-4-3-5-6-7   ✗ 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    ✗ ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   ✗ met
    b. is meeting d. will meet

14. My brother _____ me many story books last month.
    ✗ gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    ✗ last Sunday   d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand? Because ....
    a.   his father was go to the battle
    b.   his father were go to the battle of Uhud
    c.   his father was killed in the battle of Uhud
    d.   his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a.   He went to the child, he sat next to him on the side of the street
    b.   He go to the child, he sit next to him on the side of the street
    c.   He went to the child, he sit next to him on the side of the street
    d.   He went to the child, he sit next to him on the side of the street

18. When I ____ younger, I wanted to be a football player
    a.   were
    b.   still
    c.   have
    d.   was

19. It was dark, so didn't ____ him clearly
    a.   saw
    b.   see
    c.   seeing
    d.   sawing

20. Danny opened the window and the bird ____
    a.   Fly
    b.   Flew
    c.   Flying
    d.   Flewing

Name   : Noorma ayu widyasti

Number   : 24

PRE – TEST

1. Galih   : Have you ever been in Kawah Putih?
   Risa   : Yes, I have.
   Galih   : When _____?
   Risa   : Three years ago.
   a. are you going there?
   b. will you go there?
   c. have you go there?
   d. did you go there?

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   d. called

3. It was a beautiful day when we _____ for a walk in the park yesterday
   a. go   c. sleeps
   b. went   d. going

4. My brother and sister were arguing about something when I _____ into the room.
   a. was walking   c. is walking
   b. walked   d. walks

5. She was not at home when I _____ to her house yesterday.
   a. come   c. came
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung
   b. I'm going to Bandung
   c. I were in Bandung
   d. I will be in Bandung

7. Lidya   : What a lovely purse!
   Anne   : Thank you, I _____ it myself.
   Lidya   : Did you?
   Anne   : Yes, I did.
   a. made   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   a. didn't visit   c. isn't visit
   b. doesn't visit   d. won't visit

9. Frans   : I heard that Taufik Hidayat lost the match.
   Randy   : Yes, he did.
   Hilman : Who defeated him?
   Frans   : Bao Chunlai _____
   a. is   c. did
   b. was   d. does

10. Dina   : Did the boys study after class?
    Intan : No.
    Dina   : What did they do?
    Intan : They _____ football
    a. played   c. play
    b. plays   d. will play.

11. *Arrange these words into a good sentence.*

    My mother and I - in – bought – the market – some vegetables – yesterday
            1   2   3   4   5   6
    morning.
       7
    a. 1-2-4-3-5-6-7   c. 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   d. 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    b. ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   c. met
    b. is meeting d. will meet

14. My brother _____ me many story books last month.
    a. gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    b. last Sunday d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

https://storiesformuslimkids.wordpress.com

16. Why the young child can't hold his father's hand? Because ....
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street

18. When I ___ younger, I wanted to be a football player
    a. were
    b. still
    c. have
    d. was

19. It was dark, so didn't ___ him clearly
    a. saw
    b. see
    c. seeing
    d. sawing

20. Danny opened the window and the bird ___
    a. Fly
    b. Flew
    c. Flying
    d. Flewing

Name : Noorma ayu . widiyastuti

Number : 29

Cycle I

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono.........................me in my dream, last night.

   ~~a. visited~~   c. visit

   b.visits   d. is visiting

2. My family.........................on Jl. Supratman in 2001.

   a. has stayed   ~~b. stayed~~

   b.staying   d. stay

3. Three hour ago, Miss Mary....................in a tent.

   ~~a. Sleeps~~   c. is sleeping

   b. Slept   d. sleeps

4. Joshua...................from Canada Two years ago.

   a. come   c. had came

   b. comes   ~~d. came~~

5. I...................Cristiano Ronaldo last holiday.

   ~~a. met~~   c. am meeting

   b.meet   d. have met

6. Faisal...................mathematic class last semester.

   a. takes   c. take

   ~~b. took~~   d. has took

7. They did not...............library last Tuesday.

   a. go   c. are going

   ~~b. went~~   d. gone

8. Last Monday, the book store.................

   a. open   ~~c. opened~~

   b. is opening   d. opens

9. Agnes Monica..................me a rose flower a week ago.

   a. give   c.gave

   ~~b.gives~~   d. was giving

10. This room....................comfort for them last night.

   a.was   ~~c. is not~~

   b. is   d. are

Name   : Noorma ayu widiyastuh

Number : 24

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. We…………….........in the swimming pool two weeks ago.

