

**THE EFFECTIVENESS OF USING CLASS TALK SHOW TO TEACH
SIMPLE PAST TENSE**

**(An Experimental Research at the Eighth Grade of SMP N 23 Semarang in the
Academic Year of 2016/ 2017)**

THESIS

Submitted in Partial Fulfillment of The Requirement

For Degree of Bachelor of Education

In English Education



By:

Muslim Al Hidayah

133411100

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

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THESIS STATEMENT

I am the student with following identity:

Name : Muslim Al Hidayah

Students' Number : 133411100

Department : English Language Education

Certify that the thesis untitled:

THE EFFECTIVENESS OF USING CLASS TALK SHOW TO TEACH SIMPLE PAST TENSE

**(An Experimental Research at the Eighth Grade of SMP N 23
Semarang in the Academic Year of 2016/2017)**

is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 17th 2017

The writer,



Muslim Al Hidayah
NIM. 133411100



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof. Dr. Hamka Km.02 Ngaliyan. Telp. 024-7601295 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **The Effectiveness of Using Class Talk Show to Teach Simple Past Tense**
(An Experimental Research at the Eighth Grade of SMP N 23 Semarang in the Academic Year of 2016/2017)

Name : Muslim Al Hidayah

NIM : 133411100

Department : English Language Education

Had been ratified by the Board of Examiners in Faculty of Education and Teacher Training of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, December 17

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M. Nafi Annury, M. Pd
NIP. 197807192005011007

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Dr. H. Ikhrom, M. Ag
NIP. 196503291994031002



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NIP. 197710252007011015

Examiner II,

Sayyidatul Fadhilah, M. Pd
NIP. 198109082007102001

Advisor,

Dra. Hj. Siti Mariam, M. Pd
NIP. 19650727 199203 2 002

ADVISOR APPROVAL

Semarang, November 20th, 2017

To

The Dean of Faculty of Education and Teacher Training
Walisongo State Islamic University

Assalamua'alaikum Wr. Wb

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

Title : **The Effectiveness of Using Class Talk Show to Teach Simple Past Tense (An Experimental Research at the Eighth Grade of SMP N 23 Semarang in the Academic Year of 2016/2017)**

Name : Muslim Al Hidayah

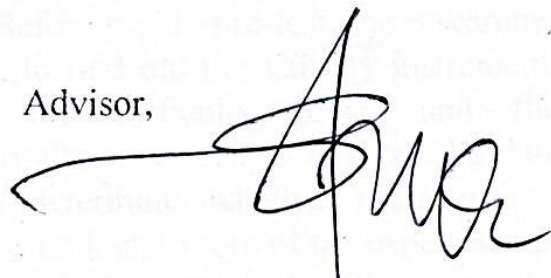
NIM : 133411100

Department : English Language Education

I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of Walisongo State Islamic University to be examined at Munaqosah Session.

Wassalamu'alaikum Wr. Wb

Advisor,



Dra. Hj. Siti Mariam, M. Pd
NIP.19650727 199203 2 002

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The researcher

Muslim Al Hidayah

133411100

ABSTRACT

Title : The Effectiveness of Using Class Talk Show to Teach Simple Past Tense (An Experimental Research at Eighth Grade of SMP N 23 Semarang in the Academic Year of 2016/2017)

Writer : Muslim Al Hidayah

NIM : 133411100

Key Words : Class Talk Show, Simple Past Tense, Teaching Grammar

The objective of this research is for exploring the degree of the effectiveness of using “Class Talk Show” to teach simple past tense. The subject of research were eighth grade students. The total of them is 261 students. The research method was an experimental research which involved two classes, they were the experimental class and the control class. The VIII A class was chosen as experimental class which was taught by using Class Talk Show and the VIII D class was chosen as control class which was taught by using conventional method. The experimental and control class were given pre-test and post- test. Before giving pre-test, the researcher gave tryout test to IX H class to find out the validity instrument, the reliability instrument, the difficulty level, and the discriminating power. The formula was used to analyze the data was t-test. It was used to determine whether there was a significance difference between students’ score of the experimental class and control class or not. Based on the result calculation t-test was obtained t_{count} : 2.411 and t_{table} : 1.671. This shows that $t_{\text{count}} > t_{\text{table}}$ (2.411 > 1.671). It means that H_a was accepted while H_o was rejected. Since t-test score was higher than t_{table} , it means that Class Talk Show was effective medium to teach simple past tense at the eighth grade students of SMP N 23 Semarang in the academic year of 2016/2017.

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CHAPTER 1

INTRODUCTION

This chapter focuses on background of the study, reasons for choosing the topic, research question, objective of the study, and significance of the study. In background of study, the researcher explained why he was interested to use the Class Talk Show for teaching. In reason for choosing the topic, the researcher explained about researcher's reasons chose Simple Past Tense as a main topic. In research question, the researcher used the question that related this research. In objective of study, the researcher explained about identifying the degree of the effectiveness of using Class Talk Show in teaching simple past tense. In significance of the study, the researcher explained about positive contribution of this research for the researcher himself, the students, the teacher, and the next researcher.

A. Background of the Study

Learning English must also learn grammar because grammar is an important thing in learning language but many people think of grammar as a rather boring school subject. According to Geoffrey Leech, *et. al.* in *English Grammar for Today* book, grammar is a set of rules which allows us to put words together in certain ways, but not in other ways. At some levels, speaker of a language must know these rules; otherwise they would not be able to put words together in a meaningful way.¹

For teachers of ESL/EFL learners, a knowledge of how English works is essential. Teachers need to be able to talk about how sentences are constructed, about the types of words and word groups that make up sentences, and about the functions of these words and word groups within sentences and in larger contexts. With this knowledge, teachers can help their students understand the language and know what their students need to learn in order to acquire it. Without knowing the essential components, as well as the complexities of the language in question, it is difficult to understand what learners actually need to know in order to learn the new language.²

¹Geoffrey Leech, et al., (2006), *English Grammar for Today a new introduction*, London: Palgrave Macmillan. 2thedition.. P. 3.

² Andrea De Capua, (2008), *Grammar for Teachers A Guideto American English for Native and Non-Native Speakers*, New Rochelle: College of New Rochelle. P. 13.

In learning grammar, the beginning material that will be learned by students is tense. Students should understand it well before going to learn the next materials because they will feel hard to get the next materials before understanding it well. In this research, the researcher taught simple past tense because simple past tense is one of the matter component to develop narrative and recount text that will be learned at seventh grade.

As we know students still feel difficult in mastering simple past tense because it is so crucial and also has the rule of changing verb, regular and irregular verb. Because of that students need to memorize the regular and irregular verb, beside that students also need to be more carefulness in making the sentence of simple past tense. Teachers need a new atmosphere in teaching- learning simple past tense to make students easier in understanding it.

As usual, teachers just give explanation and give some questions to check the students' understanding. That makes the learning grammar is uninteresting and boring, so the teachers will not get full attention of students. Beside that the students' knowledge will little improve, because they can't ask about material deeply. In this research, the researcher used "*Class Talk Show*" or we can call CTS to teach simple past tense to make interesting and comfortable class. By using CTS, the researcher wants to create dialogue in the classroom between teacher and students through question-answering system. According to Neil Marcer and Lyn Dawis, classroom are not peculiar places for having such ground rules, chat shows, job interviews, church services, committee meetings, sales encounters and so on. It means that classroom is not only place for teacher explaining something but also for practicing something new like as talk show, job interviews, and other, so the researcher was interested to use CTS in learning-teaching process. In the CTS, teacher tells students how to make the effective and the critical questions, so the students will get the knowledge more deeply. The *Class Talk Show* will become an intensive and dynamic learning tool.

The researcher took Class Talk Show as pedagogical tool from Hadits Prophet Muhammad SAW about Iman, Islam and Islam. Prophet Muhammad said:

عَنْ عُمَرَ رَضِيَ اللَّهُ عَنْهُ أَيْضًا قَالَ: بَيْنَمَا نَحْنُ جُلُوسٌ عِنْدَ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ذَاتَ يَوْمٍ إِذْ طَلَعَ عَلَيْنَا رَجُلٌ شَدِيدُ بَيَاضِ الثِّيَابِ شَدِيدُ سَوَادِ الشَّعْرِ، لَا يُرَى

عَلَيْهِ أَثَرُ السَّفَرِ وَلَا يَعْرِفُهُ مِنَّا أَحَدٌ, حَتَّى جَلَسَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ , فَأَسَدَ رُكْبَتَيْهِ إِلَى رُكْبَتَيْهِ , وَوَضَعَ كَفَّيْهِ عَلَى فَخْذَيْهِ , وَ قَالَ : يَا مُحَمَّدُ أَخْبِرْنِي عَنِ الْإِسْلَامِ , فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : الْإِسْلَامُ أَنْ تَشْهَدَ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ , وَتُقِيمَ الصَّلَاةَ , وَتُؤْتِيَ الزَّكَاةَ , وَتَصُومَ رَمَضَانَ , وَتَحُجَّ الْبَيْتَ إِنْ اسْتَطَعْتَ إِلَيْهِ سَبِيلًا . قَالَ : صَدَقْتَ . فَعَجَبْنَا لَهُ يَسْأَلُهُ وَيُصَدِّقُهُ . قَالَ : فَأَخْبِرْنِي عَنِ الْإِيمَانِ , قَالَ : أَنْ بِاللَّهِ , وَمَلَائِكَتِهِ , وَكُتُبِهِ , وَرُسُلِهِ , وَالْيَوْمِ الْآخِرِ , وَ تُؤْمِنَ بِالْقَدْرِ خَيْرِهِ وَ شَرِّهِ . قَالَ : صَدَقْتَ . قَالَ : فَأَخْبِرْنِي عَنِ الْإِحْسَانِ , قَالَ : أَنْ تَعْبُدَ اللَّهَ كَأَنَّكَ تَرَاهُ فَإِنْ لَمْ تَكُنْ تَرَاهُ فَإِنَّهُ يَرَاكَ . قَالَ : فَأَخْبِرْنِي عَنِ السَّاعَةِ قَالَ : مَا الْمَسْئُورُ عَنْهَا بِأَعْلَمَ مِنَ السَّائِلِ . قَالَ : فَأَخْبِرْنِي عَنْ أَمَارَاتِهَا , قَالَ : أَنْ تَلِدَ الْأُمَّةُ رَيْبَهَا , وَأَنْ تَرَى الْخُفَاةَ الْعُرَاةَ الْعَالَةَ رِعَاءَ الشَّيْءِ يَتَطَاوَلُونَ فِي الْبُنْيَانِ , ثُمَّ انْطَلَقَ , فَلَبِثْتُ مَلِيًّا , ثُمَّ قَالَ : يَا عُمَرُ , أَتَدْرِي مِنَ السَّائِلِ؟ قُلْتُ : اللَّهُ وَ رَسُولُهُ أَعْلَمُ . قَالَ : فَإِنَّهُ جِبْرِيلُ أَتَاكُمْ يُعَلِّمُكُمْ دِينَكُمْ رَوَاهُ مُسْلِمٌ³

From Hadist above, it is explained that Prophet Muhammad SAW was come by someone and he asked for Prophet Muhammad about Iman, Islam and Ihsan. Prophet Muhammad answered these questions clearly, but the man said “that’s right” after Prophet Muhammad answered. It indicated that the man didn’t want to ask but he wanted to give some questions to Prophet Muhammad because the man had known the answer. When prophet Muhammad answered these questions, all of Sohabat paid full attention to these answers, and the Sohabat understood them completely. Prophet Muhammad explained about Iman, Islam, and Ihsan indirectly to Sohabat through answering the questions. From the explanation of the Hadist, the researcher took conclusion that the question-answering method is good method to make effective teaching in the classroom. The researcher’s opinion was corroborated by M.V. Dodson. He explained that asking and answering questions are central to the learning process and to effective

³ <https://almanhaj.or.id/2972-syarah-hadits-jibril-tentang-islam-iman-dan-ihsan-2.html>. 13: 25 08-2-2017

teaching. Good questioning techniques help instructors achieve three extremely goals: formative assessment, student engagement and rich and enhanced learning. Formative learning – questions provide immediate feedback to help you determine if your students are learning. Student Engagement – if you are asking questions, good questions, your students are thinking. Questions put their minds in gear so to speak. Rich and enhanced learning – well constructed questions get students thinking about the important concepts and help them go beyond memorization to learn understanding.