   a. swim ✗   c. swam

   b. is swimming   d. swims

70

2. I ....a T shirt, jeans and a cap last Ramadhan.

   a. bought ✗   c. buy

   b. buys   d. am buying

3. Six months ago, my family.......... to Gembira Loka zoo.

   a. go   c. goes

   b. went ✗   d. is going

4. We.....................in front of that tiger yesterday.

   a. stood ✗   c. stand

   b. is standing   d. stands

5. My family ....in Ambarukmo hotel in May.

   a. stayed ✗   c. is staying

   b. stay   d. stays

6. I .... for her news a few minutes ago.

   a. am waiting   c. waited ✗

   b. waits   d. wait

7. Mr. and Mrs. Ridwan....................to celebrate their wedding anniversary a week before today.

   a. plans   b. planed ✗

   c. are planing   d. plan

8. I ....Mia's novel on Sunday night.

   a. borrowed ✗   c. borrows

   b. am borrowing   d. borrow

9. She did not...........................in to the water yesterday.

   a. jumped ✗   c. jump

   b. jumping   d. jumps

10. She........................see my actress in theatre on Sunday.

   a. does ✗   c. do not

   b. did not   d. did

Name   : Noorma ayu widiyastuti

Number   : 24

POST – TEST

1. Galih   : Have you ever been in Kawah Putih?
   Risa   : Yes, I have.
   Galih   : When _____?
   Risa   : Three years ago.
   a. are you going there?
   b. will you go there?
   c. have you go there?
   ~~d.~~ did you go there?

2. I _____ Roger at nine last night.
   a. am calling   c. was calling
   b. calls   ~~d.~~ called

3. It was a beautiful day when we _____ for a walk in the park yesterday
   a. go   c. sleeps
   ~~b.~~ went   d. going

4. My brother and sister were arguing about something when I _____ into the room.
   a. was walking   c. is walking
   ~~b.~~ walked   d. walks

5. She was not at home when I _____ to her house yesterday.
   ~~a.~~ come   c. came
   b. is coming   d. will come

6. Where were you a week ago?
   a. I am in Bandung
   b. I'm going to Bandung
   ~~c.~~ I were in Bandung
   d. I will be in Bandung

7. Lidya   : What a lovely purse!
   Anne   : Thank you, I _____ it myself.
   Lidya   : Did you?
   Anne   : Yes, I did.
   ~~a.~~ made   c. am making
   b. make   d. was making

8. She _____ her grandfather last Saturday.
   ~~a.~~ didn't visit   c. isn't visit
   b. doesn't visit   d. won't visit

75

9. Frans : I heard that Taufik Hidayat lost the match.
   Randy : Yes, he did.
   Hilman : Who defeated him?
   Frans : Bao Chunlai _____
   a. is   ✗ did
   b. was   d. does

10. Dina : Did the boys study after class?
    Intan : No.
    Dina : What did they do?
    Intan : They _____ football
    a. played   c. play
    ✗ plays   d. will play.

11. *Arrange these words into a good sentence.*
    My mother and I - in – bought – the market – some vegetables – yesterday
              1   2   3   4   5   6
    morning.
       7
    a. 1-2-4-3-5-6-7   c. 1-3-2-4-5-6-7
    b. 1-2-4-5-3-6-7   ✗ 1-3-5-2-4-6-7

12. Mirna _____ pizza yesterday.
    a. eat   c. is eating
    ✗ ate   d. eaten

13. Mary _____ Mr. Syam at the restaurant last week
    a. meet   ✗ met
    b. is meeting d. will meet

14. My brother _____ me many story books last month.
    ✗ gave   c. will gave
    b. gives   d. given

15. When I came to Nina' house _____, she was watching Harry Potter.
    a. tomorrow   c. next Sunday
    ✗ last Sunday d. now

Text for Number 16 – 17

THE ORPHAN BOY

Rasulullah (pbuh) was going to Eid Salah in the company of his companions. They were walking and chanting the Takbeer. "Allahu Akbar, Allahu Akbar". And the streets of Medina Munawara were echoing in "Allahu Akbar". Everyone was excited and dressed nicely and everyone had their perfume on.

Rasulullah (pbuh) suddenly saw a young child sitting on the side with his face buried on his hand and he's crying away. Rasulullah (pbuh) stopped and told the companions" You may continue and I will join you later." He went to the child, he sat next to him on the side of the street. He patted him on the back and

said: " Young child, why are you crying?". The young child said ,"Today is the day of Eid. And all the young children are holding their father's hand and they are going for Eid Salah. My father was killed in the battle of Uhud. I have no father. There is no father's hand for me to hold". And he continue to sit there crying on the side of the street. He said, "Leave me alone, let me sit here and cry while the rest of the world enjoys itself".

Rasulullah (pbuh) said to this child "If you are crying, Muhammad will also not celebrate the day of Eid". Rasulullah (pbuh) held the child's hand and he said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad (pbuh). And from today onwards you will never say you do not have a father. From today onwards Muhammad is your father and Aisha (may God be pleased with her) is your mother."

Rasulullah (pbuh) then walked with the child all the way up to the place of Eid Salah and when Rasulullah (pbuh) was giving the Khutbah, he had this child sitting on his thigh (in another narration he had the child sit on his shoulders). This is the mercy of Rasulullah (pbuh).

16. Why the young child can't hold his father's hand? Because ….
    a. his father was go to the battle
    b. his father were go to the battle of Uhud
    c. his father was killed in the battle of Uhud
    d. his father was go to the battle of Uhud

17. What did Rasulullah do after see a young child ?
    a. He went to the child, he sat next to him on the side of the street
    b. He go to the child, he sit next to him on the side of the street
    c. He went to the child, he sit next to him on the side of the street
    d. He went to the child, he sit next to him on the side of the street

18. When I ___ younger, I wanted to be a football player
    a. were
    b. still
    c. have
    d. was

19. It was dark, so didn't ___ him clearly
    a. saw
    b. see
    c. seeing
    d. sawing

20. Danny opened the window and the bird ___
    a. Fly
    b. Flew
    c. Flying
   d. Flewing

Appendix 7

A LIAR

One day a man and a woman were on trial in a court. The judge came in and the session started. The woman made the first speech. She pointed at the skinny man standing next to her and said: "This man attacked me and took away my honor," and she began to wail. The man defended himself, saying: "She is lying, sir! This woman came to me while I was counting the money I had earned from selling my sheep. She wanted my money. She threatened me, saying that if I did not give it to her she would create problems for me. When I refused she started to scream."

After hearing them, the judge knew who was telling the truth and who was lying. But he said nothing. Then he turned to the man and said angrily: "You attacked this poor woman and then come and tell us a pack of lies. Give all the money in your pocket to this woman or I will put you in jail."

Everybody was shocked. They hadn't expected the judge to react in such a way. The woman gladly took the man's money and left the courtroom praying for the judge. As soon as she left, the judge told the man to go and follow her in order to get his money back. The man was once again shocked and rushed out quickly, hoping to get his money back.

A few minutes later, they were brought back into the courtroom again. The man was hurt, and had bruises and cuts on his face. The woman spoke first again. She was very angry. "Sir, this brute tried to take away the money you had given me."

The judge asked her: "Did he manage to get it?" "Do you think I would give up anything to this man?" the woman answered scornfully. The judge turned and shouted at her: "You shameless liar! You acted like an honest woman, claiming this man had attacked you. If that was true you would have fought harder to protect yourself than to protect the money which wasn't yours. Now give him back his money immediately!"