From the explanation above, the researcher was sure that the question-answering method is a good method for teaching-learning process because this method helps teacher to check students' understanding and gives deeper understanding to the students. According to Tannaz and Ardeshir, the question-answering systems aim to meet users' information needs by returning the most appropriate matching answers in response to a question. It means that question-answering system is used to get more information appropriately. Actually, the researcher wants to use this method but many other researchers had used it in the research. Then the researcher had an idea to reform the method to become Class Talk Show. The researcher had observed some Talk Shows in the television and found something that the content of Talk Show is questioning-answering between Host and Guest, and the audiences give full attention to what host and guest doing. Finally, the researcher uses Talk Show as pedagogical tool in the classroom to teach students.

Beside that the researcher had found the video talk show in youtube that showed teaching mathematics⁴. In that talk show, there are three people as Guest and one person as Host that gave some explanations about how to calculate number by using finger. The audience gave full attention to them and finally they understood how to calculate number by using finger. Teaching mathematic in talk show was successful. Talk show can be used to teach mathematic. Because of that the researcher wants to use talk show to teach simple past tense too. The researcher thinks that grammar and mathematic lesson have the same things, they both have certain rules and they are crucial lesson for the most students. The researcher has a

⁴ <https://www.youtube.com/watch?v=njHBWzq67RY> 14:28 8-2-2017

plan to use talk show for teaching grammar and the classroom is formed like as talk show, and we call that the Class Talk Show.

The Class Talk Show can be used for teaching grammar because it is a crucial lesson for the most students. From the crucial lesson, the teacher can make many questions to be used in Class Talk Show to improve the students' understanding about the lesson. Beside that grammar has certain rule in using it. This makes teacher to answer these questions in Talk Show certainly too. For example: the pattern of simple past tense in positive form is Subject + Verb II + Object + Adverb, the pattern is patent and cannot be changed by whoever even teachers, and the teacher must answer correctly and certainly. From that explanation, the researcher had concluded that the Class Talk Show is a tool to teach grammar especially simple past tense.

B. Reasons for Choosing the topic

The writer chooses this topic due to the following reasons:

1. Grammar is one of important component in learning English where students feel difficult in mastering grammar especially junior high school.
2. Simple past tense is one of grammar materials that is learnt by students of junior high school to develop narrative and recount text well.
3. The Class Talk Show will offer a new atmosphere in teaching-learning to increase students' curiosity in learning grammar and their understanding about grammar.
4. The writer wants to know the effectiveness of using Class Talk Show in teaching simple past tense in SMPN 23 Semarang in the academic year of 2016/2017.

C. Research Question

This research was conducted to answer the main problem:
How is the effectiveness of using "Class Talk Show" to teach simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2016/ 2017?

D. Objective of the Study

This research was intended to meet the following objective:

To identify the degree of effectiveness of using “Class Talk Show” to teach simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2016/2017?

E. Significances of the Study

The result of this study gives some positive contribution to the English learning context and may be beneficial for researcher, students, teacher, and the school.

1. For the researcher

This study is expected that the researcher will get new experiences and knowledges to be good teacher in the future.

2. For the students

This study will increase the students’ curiosity and make them happier in learning grammar. So, they will understand it deeply.

3. For the teacher

The result of this study may help the teacher in giving a new atmosphere to teach grammar in the classroom.

4. For the next researcher

This study can be reference for the next researcher. And the researcher can give improvisation for this study to be better.

CHAPTER II

REVIEW OF RELATED LITERATURE

The points of this chapter were focused on literature review, previous study and hypothesis. In literature review, the researcher explained about definition of grammar and simple past tense, the use of simple past tense, the pattern of simple past tense, adverbials with the simple past tense and talk show in teaching English grammar. In previous study, the researcher showed three researches that were used as reference for creating this research. In hypothesis, the researcher desired that teaching simple past tense by Class Talk Show can be effective.

A. Literature Review

1. Definition of Grammar and Simple Past Tense

We often talk about grammar but sometime we don't know the definition of the grammar. According to Geoffrey Leech, *et. al.* in *English Grammar for Today* book, grammar is a set of rules which allows us to put words together in certain ways, but not in other ways. At some levels, speaker of a language must know these rules; otherwise they would not be able to put words together in a meaningful way¹. Based on the statement, we know that we will be easier in making sentence by using grammar because grammar teach us how to put the words together in certain way. So, we should deny the opinion that grammar is difficult but grammar makes us easier in making sentence.

In researching how language works, linguist of all schools recognized several different levels of analysis. The following four levels are those usually identified by Phonology, Lexis, Grammar and Semantic. But here we just focused on Grammar. Grammar includes two aspects: (1) the arrangement of words and (2) the internal structure of words². It means that grammar has function to arrange the structure of sentence correctly and certainly. Based on the statement, we do realize that grammar is the important component in learning language especially in

¹ Geoffrey Leech, et al., (2006), *English Grammar for Today a New Introduction*, London: Palgrave Macmillan. 2thedition.. P. 3.

² Graham Lock, (1997), *Functional English Grammar An Introduction for Second Language Teachers*, New York: Cambridge University Press. P. 3&4.

writing. We need a theory of grammar which help us to understand how language works.

Based on statements above, the writer concludes that the grammar is an important component in learning language which be focused on the set of rules in using language especially for writing. Grammar makes sure how to use language correctly and certainly. In other word, without grammar we can't use language correctly.

Grammar learns many materials like as tenses, modals, verbs, preposition, adjective, and other items. Tenses are part of grammar in learning English. To make sentence well, students must also understand tenses well. Tense means time, so tenses explain us when the activity happens. There are three forms of time specifically, they are past time, present time, and future time. The writer just focused on the past time or we often call "past tense" that especially for simple past tense.

Simple past tense is an action that completed past events. The simple past tense is sometimes called the *preterit tense*. The simple past tense indicates that an activity or situation began and ended at a particular time in the past.³ We can use several tenses to talk about the past, but the simple past tense is the one we use most often. The simple past indicates that an activity or situation began and ended at a particular time in the past. The writer just focused on past tense because, he thought that the simple past is complicated material for students, so they need to concern fully in understanding it.

Theory that used for this thesis was error analysis theory. According to Ellis about error analysis theory that the mistakes that were done by students in learning simple past tense were followed : Omission, Misinformation, and Missordering⁴.

- Omission

The error of omission is the absence of an item that should appear. The students often don't use *did* in negative form of somple past tense. for example:

I'm not have money yesterday.

The mistake that found on the negative foem of simple past tense was missing *did*, and the correct one:

I didn't have money yesterday.

³ Betty Schramper Azar, (1989), *Understanding and Using English Grammar* Second Edition, New Jersey: Prentice Hall Regents. P. 24.

⁴ Rod Ellis, (2007), *Second Language Acquisition*, New York: Oxford University Press. P. 15-19.

- Misinformation

The error of misformation is the error of using the form of word unappropriately. For example:

I went to Borobudur everytime.

The mistake that found on the sentece is using *everytime* for simple past tense, and the correct one:

I went to Borobudur last month.

The other example:

I readed your letter yesterday

The mistake of the sentence is using *readed*, it should be:

I read your letter yesterday.

- Misordering

Error of ordering is the error where the items presented are correct but wrongly sequences.⁵ The formula of simple past tense is S + V2 + Objek + keterangan.

For example:

From basecamp we rode a jeep to reached to Ranupane village.

The formula of the sentence is not appropriate with the formula should be. The correct one is:

*We rode a jeep from basecamp to reached to Ranupane village.*⁶

2. The Use of Simple Past Tense

According to L. G. Alexander in his book “*Longman English Grammar*”, the uses of simple past tense are:⁷

a. Completed actions

We use the simple past tense to complete finished actions. We often use it in stories, events, actions or situations which occurred in the past. Example: *I wrote ten letters yesterday.*⁸

⁵ Siti Bayinah 108014000056, (2013), *Grammatical Error Analysis on the Simple Past Tense in Writing Recount Text*, Final Project of Tarbiyah Faculty, Jakarta: State Islamic University Syarif Hidayatullah.

⁶ Andrila Kartika Luow 120912062, (2016), *Analisis Kesalahan Penggunaan Simple Past Tense pada Lembar Kerja Mahasiswa: Studi Kasus dalam Kelas Written English II*, Manado: FAKULTAS ILMU BUDAYA UNIVERSITAS SAM RATULANGI.

⁷ L. G. Alexander, (2003), *Longman English Grammar*, New York: Longman. P. 168-169.

⁸ Michael Swan and Catherine Walter, (2003), *The Good Grammar Book with Answers*, USA: Oxford University Press. P. 41.

b. Completed condition (indefinite and definite time)

The simple past tense can be used to describe completed condition. For examples: *we were happy the party was over.*

*I was delighted yesterday to receive the news.*⁹

c. Past habit

The simple past can be used to describe past habits. Example: *I smoked forty cigarettes a day when I was young.*

d. The immediate past

We can sometimes use the simple past without a time reference to describe something that happened a very short time ago. Example: *Jimmy punched me in the stomach.*

e. Polite inquiries

The simple past does not always refer to past time It can also be used for polite inquiries. Example: *I wonder if you could give me a lift. I wondered if you could give me a lift (more tentative/polite).*

3. Regular and Irregular Verbs for Simple Past Tense

English verbs are divided into two classes: regular and irregular. These classifications come from the way the verb forms its past tense and past participles. And we can only use the verb forms past tense to make sentence in simple past.¹⁰

a. Regular Verbs

1) The simple past tense is usually made by adding **ed** to the verb. For examples:

I **opened** the door and looked inside.

The plane **landed** ten minutes ago.

My cousin **visited** us last summer.

We **walked** to school yesterday.

She **laughed** when I told her the joke.

2) If a verb ends in **e**, just add **d** to make the simple past tense. For examples:

Who **closed** all the windows?

We **lived** in that house when I was a baby.

⁹ Laurie Rozakis, (2003), *English Grammar for The Utterly Confused*, United States of America: The McGraw-Hill Companies. P. 38.

¹⁰ Laurie Rozakis, (2003), *English Grammar for the Utterly Confused*, United States of America: The McGraw-Hill Companies. P. 33.

She **smiled** when she saw me.

We **raced** each other on our bikes.

- 3) If a verb ends in **y**, change the **y** to **i** before adding **ed**. For examples:

I **carried** my mom's shopping bag.

My brother **cried** when he fell off his bike.

We **hurried** to the station to catch the train.

Dad **tried** to help me with my homework.

- 4) With some short verbs that end in a consonant, you must double the consonant before adding **ed**. For examples:

I climbed over the fence and **ripped** my shirt.

The stranger **grabbed** my arm.

The dog **wagged** its tail when it saw the biscuits.

He **slammed** the door and walked off angrily.

b. Irregular verbs

Many common verbs have unusual present and past tense forms. These are called irregular verbs. No pattern is followed when the past and past participle are formed. The simple past tense of most verbs is made by adding *ed* at the end: look becomes looked, but in other form the simple past tense is made by common irregular verbs that is quite different with regular verb. For example, with some irregular verbs the vowel changes, such as *begin* (present tense), *began* (past tense), *begun* (past participle). Example in simple past sentence: He *began* to make cake yesterday. In other exmple, there are changes from the verb I up to the verb III, such as *write*, *wrote*, and *written*. Example in simple past sentence: I wrote the letter yesterday.¹¹

In the other hand, the simple past tense of other irregular verbs does not change at all. For examples:

I bought a new CD. It **cost** twenty dollars.

My brother **cut** his finger this morning.

She **hit** the ball into a neighbor's garden.

I **hurt** my leg when I jumped off the wall.