Before giving her a sentence, the judge reminded the woman of our Prophet's following hadith:

"Lying is immoral and immorality leads to hell."

إِيَّاكُمْ وَ الْكَذِبَ فَإِنَّ الْكَذِبَ يَهْدِي إِلَي الْفُجُورِ وَ إِنَّ الْفُجُورَ يَهْدِي إِلَي النَّارِ

رواه مسلم

THE MONEY

It was Ramadan and Ethem had gone to the bakery to buy some bread to get ready for *iftar*. There was a long queue in front of the bakery. As the time to break the fast approached the people became more and more impatient.

The baker was worried about the people in the queue. It was not easy for him to work quickly, to make sure everybody had bread and take the correct money. It was almost time to breakfast when Ethem's turn came. The baker was really tired by that time, and by mistake he gave Ethem too much change. At first Ethem hesitated, and looked at the baker's face in surprise. "Is there something wrong?" the baker asked. "No," Ethem said and he took the money. He ran home from the bakery.

At dinner Ethem was worried and distracted. When he went to bed that night he became even more worried. He felt as if an invisible man was asking him: "Why did you do that? Why did you take money that wasn't yours?" He thought that he should tell his mother everything; but then he changed his mind and didn't say anything. He knew that his mother would be angry and blame him.
He had nightmares all night long. When he woke up in the morning he didn't feel better. He looked at the calendar on the wall.

There was a hadith written there, which read as follows:

الْإِثْمُ مَا حَاكَ فِي صَدْرِكَ

وَكَرِهْتَ أَنْ يَطَّلِعَ عَلَيْهِ النَّاسُ

رواه مسلم

"Sin is the thing which disturbs your heart and the thing you don't want others to know."

Ethem felt his face turning red, as if our beloved Prophet had spoken this hadith just for him. He immediately went to the bakery and gave the baker's money back, apologizing for not having returned it sooner.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1171/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama   : **Murtadlo**

NIM   : **113411125**

Fakultas   : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di MTs Al Islam Gunungpati Kabupaten Semarang dengan nilai :

..........................**85**.......................... (............**4,0 / A**.................)

Semarang, 18 Desember 2014
A.n. Rektor,
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

SURAT KETERANGAN
Nomer : MTs.DU / 011 / 00.5 / 278 / 2015

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini, Kepala Madrasah Tsanawiyah Darul Ulum Purwogondo menerangkan bahwa :

Nama	: **MURTADLO**
NIM	: **113411125**
Nama Perguruan Tinggi	: **UIN Walisongo Semarang**
Fakultas	: **Fakultas Ilmu Tarbiyah dan Keguruan**
Prodi	: **Pendidikan Bahasa Inggris (PBI)**
Alamat	: **RT 04 RW 05 Bandungrejo Kalinyamatan Jepara**

Telah melakukan Penelitian di MTs Darul Ulum Purwogondo Kalinyamatan Jepara guna penulisan Skripsi dengan judul **Developing Students' Understanding on Simple Past Tense by using Story on Hadiths** *(A Classroom Action Research at Eighth Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara in academic year 2014 – 2015)* yang telah dilaksanakan pada tanggal 09 sampai dengan 23 Mei 2015.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagai dengan sebaik-baiknya.

Wassalamu'alaikum Wr. Wb.

Purwogondo, 06 Juni 2015

Kepala Madrasah

A. TAUFIQ, S.Pd.

CURRICULUM VITAE

Name   :   Murtadlo

Place of Birth   :   Jepara

Date of Birth   :   August 05th , 1979

Students' Number :   113411125

Residental Address : Sendang Rt. 04 Rw. 03 Kalinyamatan Jepara

Gender   :   Male

Religion   :   Islam

Marital Status   :   Married

Educational Background   :

1. SD Negeri Margoyoso 3, Graduated 1991

2. SMP Negeri 1 Pecangaan, Graduated 1994

3. MA Darul Ulum Purwogondo, Graduated 1997

4. Education and Teacher Training Faculty UIN Walisongo Semarang