¹¹ John Eastwood, (2002), *Oxford Guide To English Grammar*, Walton Street Oxford New York: Oxford University Press. P. 382.

4. The Pattern of Simple Past Tense

The sentence generally is divided into two forms, they are nominal sentence and verbal sentence. Nominal sentence is a sentence without using verb. And verbal sentence is a sentence with using verb. The pattern of simple past tense is also divided into two patterns:

a. The pattern of simple past tense for nominal sentence

(+) Subject + be (was/were) + Complement (nouns, adjective, or adverb)

(-) Subject + be (was/were) + NOT + Complement (nouns, adjective, or adverb)

(?) Be (was/were) + Subject + Complement (nouns, adjective, or adverb)?

for examples:

(+) You were a student

(-) You were not a student.

(?) Were you a student?

1) **Was** is the simple past formed of am and is. **Was** is used by singular nouns like ‘my dad’ and ‘the teacher’, and with the pronouns *he*, *she* and *it*. For examples:

Ten years ago, I **was** only a baby.

When I **was** younger, I played with teddy bears.

My friend **was** ill yesterday.

Mom **was** angry when she saw the broken vase.

It **was** very wet on Monday.

It **was** six o’clock when we got home.

2) **Were** is the simple past form of are. **Were** is used plural nouns like ‘my parents’ and ‘Jenny and Mary’, and with the pronouns *we*, *you* and *they*.

For examples:

We **were** away on vacation last month.

John and I **were** in the garden.

You **were** nasty to me!

You and Sally **were** not at school yesterday.

Dinosaurs **were** prehistoric animals.

Those **were** my best jeans.¹²

¹² Howard Sargeant, (2007), *Basic English Grammar for English Language Learners*, United States of America: Saddleback Educational Publishing. P.65-67.

b. The pattern of simple past tense for verbal sentence

(+) Subject + Verb 2 + Object

(-) Subject + Didn't + Verb 1 + Object

(?) Did + Subject + Verb 1 + Object

For examples:

(+) He waited for me two hours ago

(-) He didn't wait for me two hours ago

(?) Did he wait for me two hours ago?

5. Adverbials with the Simple Past Tense

The association of the past tense with adverbials that tell us when something happened is very important. Adverbials used with the past tense must refer to past (not present) time. This means that adverbials which link with the present (before now, so far till now yet) and the future (tomorrow, next week, next month, etc.) are not used with past tenses¹³. Some adverbials like yesterday, last summer and combinations with ago, past, last and others are used only with past tenses, such as two days ago, in past time, last night and others.

Other adverbials can be used with past tenses when they refer to past time, but can be used with other tenses as well. The adverbs usually are used by present tense can be used by past tense but the events must be different, past tense happened at the past time or we may call it "the past habit". For the examples:

I *always* liked Gloria.

I *often* saw her in Rome.

Did you *ever* meet Sonia?

I *never* met Sonia.

6. Talk Show in Teaching English Grammar

a. Definition and the Elements of Talk Show

The TV talk show is a creation of twentieth-century broadcasting. It is intensely topical and, like the daily newspaper, has traditionally been considered a disposable form¹⁴. According to *The Free Dictionary & Farlex* (<http://digilib.petra.ac.id/j>) Talk Show is "A television or radio show in which noted people, such as authorities in a particular field, participate in discussion

¹³ L. G. Alexander, (2003), *Longman English Grammar*, New York: Longman. P.169.

¹⁴ Bernard M. Timberg (2004), *Talk a History of Television Talk Show*, Austin: University of Texas Press. P. 1.

or are interviewed and often answer question from viewer or listeners¹⁵. It means that talk show is a show which contains answer-question about specific topic. Talk show is one of television program which be liked by society.

According to survey of KPI (*Komisi Penyiaran Indonesia*) there are seven kinds of talk show program which be often watched by society, they are *Kick Andy Metro TV* with 68.90 % viewers, *Mata Najwa Metro TV* with 60.90 % viewers, *Hitam Putih Trans7* with 67.30 % viewers, *Indonesia Lawyer's Club TV One* with 52.10 % viewers, *Sarah Sechan Net TV* with 44.10 % viewers, *Basa Basi Trans TV* with 34.00 % viewers, *Satu Indonesia Net TV* with 25.20 % viewers¹⁶. Based on statement above, the researcher was interested to use Talk Show in the classroom to make more interesting class and give a new atmosphere in the class. In talk show, there are three basic components, they are Host, invited Guest, and Audience. The Host organizes the activity in talk show and gives questions to the Guest. The guest answers the questions of Host and Audience. The Audience gives full attention to the Host and the Guest and may ask for the guest about the topic. The class was modified like as the description above. The teacher was as the Guest because the teacher had more knowledge than the students. The teacher chose one of students to become the Host. And then, the other students were as audience and grouped into some groups.

b. Theory related Talk Show

The researcher used some theories to encourage this researc h about Talk Show, they are style of presenter's delivery, influence, and interest¹⁷.

- The style of presenter's delivery

According to Charles Bonar Sirait in his book *The Power of Public Speaking* (2010: 214), said that success of speaking can be made by style of delivery. It meant that if the presenter delivers the materila well, audiance will accept the material well too.

When the explanation above was correlated with this research, the researcher concluded that, the presenter of Class Talk Show will make students

¹⁵ <http://digilib.petra.ac.id/j>, 11:37 11-10-2016.

¹⁶ <https://m.tempo.co/read/news/2015/12/17/111728519/7-acara-talk-show-paling-banyak-ditonton-versi-survei-kpi>, 20:46 19-12-2016

¹⁷ Clara Alvianita 1100055480, (2011), *Pengaruh Gaya Penyampaian Presenter Talk Show "Hitam Putih" di TRANS 7 Terhadap Minat Menonton*. Jakarta: Bina Nusantara University.

more interested, if the presenter can deliver these questions well. Besides that, the good presenter also can increase the audiences' interest in following the Class Talk Show.

- Influence

All of the planned communication that is done must have a destination, that is to influence the receiver or the general public. According to Hafied Cangara in his book *Pengantar Ilmu Komunikasi* (2002: 163), said the influence is one of elements in communication which so important to know whether the communication is good or not.

When the explanation above was correlated with this research, the researcher concluded that, the class Talk Show will be active, when the presenter can influence the audience by the style of presenter's delivery to follow the Class Talk Show and the audience will get the information needed.

- Interest

According to Slameto in his book *Psikologi Pendidikan* (2008: 121), said the interest is the sense of like or anxiety on activity without being ordered by someone else, or with the other word, the interest is the feeling of curiosity to learn or awe something.

Beside that, according to Jahja in his book *Psikologi Perkembangan* (2011: 63), said the interest is an encouragement that make someone pay attention to an object like an activity, job, lesson, thing or someone.

When the explanation above was correlated with this research, the influence of the style of presenter's delivery from the Class Talk Show will conduce the big interest for audience to follow the Class Talk Show without forcing from the other. So, the audience will follow the Class Talk Show with pleasure, if the presenter has good style in delivering the questions.

c. Preparations for making Class Talk Show

The Talk Show format is used by Kate Dail, a high school ESL teacher, to assess reading comprehension, summarizing, and speaking. Kate begins the activity by describing the major components of the Talk Show. Students select a famous person to role-play in a simulated television talk show. To enable them to play their role, students have prepared a biography of their person. One

student can elect to be interviewer and several students are interviewed at a time.¹⁸

Based on the Talk Show by Kate Dail. The researcher tried to build the Talk Show in the classroom to teach simple past tense, and modify the Talk Show. For making the Class Talk Show, there are three steps, they are choosing the topic, arranging outline, and looking for information about the main topic¹⁹.

1) Choosing the topic

We can choose some materials in grammar that we want to be a main topic for Class Talk Show like as tenses, passive sentence, adverb and others. In this case, the researcher took simple past tense as main topic for Class Talk Show, because this research just focused on simple past tense.

2) Arranging outline

We should arrange the outline to facilitate for interviewing in Talk Show. The outlines are:

a) Background of problem

b) Choosing the host will be invited

c) Making list of questions for interviewing in talk show.

3) Looking for information about the main topic.

In this case, students were told about the main topic. And then the teacher asked the students to look for the knowledge of material. So, they would prepare the material before they discuss in the Class Talk Show.

d. The Procedure of Class Talk Show in teaching grammar

The research took steps to make Class Talk Show more interesting. They were:

1) Choosing one student to become a Host.

2) Dividing the other students into some groups at least three groups

3) Setting the place like as talk show program in Television. The Host and The Guest were in front of class.

4) The Host asks some questions to the Guest and the Guest answers the questions.

¹⁸ J. Michael O'Malley and Lorraine Valdez Pierce, (1996), *Authentic Assessment For English Language Learners Practical Approaches For Teacher*, United States of America: Addison-Wesley Publishing Company. P. 204.

¹⁹ <http://3dindonesia.blogspot.com/2013/08/persiapan-membuat-acara-talk-show.html>, 19-12-2016 21:05

- 5) Show the questions on LCD.
 - 6) After answer-question process is done. The students will be given some chances to ask for the Guest.
 - 7) After that, students would be given the assignments to check their understanding.
- e. The Effectiveness of Using Class Talk Show in Teaching Simple Past Tense.

The researcher conducted this research to know the effectiveness of using Class Talk Show in teaching simple past tense. The word “effectiveness” means the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression²⁰. The researcher expects using talk show class in teaching simple past tense getting a desired result. Through the Class Talk Show, volunteer panelists present their experientially-based perspectives on relevant topics with depth. That, in turn, stimulates questions and disclosure by other classmates. The instructor moderates, ensuring that the experience is safe, serious, focused, and achieves learning goals. Topics conform to those covered in the course textbook, and "shows" are scheduled after relevant chapters are read. Assessments of the talk shows are integrated with evaluations of all other course learning. Three full-period exams are given during the semester, with each containing one essay relating to a Class Talk Show. Modified for the classroom, the Class Talk Show becomes an intensive and dynamic learning tool. It incorporates student experience and participation in a medium they are interested in and comfortable with²¹. According to Susan P. Eisner, the Class Talk Show gives good effect in teaching-learning process, because it can make students more interested and comfortable.

- f. The Advantage and Disadvantage of Class Talk Show

Everything has the advantages and the disadvantages. Here some advantages and disadvantages of Class Talk Show:

Advantages:

- a) Making interesting Class.
- b) Students can learn to make critical question.

²⁰ <https://en.wikipedia.org/wiki/Effectiveness>, 10:42 21-12-2016

²¹ Susan P. Eisner, "The Class Talk Show: a pedagogical tool." SAM Advanced Management Journal Winter 2004: 34+. Academic OneFile. Web. 9 Oct. 2016.

- c) Providing a high-performance, high-engagement and stress-free forum for students.
- d) The Class Talk Show appears to provide a high-performance, high-engagement, stress-free forum that facilitates the realization of cognition and skills previously identified.

Disadvantages:

- a) Class Talk Show needs long time because we must set up the place first.
- b) Only for crucial material that can create many questions.
- c) It just can be used for KTSP curriculum not for 2013 curriculum.

B. Previous Study

Relating to this research, the researcher chose some literatures about previous researches which are relevant to the research:

1. Thesis entitled “The Effectiveness of Teaching Simple Past Tense by Using English Poetry (An Experimental Research at the Eight Grade of SMPN 18 Semarang in the Academic Year of 2012/2013) by Nasikhahtul Ilmiyah. The purpose of this research was to measure the effectiveness of teaching simple past tense by using poetry to the 8th grade students of SMPN 18 Semarang. She concluded that using poetry improved student’s understanding on Simple Past tense. A significant result was shown by the test result of students increased in every cycle. It meant that using poetry was a good way to teach simple past tense.

The similarities to the research above, this research concerned in Simple past tense and the research approach was experimental research. Then, the previous researcher used English poetry in teaching-learning process and the researcher used “Class Talk Show” as a pedagogical tool in teaching-learning process.²²

2. Thesis entitled “The Effectiveness of Oral Cue Technique to Facilitate Students’ Oral Use of Simple Past Tense” (An Experimental Research at the Eight Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/2104) by Munisa Nur. The purpose of this study was to find out the effectiveness of oral cue technique between students who were taught by oral cue

²²Nasikhatul Ilmiyah 083411041, (2014), *The Effectiveness of Teaching Simple Past Tense by Using English Poetry*, Final Project of Tarbiyah Faculty, Semarang: Walisongo State Institute For Islamic Studies, Unpublished.

technique and the students who are not taught by oral cue technique. And this study described the use of oral cue technique in teaching to enhance the student's understanding in Simple Past Tense. She concluded that using oral cue technique could help the students in learning Simple Past Tense. A significant result was shown mean in the post-test 86.00 for experimental class and 80.43 for class control and is 85,2%. It meant that using Oral Cue Technique was a good technique in teaching Simple Past Tense.

The similarities to the research above, this research concerned on Simple Past Tense, the object of study is grammar, and the research approach was experimental research. The difference is the previous research used oral cue technique as a technique of learning and this research will use "Class Talk Show" as a pedagogical tool of learning.²³

3. Thesis entitled "The Use of Memory Round Game in Teaching Simple Past Tense (A Classroom Action Research at the Eighth Grade of SMPN 1 Rowosari- Kendal in the Academic Year of 2014/2015)", by Eka Muslina Mayfawati. The researcher described the implementation of memory round game in improving students' understanding on simple past tense and identified to how much the memory round game improved students' understanding on simple past tense. the researcher did tests and she divided into three cycles, pre-cycle, first cycle and second cycle. And the result of students' average score from pre-cycle to second cycle was 48,88- 71,29- 75,5. It meant there was improvement of students' understanding on the simple past tense after being taught by memory round game.

The similarity to the research above, this research concerned on Simple Past Tense. The differences are the previous research used classroom action research and this research used experimental research. And the previous research used memory round game in teaching simple past tense and this research used "Class Talk Show" as a pedagogical tool of learning.²⁴

4. Thesis entitled "Developing students' understanding on simple past tense by using story on Hadist (A Classroom Action Research at the Eight Grade of MTs Darul

²³Munisa Nur 093411044, (2013), *The Effectiveness of Oral Cue Technique to Facilitate Student's Oral Use of Simple Past Tense*, Final Project of Tarbiyah Faculty, Semarang: Walisongo State Institute for Islamic Studies, Unpublished.

²⁴Eka Muslina Mayfawati 113411057, (2015). *The Use of Round Game in Teaching Simple Past Tense*, Final project of Tarbiyah Faculty, Semarang: Walisongo State for Islamic University Semarang. Unpublished.

Ulum Purwogondo Kalinyamatan Jepara in the Academic Year 2014-2015) by Murtadlo. The purpose of this research was to develop students' understanding on simple past tense by using story on Hadist to the 8th grade students of MTs Darul Ulum Purwogondo Kalinyamatan Jepara. Based on the test result that had been done, it can be described that using story on hadist 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. He also concluded that students were being enthusiastic in teaching and learning process by using story on hadist and most of students be active in respond to students or teacher questions. The similarities to the research above, this research concerned in Simple past tense and using Hadist for supporting this research. The differences are the previous researcher used classroom action research whereas this research used experimental research, in the other hand, the previous research used Story on Hadist in teaching-learning process and the researcher used "Class Talk Show" as pedagogical tool in teaching-learning process.²⁵

5. Thesis entitled "The Effectiveness of using song to improve students' comprehension in simple past tense (An Experimental Research at the Eight Grade of MTs Miftahul Ulum Weding Bonang Demak in the Academic Year of 2015/2016) by Umar soleh Jaelani. The purpose of this research was to measure the effectiveness of using song to improve students' comprehension in simple past tense to the eighth grade of MTs Miftahun Ulum Weding Bonang Demak. The researcher used two-way ANOVA to test hypothesis comparative. Based on the result of test, the researcher concluded that by using Song as a media was effective in teaching simple past tense.

The similarities to the research above, this research concerned in simple past tense and the research approach was experimental research. The differences are the previous research used song in teaching-learning process and the researcher used "Class Talk Show" as a pedagogical tool in teaching learning process.²⁶

²⁵ Murtadlo 113411125, (2015), *Developing Students' Understanding on Simple Past Tense by Using Story on Hadist*, Final Project of Tarbiyah Faculty, Semarang: Walisongo State Islamic University (UIN), Unpublished.

²⁶ Umar Soleh Jaelani 113411042, (2016), *The Effectiveness of Using Song to Improve Students' Comprehension in Simple Past Tense*, Final Project of Tarbiyah Faculty, Semarang: Walisongo State Islamic University, Unpublished.

C. Hypothesis

Based on the description above, the researcher is conducted based on the following hypothesis: “the using of class talk show is very effective to teach simple past tense at Eighth Grade of SMPN 23 Semarang In the Academic Year of 2016/2017.

CHAPTER III RESEARCH METHOD

The main point of this chapter is focused on the method of the research that was used in this research. It will be divided into several sub chapters. They are research design, research setting, population and sample, variable and indicator, technique of collecting data and procedure of analyzing data.

A. Research Design

The kind of this research is experimental research which proposes to know the effectiveness of using *Class Talk Show* in teaching simple past tense. The researcher took two classes/groups to do observations, they were control and experimental class. The control class was taught simple past tense without using “Class Talk Show” and the experimental class was taught simple past tense by using “Class Talk Show”. The researcher also gave pre-test and post-test for two groups to know the improvement of student’s understanding in learning simple past tense.

The researcher used quantitative because the data was expressed in numeric or in the language of mathematic and interpreted by appropriate statistical method. There were pre-test and post-test in this research. This is experimental design, there were two groups: experimental group and control group. An experimental group got a special treatment while control group gets a usual treatment. This study used pretest-posttest control group design.¹

The design of the experimental study can be described as follow:

R	:	O ₁	X	O ₂
R	:	O ₃		O ₄

R = Random

O₁ = pre-test for experimental group

O₃ = pre-test for control group

O₂ = post-test for experimental group

O₄ = post-test for control group

X = treatment

¹ Sugiono, (2011), *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta. P. 76.

From design above, the subjects were divided into an experimental group and a control group. The subject was taken by researcher randomly. The researcher took VIII D class as experimental group and VIII H class as control group. Pretest was used for both of them to know the first condition whether there was difference between experimental and control group. If there was significant difference between them, it meant the result of pretest was good. After giving pretest, the researcher gave a certain treatment for experimental group and not for control group. The treatment was teaching simple past tense by using Class Talk Show. After finishing the treatment, the researcher gave the post-test for both of them to know the difference between them.

B. Research Setting

The researcher took place in SMP 23 Semarang, where located on Jl. RM. Hadi Subeno Mijen Semarang. The research was begun from 3 January until 30 January 2017. The researcher chose this school because some reasons. The first, the researcher had taught there, so he could see something needed by students. The second, the researcher found some difficulties from students in mastering simple past tense. They were confused how to make simple past tense, how to change Verb 1 to Verb 2, how to change positive form to negative form, what time that used in simple past tense, and others. They needed teacher's attention more in teaching simple past tense. The third, the researcher found that the students felt bored and lazy in studying English, there was no enthusiastic from students in learning English. The researcher hopes with doing the research there, it will give new style in teaching English to make students more interesting and enthusiastic in studying English, especially for simple past tense. This research was conducted in the second semester.

C. Subject of the Research (Population, Sample, and Sampling Technique)

1. Population

Population is object or subject that has certain quality and characteristic which be established by the researcher to be learned and taken the conclusion. It means that the population is not only people but also object or other things. The researcher took the conclusion that the population is all research subject or object that used by researcher to do research. For this research, the researcher used students of Eighth grade to be population. The total of them is 261 students. The

population of students of Eight grade in SMP N 23 Semarang can be seen as follow:

Class	Number
VIII A	34
VIII B	34
VIII C	33
VIII D	32
VIII E	32
VIII F	32
VIII G	32
VIII H	32
Total	261

The students of eight grade divided into eight classes from VIII A up to VIII H. There were some variants number from 32 up to 34 students. The researcher took two classes, they were the VIII A as experimental class and the VIII D as control class.

2. Sample and Sampling Technique

Sample is part of number and characteristic that population has. It means that sample is some of chosen population using certain procedure to represent the whole population. Sampling is a technique to take sample. There are some techniques to take a sample such as simple random sampling, stratified random sampling, sampling systematic and other techniques. In this research, the researcher used simple random sampling technique to take a sample from the population and this sample can be expected to represent the population. The sample can be categorized as paired sample because there are experimental and control group that were researched. The researcher took two classes randomly, they were VIII A as experimental class and VIII D as control class and every class has 34 and 32 students. The VIII A class was chosen as experimental class which is taught by using Class Talk Show. VIII D class was chosen as control class which is not taught by using conventional method. The experimental and control class are given pre-test and post- test. Before giving pre-test, the researcher gave tryout test for IX H to know validity and reliability of test.

D. Variable and Indicator of Study

Variable is the object of research or something that becomes the concern of the research. In this research, there were two variables namely independent and dependent variable.

1. Independent variable

It is a variable that influences or causes of change of the dependent variable. Independent variable of this research is the use of Class Talk Show for teaching simple past tense.

There are some indicators to measure the use of Class Talk Show for teaching simple past tense. they are²:

- a. The style of presenter's delivery
- b. Influence
- c. Interest

2. Dependent variable

It is a variable that is affected by independent variable. Dependent variable of this research is the students' achievement in learning simple past tense.

The indicators to measure the students' achievement in learning simple past tense are³:

- a. Students are able to identify the pattern of simple past tense
- b. Students are able to use the time signal of simple past tense appropriately
- c. Students are able to change the sentence of simple past tense in positive form to negative form.
- d. Students are able to use the verb to make simple past tense appropriately to develop recount text

To make clearer, the researcher used the table that based on Clara Alvianti's research (2011: 54) as follow:

Table 3.1 Independent and Dependent Variable

Variable	Dimen- sion	Indicator	subindicator	Number of instrument
Talk	Host	The style of	The	-

² Clara Alvianita 1100055480, (2011), *Pengaruh Gaya Penyampaian Presenter Talk Show "Hitam Putih" di TRANS 7 Terhadap Minat Menonton*. Jakarta: Bina Nusantara University.

³ Rod Ellis, (2007), *Second Language Acquisition*, New York: Oxford University Press. P. 15-19

Show (Independent)		presenter's delivery	presenter's fluency	
			The presnter's confidence	-
		Influence	The change of knowledge	-
			The change of attitude	-
		Interest	The students' curiosity	-
			The students' active	-
Simple past tense (dependent)	Audien e or Student s	Omission	The appropriate To be	25
			The using <i>did</i> for negative form	6, 7, 8, 18, 19, and 21
		Misinformatio n	The appropriate verb for simple past	2, 4, 5, 14, 16, 17, 20, 22, 23, and 24
			The using To be for simple past t	25
		Misordering	The change sentence from simple present to simple past	9, 11, 12, and 13,

			The change sentence from simple future to simple past	10
			The appropriate adverb for simple past	1 and 3

E. Data Collection Technique

To get the accurate data, the researcher selected the instruments that appropriate for the problem, they are:

1. Test

Test as instrument can be used to measure skill and intelligence knowledge. This research gave two kinds of test, they were pre-test and post-test.

a. Pre-test

The test was given to experimental and control class with the same test. before teacher taught simple past tense. There were 25 multiple choice questions for pre-test. It was used to know the first students' condition in mastering simple past tense.

b. Post- test

The test was used to measure the students' achievement after they were taught by using Class Talk Show and the students who not taught by using Class Talk Show. This test was given after the teacher taught simple past tense and the test was given to experimental and control class. The researcher used t-test formula to analyze the data.

2. Instruments test

There are two prominent things that will give effect completely in the research, they are instrument research and quality of data collecting. In quantitative research, the quality of instrument depends on validity and reliability instrument.⁴ For

⁴Sugiyono, (2011), *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, Bandung: Alfabeta. P. 222.

instrument test, the researcher used validity, reliability and the discriminating power of the item.

F. Data Analysis Technique

In this research, the researcher used three kinds of test to analyze the data, they were pre-requisite test, try out and hypothesis test. They were explained as follow:

1. Pre-Requisite Test

Pre-requisite test is the test to know the legality of the sample. Before testing hypothesis which purposed to know the difference of students' achievement for experimental and control class in learning simple past tense by using t-test formula, the researcher has to do pre-requisite test first to know the legality of the sample certainly. In pre-requisite test, there are the normality and homogeneity test.

a. Normality Test

The first step in doing research is testing the data normality. It is used to know the normality of data that is going to be analyzed whether the both of groups have normal distribution or not. The researcher used chi-square formula to do the normality test.

The formula is⁵:

$$x^2 = \sum_{i=1}^k \left(\frac{(O_i - E_i)^2}{E_i} \right)$$

Notice:

x^2 : Chi square

O_i : frequency from observation

E_i : expected frequency

Calculation result of x^2 is compared by 5% degree of significance. If $x^2_{\text{count}} > x^2_{\text{table}}$, the data is not normal distribution and if $x^2_{\text{count}} < x^2_{\text{table}}$, the data is normal distribution.

b. Homogeneity Test

It is used to know whether the experimental and control class come from population that has relatively same variant or not. There are some steps to find out. They are:

⁵ Moch. Idhoci Anwar, (2008), *Dasar-Dasar Statistika*, Bandung: Alfabeta. P. 190.

1) Looking for Variant / Deviation Standard of variable X and Y, with formula⁶:

$$S_{x^2} = \sqrt{\frac{\sum(X_i - \bar{X})^2}{(n-1)}}$$

$$S_{y^2} = \sqrt{\frac{\sum(Y_i - \bar{Y})^2}{(n-1)}}$$

2) Looking for F_{count} from Variant X and Y, with formula⁷:

$$F = \frac{S_{besar}}{S_{kecil}}$$

Notice:

S_{besar} : bigger variant

S_{kecil} : smaller variant

If F_{count} < F_{table} by 5% degree of significance so Ho is accepted, it means the both groups have same variant.

2. Try Out Test

In this research, the researcher conducted three kinds of test, try out, pre-test, and post-test. Try out test was done by researcher before giving pre-test to subject of research. Try out test was given to XI H SMP N 23 Semarang. There were 31 students but there was one student didn't come in the class because of sick. It purposed to measure the students' ability of ninth grade before doing research in eighth grade. The researcher gave 25 multiple choice questions to students in doing this test. The result of test was used to find out the validity and reliability.

The researcher prepared some formulas to look for the validity and reliability as follow:

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, a test is valid if it measures what should be measured. For validity, the researcher used the Pearson product moment formula to analyze each item.

⁶ Sudjana, (1989), *Metode Statistika*, Bandung: Tarsito. P. 93.

⁷ Moch. Idhoci Anwar, (2008), *Dasar-Dasar Statistika*, Bandung: Alfabeta. P. 186.

The formula⁸:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Notice:

R_{xy} : question correlation coefficient

N : number of students

X : number of each item score

Y : number of total score

b. Difficulty Level

A good question is a question that not really difficult and not really easy.

Formula of degree of test difficulty is:

$$P = \frac{B}{JS}$$

Notice:

P : difficulty's index

B : number of students who answers the item correctly

JS : number of students

The criteria are:

$P = 0,00$

$0,00 < P \leq 0,30$ difficult question

$0,30 < P \leq 0,70$ average question

$0,70 < P \leq 1,00$ easy question

$P = 1$ too easy question

c. Reliability

It means "consistent". Reliability refers to the consistency of test scores. Beside of having validity, a good test should have high reliability too. For reliability, the researcher used Alpha formula.

For reliability, the researcher used the formula of K-R. 20 as below⁹:

$$R_{11} = \frac{k}{k-1} \cdot \frac{s^2 - \sum pq}{s^2}$$

⁸ Anas Sudijono, (2009), *Pengantar Evaluasi Pendidikan*, Jakarta: PT RajaGrafindo Persada. P.181.

⁹ Suharsimi Arikunto, (2010), *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Akasara. P.101.

Notice:

R_{11} : the reliability coefficient of items

K : the number of item in the test

P : the proportion of students who give the right answer

Q : the proportion of students who give the wrong answer

S^2 : the standard of deviation of the test

d. Item analysis

After scoring the test, item analysis carried out to find out the effectiveness of the items. It was used to check whether the items fill the requirement of good test item or not. The researcher only analyzed the discriminating power of items. It was explained below:

The Discriminating Power

Item discriminating power will tell how well the item performs in reparation for the better students from the poorer students. It was used to measure the effectiveness of test items. The formula that used in discriminating power computation as follow:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Notice:

D : discrimination index

JA : member students in upper group

JB : member students on lower group

BA : member of students in upper group who answers the items correctly

BB : member of students in lower group who answers the items correctly

The criteria are:

$D < 0.2$ is poor

$0.2 < D \leq 0.4$ is fair

$0.4 < D \leq 0.7$ is good

$0.7 < D \leq 1.5$ is very good

3. Hypothesis Test

To respond the objectives of this study, the researcher examined the data in the following steps to prove the researcher's hypothesis about the difference of students' achievement in mastering simple past tense. Firstly, the researcher had

given pre-test and post-test to the experimental and control class. Secondly, the result of tests was scored by using analytic scale. Thirdly, the means of score of two classes were determined. Finally, the result of test was compared by using t-test formula. T-test is used to differentiate between the students who were taught by using Class Talk Show and the students who were not taught by using Class Talk Show in mastering simple past tense.

To examine the hypothesis that had stated, these following steps are used.

a. Normality Test

The steps are same with the steps in data analysis technique.

b. Homogeneity Test

The steps are also same with the steps in data analysis technique.

c. Hypothesis Test

Proposed hypothetical test in average similarity with the right test is as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

μ_1 : average data from experimental class

μ_2 : average data from control class

the formula that used in t-test as follows¹⁰:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Notice:

\bar{x}_1 : average of experimental class

\bar{x}_2 : average of control class

N_1 : number of experimental class

N_2 : number of control class

S_1^2 : Deviation standard

¹⁰ Sugiyono, (2010), *Statistika Untuk Penelitian*, Bandung: Alfabeta. P.138.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

In this chapter, the researcher computes the score of try-out test to find out the validity of instrument, the reliability of instrument, the difficulty level of instrument, and the discriminating power of instrument. And also, the researcher computes the score of pre-test and post-test to find out the normality, the homogeneity, the average similarity test of pre-test of experimental and control class, and the average difference test of post-test of experimental and control class.

A. Description of research finding

To find out the effectiveness between the students who were taught by Class Talk Show and the students who were not taught by using Class Talk Show in simple past tense, especially in SMP 23 Semarang, the researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different learning both classes.

The subject of this research was divided into two classes. They are experimental class (VIII A) and control class (VIII D). Before items were given to the students, the writer gave try out test to analyze validity, reliability, difficulty level and also the discrimination power of each item. The researcher prepared 44 items as the instrument of the test. The test was given before and after students followed the learning process that was provided by the researcher.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. The experimental class used Class Talk Show in learning, while the control class without used Class Talk Show.

After the data were collected, the researcher analyzed it. The first analysis data is from beginning of experimental class and control class that were taken the pre-test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data was from ending of experimental class and control class that is taken from the score of post-test. It is used to prove the truth of hypothesis that had been planned.

B. Data analysis and Hypothesis test

1. Analysis of Try-out Test Instrument

This discussion covered validity, reliability, difficulty level and also discriminating power.

a. Validity of instrument

According to Arikunto, to get the valid data, the instrument which is used to get the data must be valid too¹. Based on that statement, the researcher had to find out the validity of instrument before being used to measure. The validity was an important quality of any test. It was a condition in which a test can measure what was supposed to be measured.

There were 25 as the instrument try-out test. It was obtained 16 items which were valid and 9 items which were invalid. They were to be said invalid because the computation result of their r_{xy} value was lower than r_{table} value.

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

Table 4.1
Validity of Each Items

No.	r_{table}	r_{count}	Criteria	Number of questions
1	0,3610	0,5757	Valid	3
2	0,3610	0,4200	Valid	5
3	0,3610	0,5768	Valid	8
4	0,3610	0,6443	Valid	9
5	0,3610	0,5114	Valid	11
6	0,3610	0,5051	Valid	12
7	0,3610	0,4473	Valid	13
8	0,3610	0,5051	Valid	14
9	0,3610	0,6396	Valid	15
10	0,3610	0,5297	Valid	16
11	0,3610	0,4701	Valid	17
12	0,3610	0,6752	Valid	18
13	0,3610	0,5980	Valid	20
14	0,3610	0,4589	Valid	21

¹ Suharsimi Arikunto, (2010), *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara. P. 64.

15	0,3610	0,5340	Valid	23
16	0,3610	0,3803	Valid	24

From the computation, the result computing validity of the item number 1 was -0,03608 after that, the researcher consulted the result to the table of r product moment with the number subject (N) = 30 and significant level 5 % it is 0,3610. Because the result of the computation was higher than r_{table} , the validity index of the item number was considered to be valid. The list of each item validity could be seen in appendix.

b. Reliability of instrument

Reliability is consistency measurement. A reliable test score would be consistent across different characteristics of the testing situation². A good test should have high validity and reliability. Besides the index validity, the researcher calculated the reliability of the test using formula K-R 20 as below:

$$R_{11} = \frac{k}{k-1} \cdot \frac{s^2 - \sum pq}{s^2}$$

Before computing reliability, the researcher had to compute Variance (S_t^2) with the formula below:

$$\begin{aligned} S_t^2 &= \frac{(x-\bar{x})^2}{N-1} \\ &= \frac{245}{29} \\ &= 8,447126437 \end{aligned}$$

The computation of the total variance (S_t^2) was 8,447126437. after finding the total variance, the researcher computed the reliability of the test as follows³:

$$\begin{aligned} S_t^2 &= 8,447126437 \\ K &= 30 \\ \sum pq &= 2,458888889 \\ R_{11} &= \frac{30}{30-1} \cdot \frac{8,4473-2,459}{8,4473} \\ &= 0,733353353 (0,7334) \end{aligned}$$

² Suharsimi Arikunto, (2010), *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara. P. 86.

³ Suharsimi Arikunto, (2010), *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara. P. 102.

From the computation above, it was found out that r_{11} (the total of reliability test) was 0,7334, if $r_{11} \geq 0,3610$, so the test was reliable and if $r_{11} \leq 0,3610$, so the test was not reliable. Based on computation, we had found that r_{11} (the total of reliability test) was 0,7334, it meant $r_{11} \geq 0,3610$, so the test was reliable.

c. Difficulty level

This following was computation of the level difficulty for item number 1 and the other items used the same formula.

The criteria:

$$P = 0,00$$

$$0,00 < p \leq 0,30 \quad \text{difficult question}$$

$$0,30 < P \leq 0,70 \quad \text{average question}$$

$$0,70 < P \leq 1,00 \quad \text{easy question}$$

$$P = 1 \quad \text{too easy question}$$

$$B = 25$$

$$JS = 30$$

$$P = \frac{B}{js}$$

$$= 25/30$$

$$= 0,833333$$

It was proper to say that the index difficulty of the item number 1 above could be said as the easy category, because the calculation result of the item number 1 was in the interval $0,70 < P \leq 1,00$.

After computing 25 items of the try out test, there were 11 items was considered to be easy, 12 items were medium, and 2 items were difficult. The whole computation result of difficulty level could be seen in appendix.

d. Discriminating power

The discriminating power was a measure of the effectiveness of a whole test. The higher and low values of discriminating power were the more effective the test would be. To do analysis, the number of try out subject was divided into 2 groups, upper and lower groups.

The criteria:

Interval DP	Criteria
Less than 0.20	Poor
0,21-0,40	Satisfactory
0,41 – 0,70	Good
0,71 - 1	Excellent
Negative	Thrown item

The following was the computation of the discriminating power for the item number 1 and for other items would use the same formula.

$$BA = 13 \quad BB = 12$$

$$JA = 15 \quad JB = 15$$

$$\begin{aligned}
 D &= \frac{BA}{JA} - \frac{BB}{JB} \\
 &= \frac{13}{15} - \frac{12}{15} \\
 &= 0,066667
 \end{aligned}$$

According to the criteria, the item number 1 above was poor, because the calculation result of the item number 1 was less than 0,20. After computing 25 items try out test, there were 17 items were considered to be poor, and 8 items were satisfactory. The result of the discriminating power of each item could be seen appendix.

Table 4.2
Discriminating Power of Each Item

Criteria	Number of questions	Total
Poor	1,2,3,4,5,6,7,8,10,12,13,14,17,20,21,22, and 25	17
Satisfactory	9,11,15,16,18,19,23, and 24	8

2. Analysis of Pre-test

a. Normality Test of pre-test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. To find out the distribution data was done normality test with Chi- square.

Ho: the data of normal distribution

Ha: the data of un normal distribution

With the criteria Ho accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Table 4.3
The normality result pre-test in experimental class and control classes

Class	Test	χ^2_{count}	χ^2_{table}	Criteria
Experimental	Pre-test	8,98054	11,07049769	Normal
Control	pre-test	7,0417906		Normal

Based on the analysis above it can be seen that χ^2_{count} both of class were lower than χ^2_{table} ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$), so Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test of Pre-test

It was used to know whether experimental group and control group, that were decided, came from population that had relatively same variant or not.

Ho: $\sigma_1^2 = \sigma_2^2$

Ha: $\sigma_1^2 \neq \sigma_2^2$

According to the formula in the previous chapter, it is obtained that:

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} \qquad F = \frac{105,82157}{94,17614}$$

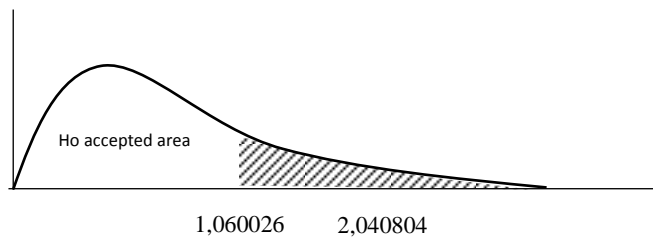
$$= 1,060026$$

$$F_{(0,025),(32;31)} \qquad = 2,040804$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table of homogeneity below:

Table 4.4
The homogeneity result of pre-test in experimental and control classes

Class	Variance (S ²)	N	F _{count}	F _{table}	Criteria
Experimental	94,17614	33	1,060026	2,040804	Homogenous
Control	105,82157	32			



Because F_{count} was located on the location of acceptance H_0 , so the researcher concluded that the both of class were homogenous.

Based on the computation above it was obtained that F_{count} is lower than F_{table} , so H_0 accepted. It can be concluded that data of pre-test from experimental and control class have the same variance.

- c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

To test the difference of average the researcher used t-test, with criteria below⁴:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

μ_1 : average data or experimental group

μ_2 : average data of control group

According to the formula above, it is obtained that:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

⁴ Sudjana, (2005), *Metode Statistika*, Bandung: Tarsito. P.238-239.

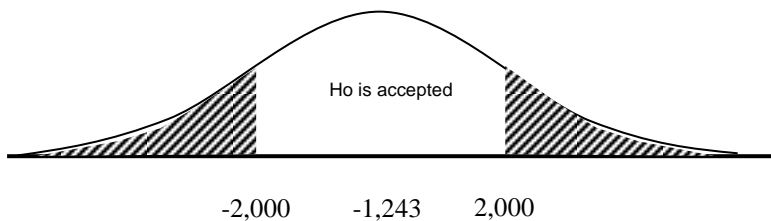
$$t_{count} = \frac{58,63636 - 61,7188}{9,62083 \sqrt{\frac{1}{33} + \frac{1}{32}}} = -1,243$$

$$t_{table} = 2,000$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table of average similarity below:

Table 4.5
The average similarity test of pre-test in experimental and control classes

Source of variance	Experimental	Control	Criteria
Sum	1935	1975	Ho Accepted (same)
N	33	32	
Average	58,63636364	61,71875	
Variance (S ²)	94,17613636	105,8215726	
Standard deviation (S)	9,704439003	10,28696129	



With $\alpha = 5\%$ and $d.f = 33 + 32 - 2 = 63$, obtained $t_{table} = 2,000$. From the result of calculation t-test, $t_{count} = -1,243$. Because t_{count} was lower than t_{table} ($-1,243 < 2,000$), so H_0 is accepted. It meant that both of classes were homogenous.

3. Post test

a. Normality test.

H_0 : the data of normal distribution

H_a : the data of abnormal distribution

With criteria: H_0 accepted if $\chi^2_{count} < \chi^2_{table}$

H_0 rejected if $\chi^2_{count} > \chi^2_{table}$

With $\alpha = 5\%$ and $d.f = k - 1$

Table 4.6
The normality result of post-test in experimental and control classes

Class	χ^2_{count}	χ^2_{table}	Criteria
Experimental	9,5010627	11,07049769	Normal
Control	7,34891617		Normal

Based on analysis above, it can be seen that χ^2_{count} of both of classes are lower than χ^2_{table} ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$) so H_0 accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

According to the formula in the previous chapter, it is obtained that:

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} \quad F = \frac{226,30645}{157,757576}$$

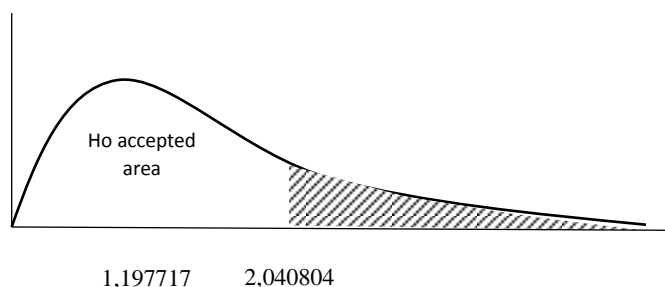
$$= 1,197715$$

$$F_{(0,025),(32;31)} = 2,040804$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table and graphic homogeneity below:

Table 4.7
The homogeneity result of post-test in experimental and control classes

Class	Varian ce (S^2)	N	F _{count}	F _{table}	Criteria
Experi mental	157,75 7576	33	1,197 715	2,04 0804	Homoge neous
Control	226,30 645	32			



Based on computation above it is obtained that F_{count} was lower than F_{table} , So H_0 accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test of both of class. To test the difference of average used t-test⁵.

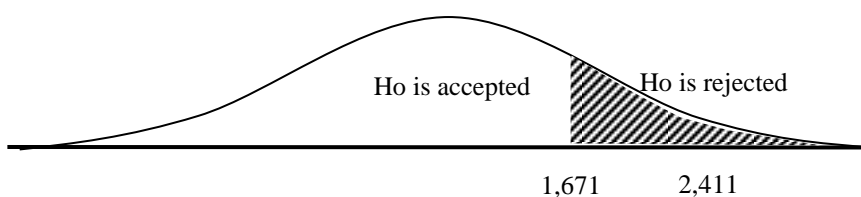
$H_0: \mu_1 \leq \mu_2$: (it meant there was no significant difference between the students who were taught by using Class Talk Show in learning simple past tense and who were not taught by it.)

$H_a: \mu_1 > \mu_2$: (it meant there was no significant difference between the students who were taught by using Class Talk Show in learning simple past tense and who were not taught by it.)

Table 4.8

The result of computation T-test

Class	N	Average	Variance (S^2)	Standard of deviation (S)	t_{count}	t_{table}	Criteria
Experimental	33	79,15152	157,758	12,56016	2,411	1,671	Ha accepted
Control	32	70,875	226,306	15,04349			



Based on the computation above, it is obtained that average of post-test of the experimental who were taught by using Class Talk Show was 79,15152 and standard deviation (S) was 12,56016. The average of post-test of the control class who were not taught by using Class Talk Show was 70,875 and the standard

⁵ Moch. Idhoci Anwar, (2008), *Dasar-Dasar Statistika*, Bandung: Alfabeta. P. 178.

deviation (S) was 15,04349. With $d.f = 33 + 32 - 2 = 63$ by $\alpha = 5\%$, so it was obtained t_{table} and t_{count} , after computation, the researcher found out that $t_{count} > t_{table}$. It meant H_0 was rejected and H_a was accepted.

C. Discussion of the Research Findings

The researcher's reason executed this research was to know the effectiveness of using Class Talk Show to teach simple past tense. Simple past tense is an action that completed past events. The simple past tense is sometimes called the *preterit tense*. The simple past tense indicates that an activity or situation began and ended at a particular time in the past.⁶ The researcher took simple past tense as a main material because the simple past tense is crucial lesson and also has the rule of changing verb, regular and irregular verb. Beside that, the simple past tense is one of the matter component to develop narrative and recount text that must be understood by students.

The researcher took Class Talk Show as a medium to teach simple past tense. According to *The Free Dictionary & Farlex* (<http://digilib.petra.ac.id/j>) Talk Show is "A television or radio show in which noted people, such as authorities in a particular field, participate in discussion or are interviewed and often answer question from viewer or listeners".⁷ The researcher used Talk Show because the researcher got lesson from Hadist Prophet Muhammad SAW about Iman, Islam and Ihsan. From the hadist, the researcher the researcher took conclusion that the question-answering method is good method to make effective teaching in the classroom but many other researchers had used it in the research. Then the researcher had an idea to reform the questioning-answering method to become Class Talk Show.

Based on the theory and the previous research, the researcher is conducted based on the following hypothesis: "the using of class talk show is very effective to teach simple past tense at Eighth Grade of SMPN 23 Semarang In the Academic Year of 2016/2017.

After computing the data, the researcher found that The average score of experimental class was 58,63636 and the average of control class was 61,7188 and

⁶ Betty Schramper Azar, (1989), *Understanding and Using English Grammar Second Edition*, New Jersey: Prentice Hall Regents. P. 24.

⁷ <http://digilib.petra.ac.id/j>, 11:37 11-10-2016.

the normality and homogeneity test from experimental and control class was normal distribution and homogeneous.

The different improvement of experimental class and control class was on the treatment. The students of experimental class were taught by using Class Talk Show, while the control class was not taught by using Class Talk Show. The progress of learning process in experimental class was increased and improved, it can be seen on students' activity in treatment process by using Class Talk Show where the students were so curious and they gave full attention to teacher's explanation.

Students who were taught by using Class Talk Show in learning simple past tense can understand well. It was proven from the average score of post-test of experimental class and control class. The average of post-test of experimental was 79,15152 and the average of post-test of control class was 70,875. It meant that the average of post-test of experimental class was better than control class. And after computation using t-test, there was significant difference between experimental class and control class. It meant that using Class Talk Show was good in teaching-learning process.

Based on the result of this research, the researcher concludes that Class Talk Show is effective in teaching simple past tense. By using Class Talk Show, teacher should create a new atmosphere for teaching learning process in the classroom and make the students more interested and comfortable and they will not get bored. Beside that, the Class Talk Show tells students how to make some critical questions, because in the Class Talk Show, it is obtained some critical questions.

D. Limitation of the research

There was compulsion and restriction faced during the research process. The researcher realized that this research had not been done optimally. Some limitations are:

1. This experimental research was about using *Class Talk Show* in teaching simple past tense.
2. The *Class Talk Show* was a condition of class that was shaped like as talk show program in television. There were three basic components. They are moderator, guest, and audience.

3. The object of this study was only the eighth grade students of SMPN 23 Semarang in the academic year of 2016/2017.
4. The implementation process of the research process was less smooth, this was more due to lack of experience and knowledge of the writer.
5. Relative of the implementation process of this research had short of time, made this research could not be done maximally. But it was enough to fulfill all requirements for a research.

The research was limited at SMP 23 Semarang in the academic year of 2016/2017. When the same researcher conducted in other schools, it was still possible that difference result would be gained.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains about the conclusion of the result of this research, and gives some suggestions to the reader especially to the students and the teachers who are interested to use Class Talk Show as pedagogical tool in teaching English. Beside that, the researcher hopes that this research can give good effect in teaching-learning process and make students more active and creative in the class especially for eighth grade students of Junior High School.

A. Conclusion

After computing the data, the researcher found some significant differences between experimental and control class. The average score for the experimental class was 58,7 for pre-test and 79,16 for post-test. Meanwhile the average score for the control class was 61,8 for pre-test and 70,9 for post-test. It meant that there was an improvement of the students' achievement in simple past tense. every class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class was 79,16 which was higher than the control class 70,9. It meant that teaching simple past tense by using Class Talk Show was better than teaching simple past tense without using Class Talk Show.

The result of the calculation using t-test showed that $t_{\text{count}} = 2,411$ and t_{table} for $\alpha = 5\%$ was 1,671. It meant that t_{count} was higher than t_{table} ($2,411 > 1,671$). It can be concluded that there was a significant difference in the students' score in simple past tense at the eighth grade students of SMP 23 Semarang in the academic year of 2016/2017 between students who had been taught by using Class Talk Show and students who had not been taught by using Class Talk Show.

Based on the result of this research, the researcher concludes that Class Talk Show is effective in teaching simple past tense. By using Class Talk Show, teacher should create a new atmosphere for teaching learning process in the classroom and make the students more interested and comfortable and they will not get bored. Beside that, the Class Talk Show tells students how to make some critical questions, because in the Class Talk Show, it is obtained some critical questions.

In addition, teaching simple past tense by using Class Talk Show can help students to improve their understanding about simple past tense. It was proved when teaching learning was going on, the students gave their full attention to the teacher and the students were enthusiastic in learning it.

B. Suggestion

In teaching and learning English at Junior High School, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the basic modal that has to be noticed in order to get students' attention. So, the students are interested in studying. The teacher can use some mediums to create an entertainment or enjoyment situation like using Class Talk Show in delivering materials. By using Class Talk Show, the students do not only give full attention to the material but also they can understand more deeply because there were some critical questions to dig information about the material. If the students have high interest, it will not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds in understanding material.

The researcher hopes that the school institution can support teachers to create enjoyable condition and interesting atmosphere in teaching English especially in teaching simple past tense. So, this research can improve students' English skill especially in grammar.

Thus, this thesis is served to the readers. The researcher realizes that it is still less perfect. The researcher hopes some suggestions and criticisms to make it better. The researcher hopes that it can be useful to the readers. Amen.

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Appendix 1

LESSON PLAN For Experimental Class

School	: SMP N 23 Semarang
Class/Semester	: VIII (Eighth) / 1
Subject	: English
Topic	: What did you do yesterday?
Skill	: Writing
Time Allotment	: 2 x 40 minutes (1 x meeting)

A. Standard of Competence

Revealing meaning of functional text and short-simple essay in the form of *descriptive* and *recount* text to interact in the context of daily life

B. Basic Competence

Revealing meaning of short-simple functional text by using variety of written language accurately, fluently, and appropriately to interact in the context of daily life

C. Learning aim

Students are able to understand simple past tense and recount text

D. Indicators

- Students are able to make simple past tense correctly
- Students are able to use simple past tense appropriately
- Students are able to change positive form into negative form
- Students are able to use adverb of time in making simple past tense

- Students are able to understand the generic structure of recount text
- Students are able to write recount text based on their experiences

E. Instructional Objectives

In the end of the instruction, students are hoped to be able to:

- a. Write sentence by using Simple Past Tense Form
- b. Complete the sentence of simple past tense by using the appropriate verb
- c. Change the sentence of simple past tense in positive form into negative form.
- d. Write the sentence of simple past tense by using adverb of time, like as: yesterday, last week, last month, last year, etc.
- e. Identify the generic structure of recount text
- f. Write the recount text based on their experiences

F. Character Building:

- Trustworthiness
- Respect
- Diligence
- Responsible
- Care
- Cooperative
- Peaceful behavior

G. Learning Material

1. Simple past tense is an action that completed past events.
2. The use of simple past tense

According to L. G. Alexander in his book “*Longman English Grammar*”, the uses of simple past tense are:¹

a. Completed actions

We normally use the simple past tense to talk about events, actions or situations which occurred in the past. Example: *I had a word with Julian this morning.*

b. Completed condition (indefinite and definite time)

The simple past tense can be used to describe completed condition. For examples: *we were happy the party was over.*

*I was delighted yesterday to receive the news.*²

c. Past habit

The simple past can be used to describe past habits. Example: *I smoked forty cigarettes a day when I was young.*

d. The immediate past

We can sometimes use the simple past without a time reference to describe something that happened a very short time ago. Example: *Jimmy punched me in the stomach.*

e. Polite inquiries

The simple past does not always refer to past time It can also be used for polite inquiries. Example: *I wonder if you could give me a lift. I wondered if you could give me a lift (more tentative/polite).*

¹ L. G. Alexander, (2003), *Longman English Grammar*, Longman: New York. P. 168-169.

² Laurie Rozakis, (2003), *English Grammar for The Utterly Confused*, The McGraw-Hill Companies: United States of America. P. 38.

3. The Pattern of Simple Past Tense

The sentence generally is divided into two forms, they are nominal sentence and verbal sentence. Nominal sentence is a sentence without using verb. And verbal sentence is a sentence with using verb. The pattern of simple past tense is also divided into two patterns³:

a. The pattern of simple past tense for nominal sentence

(+) Subject + be (was/were) + Complement (nouns, adjective, or adverb)

(-) Subject + be (was/were) + NOT + Complement (nouns, adjective, or adverb)

(?) Be (was/were) + Subject + Complement (nouns, adjective, or adverb)?

for examples:

(+) You were a student

(-) You were not a student.

(?) Were you a student?

b. The pattern of simple past tense for verbal sentence

(+) Subject + Verb 2 + Object

(-) Subject + Didn't + Verb 1 + Object

(?) Did + Subject + Verb 1 + Object

For examples:

(+) He waited for me two hours ago

(-) He didn't wait for me two hours ago

(?) Did he wait for me two hours ago?

4. Recount text is used to retell the story that had happened in the past time.

³ Howard Sargeant, (2007), *Basic English Grammar for English Language Learners*, Saddleback Educational Publishing: united states of america. P.65-67.

5. The Generic Structure of Recount

a. Orientation

In this part, the writer tries to introduce the recount writing to the readers, so the readers know about the details of setting or background information about the events.

b. Events

The orientation is followed by the events of the recount text. The

function of the event is to tell what happened in a chronological order. Event is the main important part of recount text because those events are the core of the story. This is followed by a series of paragraph that tell about all of the past events that happened in the story.

c. Re-orientation (optional)

In this part, the writer can choose to give the conclusion for the readers or not. Re-orientation is about the conclusion of the experience. It is optional because some recounts are only consists of orientation, and the series of events. The conclusion and comment of the story can be given in this last part.

H. Learning method:

6. Three-phase technique: exploration, elaboration, and confirmation

I. Learning Activity

1. Introduction Activity

Apperception:

- Greeting
- Praying
- Questioning-answering about the previous material

- Questioning-answering about “What is Talk Show?”
- Choosing one students to be Host for Class Talk Show
- Preparing for Class Talk Show

Motivation:

- Giving overview of the materials and explaining some benefits that can be obtained from joining the Class Talk Show.

2. Main Activity

Exploration

In exploration activity:

- ☞ Teacher (Resource Person) answers all of the questions from the Host detailly.
- ☞ Teacher (Resource Person) answers the questions from the students (Audience).

Elaboration

In elaboration activity:

- ☞ Teacher writes the sentence of simple past tense as an example.
- ☞ Teacher explains the simple past tense more deeply.
- ☞ Teacher writes some sentences by using adverb of time like as: yesterday, two days ago, last week, one day, etc.

Confirmation

In confirmation activity:

- ☞ Teacher (Resource Person) asks questioning-answering about material which is not understood by students.
- ☞ Teacher (Resource Person) straightens misunderstanding and gives the strengthening of material and conclusion.

3. Closing activity

In closing activity,

- ☞ Teacher and students make some summaries of the material
- ☞ Teacher assesses and reflects on activity that had been done consistently
- ☞ Teacher gives feedback to the process and the result of learning
- ☞ Teacher delivers the next lesson plan for the next meeting.

J. Learning Source

- a. L. G. Alexander, (2003), *Longman English Grammar*, Longman: New York. P. 168-169.
- b. Laurie Rozakis, (2003), *English Grammar for The Utterly Confused*, The McGraw-Hill Companies: United States of America. P. 38.
- c. Howard Sargeant, (2007), *Basic English Grammar for English Language Learners*, Saddleback Educational Publishing: United States of America. P.65-67.
- d. Betty Schramper Azar, (1989), *Understanding and Using English Grammar Second Edition*, Prentice Hall Regents: New Jersey
- e. Power Point

a. Instruments:

- Complete the following sentence / text using suitable word / words!

1. She ... her friends two days ago.	calls / called/ calles
2. They ... a book yesterday.	wrote/ writes/ writees
3. You didn't ... a car.	buy/ bought / buys
4. I also ... the fish last night.	ate / eat/ eates
5. Tina ... the shoes last week.	buy/ buyes/ buys
6. Tina and Rudi ... scenery yesterday.	see/ seen / seess
7. Toni didn't ... to school yesterday.	go/ goes/ went
8. He didn't ... six pens yesterday.	have/ has/ haves
9. The cats ... to the house last night.	runs/ run/ runes
10. I ... you yesterday.	meet / met / meets

- Arrange the word into good sentences!

1. The wolf – the stork – and – friends – were
2. Met – I – yesterday – you
3. Anto – Borobudur – last year – went to
4. He – yesterday – a new computer – bought
5. Andi – buy – last night – didn't – a new book

- Please identify the orientation, the events and the re-orientation of the text below !

I spent my holiday in Jogjakarta last year. I went to Prambanan Temple with my family early in the morning.

We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Peter. They were very friendly. They came from New York. Prambanan Temple was crowded in holiday. We went back at 07.00 in the evening

It was a very interesting holiday.

- Please write a recount text based on your experience!

.....

b. Scoring Guide

1. for completing sentence, every number has score 10, so the total is $10 \times 10 = 100$
2. for arranging words, every number has score 20, so the total is $20 \times 5 = 100$
3. for identifying the generic structure of recount text, the total score is 100
4. for writing the recount text, the total score is 100

Score 100 % = 100

$$\begin{aligned} \text{Students' score} &= \frac{100 + 100 + 100 + 100}{4} \\ &= 100 \end{aligned}$$

Approved by
English Teacher

(Dwi Utami Nurul H, S. Pd)
NIP. 19840529 201001 2 014

Semarang, 24th May 2017

Researcher

(Muslim Al Hidayah)
NIM: 133411100



Known By
School Principal

(Nurmeza Nurwaningsih, S. Pd, M. Pd)
NIP. 19660627 198803 2 008

Appendix 2

LESSON PLAN For Control Class

School	: SMP N 23 Semarang
Class/Semester	: VIII (Eighth) / 1
Subject	: English
Topic	: What did you do yesterday?
Skill	: Writing
Time Allotment	: 2 x 40 minutes (1 x meeting)

A. Standard of Competence

Revealing meaning of functional text and short-simple essay in the form of *descriptive* and *recount* text to interact in the context of daily life

B. Basic Competence

Revealing meaning of short-simple functional text by using variety of written language accurately, fluently, and appropriately to interact in the context of daily life

C. Learning aim

Students are able to understand simple past tense and recount text

D. Indicators

- Students are able to make simple past tense correctly
- Students are able to use simple past tense appropriately
- Students are able to change positive form into negative form
- Students are able to use adverb of time in making simple past tense
- Students are able to understand the generic structure of recount text

- Students are able to write recount text based on their experiences
- Students are able to complete the recount text by using the appropriate verb

E. Instructional Objectives

In the end of the instruction, students are hoped to be able to:

- a. Write sentence by using Simple Past Tense Form
- b. Complete the sentence of simple past tense by using the appropriate verb
- c. Change the sentence of simple past tense in positive form into negative form.
- d. Write the sentence of simple past tense by using adverb of time, like as: yesterday, last week, last month, last year, etc.
- e. Identify the generic structure of recount text
- f. Write the recount text based on their experiences

F. Character Building:

- Trustworthiness
- Respect
- Diligence
- Responsible
- Care
- Cooperative
- Peaceful behavior

G. Learning Material

- Simple past tense is an action that completed past events.
- The use of simple past tense

According to L. G. Alexander in his book “*Longman English Grammar*”, the uses of simple past tense are:⁴

a. Completed actions

We normally use the simple past tense to talk about events, actions or situations which occurred in the past. Example: *I had a word with Julian this morning.*

b. Completed condition (indefinite and definite time)

The simple past tense can be used to describe completed condition. For examples: *We were happy the party was over.*

*I was delighted yesterday to receive the news.*⁵

c. Past habit

The simple past can be used to describe past habits. Example: *I smoked forty cigarettes a day when I was young.*

d. The immediate past

We can sometimes use the simple past without a time reference to describe something that happened a very short time ago. Example: *Jimmy punched me in the stomach.*

e. Polite inquiries

The simple past does not always refer to past time It can also be used for polite inquiries. Example: *I wonder if you could give me a lift. I wondered if you could give me a lift (more tentative/polite).*

⁴ L. G. Alexander, (2003), *Longman English Grammar*, Longman: New York. P. 168-169.

⁵ Laurie Rozakis, (2003), *English Grammar for The Utterly Confused*, The McGraw-Hill Companies: United States of America. P. 38.

7. The Pattern of Simple Past Tense

The sentence generally is divided into two forms, they are nominal sentence and verbal sentence. Nominal sentence is a sentence without using verb. And verbal sentence is a sentence with using verb. The pattern of simple past tense is also divided into two patterns⁶:

a. The pattern of simple past tense for nominal sentence

(+) Subject + be (was/were) + Complement (nouns, adjective, or adverb)

(-) Subject + be (was/were) + NOT + Complement (nouns, adjective, or adverb)

(?) Be (was/were) + Subject + Complement (nouns, adjective, or adverb)?

for examples:

(+) You were a student

(-) You were not a student.

(?) Were you a student?

b. The pattern of simple past tense for verbal sentence

(+) Subject + Verb 2 + Object

(-) Subject + Didn't + Verb 1 + Object

(?) Did + Subject + Verb 1 + Object

For examples:

(+) He waited for me two hours ago

(-) He didn't wait for me two hours ago

(?) Did he wait for me two hours ago?

- Recount text is used to retell the story that had happened in the past time.

⁶ Howard Sargeant, (2007), *Basic English Grammar for English Language Learners*, Saddleback Educational Publishing: United States of America. P.65-67.

- The Generic Structure of Recount

1. Orientation

In this part, the writer tries to introduce the recount writing to the readers, so the readers know about the details of setting or background information about the events.

2. Events

The orientation is followed by the events of the recount text. The function of the event is to tell what happened in a chronological order. Event is the main important part of recount text because those events are the core of the story. This is followed by a series of paragraph that tell about all of the past events that happened in the story.

2. Re-orientation (optional)

In this part, the writer can choose to give the conclusion for the readers or not. Re-orientation is about the conclusion of the experience. It is optional because some recounts are only consists of orientation, and the series of events. The conclusion and comment of the story can be given in this last part.

H. Learning method:

8. Three-phase technique: exploration, elaboration, and confirmation

I. Learning Activity

1. Introduction Activity

Apperception:

- Greeting
- Praying

- Questioning-answering about the previous material
- Questioning-answering about the material that will be learned

Motivation:

- Giving overview of the materials and explaining some benefits that can be obtained from joining the instruction.

2. Main Activity

Exploration

In exploration activity:

- ☞ Teacher shows some pictures that be contained past activity and present activity
- ☞ Teacher has students to observe then asks some questions to activate students' prior knowledge.

Elaboration

In elaboration activity:

- ☞ Teacher explains about simple past tense detailly.
- ☞ Teacher writes some sentences in simple past tense form
- ☞ Teacher writes some sentences by using adverb of time like as: yesterday, two days ago, last week, one day, etc.

Confirmation

In confirmation activity:

- ☞ Teacher asks questioning-answering about material which is not understood by students.
- ☞ Teacher straightens misunderstanding and gives the strengthening of material and conclusion.

3. Closing activity

In closing activity,

- ☞ Teacher and students make some summaries of the material
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- d. Betty Schramper Azar, (1989), *Understanding and Using English Grammar Second Edition*, Prentice Hall Regents: New Jersey
- e. Power Point

a. Instruments:

- Complete the following sentence / text using suitable word / words!

1. She ... her friends two days ago. calls / called/ calles
2. They ... a book yesterday. wrote/ writes/ writees
3. You didn't ... a car. buy/ bought / buys
4. I also ... the fish last night. ate / eat/ eates
5. Tina ... the shoes last week. buy/ buyes/ buys
6. Tina and Rudi ... scenery yesterday. see/ seen / seess
7. Toni didn't ... to school yesterday. go/ goes/ went
8. He didn't ... six pens yesterday. have/ has/ haves
9. The cats ... to the house last night. runs/ run/ runes
10. I ... you yesterday. meet / met / meets

- Arrange the word into good sentences!

6. The wolf – the stork – and – friends – were
7. Met – I – yesterday – you
8. Anto – Borobudur – last year – went to
9. He – yesterday – a new computer – bought
10. Andi – buy – last night – didn't – a new book

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It was a very interesting holiday.

- Please write a recount text based on your experience!

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3. for identifying the generic structure of recount text, the total score is 100

4. for writing the recount text, the total score is 100

Score 100 % = 100

Students' score = $\frac{100 + 100 + 100 + 100}{4}$

4

= 100

Approved by
English Teacher

(Dwi Utami Nurul H, S. Pd)
NIP. 19840529 201001 2 014

Semarang, 24th May 2017
Researcher

(Muslim Al Hidayah)
NIM: 133411100



Known By
School Principal

(Ni Luh Endang Warningsih, S. Pd, M. Pd)
NIP. 19660627 198803 2 008

Appendix 3																														
Validity test, Reliability test, Discriminating Power (DP), and Difficulty Index for the First Try Out																														
Lesson Class																														
: English																														
: IX H																														
Kinds of Instrument																														
: Multiple Choice																														
Score																														
Number of Students	Number of Instruments																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
2	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22			
3	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23			
4	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23			
5	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23			
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	22			
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
8	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	23			
9	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	21			
10	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	21			
11	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	18			
12	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	15			
13	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
14	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	23			
15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
16	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	19			
17	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
18	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23			
20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23			
21	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	18			
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24			
23	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	19			
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	23			
25	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
26	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	13			
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25			
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24			
29	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24			
30	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	19			
r count	-0,0361	0,25467	0,5737	-0,0663	0,42	0,2667	0,25467	0,57568	0,64425	0,3203	0,51136	0,5051	0,44728	0,3051	0,6396	0,5297	0,4701	0,6752	0,2667	0,598	0,4589	-0,1793	0,534	0,534	0,3803	0,18173				
r able	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361				
r validitas	invalid	invalid	VALID	invalid	VALID	VALID	invalid	invalid	VALID	VALID	invalid	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	invalid	VALID	VALID	VALID	VALID	invalid	invalid			
r criteria																														

	30										29														
<i>N</i>																									
<i>N-1</i>																									
<i>p</i>	0.8333	0.9667	0.9667	0.7	0.8667	0.9667	0.9667	0.8333	0.9333	0.7667	0.9333	0.8667	0.6667	0.9333	0.8667	0.8333	0.8667	0.9333	0.9333	0.9333	0.9	0.9333			
<i>q</i>	0.1667	0.0333	0.0333	0.0333	0.1333	0.0333	0.0333	0.1667	0.0667	0.2333	0.0667	0.0333	0.0667	0.0667	0.1333	0.3333	0.1333	0.1667	0.1333	0.067	0.0667	0.3333	0.1	0.0667	
<i>Varians</i>																									
<i>p x q</i>	8.447126437																								
<i>tout pq</i>																									
<i>KR-20</i>	2.458888889																								
<i>Kepercayaan</i>	0.733333353																								
<i>Kepercayaan</i>	Reliable																								
<i>Kepercayaan</i>	Jika r11 > 0,361 maka instrumen dikatakan reliabel																								
<i>Kepercayaan</i>	Jika r11 > 0,361 maka instrumen dikatakan reliabel																								
<i>p1</i>	0.8667	1	1	1	0.7333	0.9333	1	1	0.9333	0.8667	1	1	1	1	0.8667	0.9333	1	1	1	1	0.73333	1	1	1	
<i>p2</i>	0.8	0.93333	0.9333	0.9333	0.6667	0.8	0.93333	0.93333	0.6667	0.9333	0.6667	0.8667	0.93333	0.8667	0.73333	0.4667	0.8	0.6667	0.73333	0.867	0.8667	0.6	0.8	0.8667	
<i>DP</i>	0.0667	0.0667	0.0667	0.0667	0.1333	0.0667	0.0667	0.0667	0.33333	0	0.2	0.3333	0.0667	0.1333	0.2667	0.4	0.1333	0.3333	0.2667	0.133	0.1333	0.13333	0.2	0.13333	
<i>certeria</i>	poor	poor	poor	poor	poor	poor	poor	poor	good	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	poor	
<i>Kepercayaan</i>	butir soal mempunyai daya pembeda yang baik jika >= 0,30																								
<i>Kepercayaan</i>	butir soal mempunyai daya pembeda yang baik jika >= 0,30																								
<i>Kepercayaan</i>	Kepercayaan																								
<i>status soal</i>	0.8333	0.9667	0.9667	0.6	0.7	0.8667	0.6	0.23333	0.73333	0.9333	0.6	0.9333	0.6	0.9333	0.8667	0.6667	0.8333	0.2	0.8667	0.733	0.9333	0.6667	0.5333	0.9	0.93333
<i>Difficulty</i>	easy	easy	easy	medium	medium	easy	medium	difficult	medium	easy	medium	easy	medium	easy	easy	medium	easy	difficult	easy	medium	easy	medium	medium	easy	easy
<i>Kepercayaan</i>	jika tingkat kesukaran adalah <0,25 maka dikatakan sulit, jika tingkat kesukaran 0,25-0,75 , maka dikatakan sedang, jika tingkat kesukaran >0,75 maka dikatakan mudah																								

Appendix 4		Validity test, Reliability test, Discriminating Power (DP), and Difficulty Index for the Second Try Out																			
Lesson	: English																				
Class	: IX H																				
Kinds of Instrument	: Multiple Choice																				
Score																					
Number of Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total	
	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	16
	2	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	15
	3	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
	4	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
	5	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	15
	6	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	14	
	7	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	15	
	8	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	15	
	9	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	10	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	15	
	11	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	15	
	12	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	13	
	13	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	14	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	15	0	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	0	9	
	16	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	15	
	17	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13	
	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	17	
	19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	
	20	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	15	
	21	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	22	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	
	23	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	12	
	24	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14	
	25	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16	
	26	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16	
	27	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	13	
	28	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	15	
	29	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	30	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
	31	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	15	
<i>r count</i>	0,53096	0,10478	0,1579	0,30696	0,21504	-0,0331	-0,17012	0,40666	0,271714	0,172334	0,17233	0,42548	0,4463	0,4463	0,6518	0,24083	0,51538	0,59598	0,475727		
<i>r table</i>	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	0,367	
<i>criteria</i>	Valid	unvalid	unvalid	unvalid	unvalid	unvalid	unvalid	Valid	unvalid	unvalid	unvalid	Valid	Valid	Valid	Valid	unvalid	Valid	Valid	Valid	Valid	

Appendix 5

**Siswa Kelas VIII A (experimental class)
Nilai Pre-test**

NO.	Nama	Code	Score
1.	Adila Nuzulu Rahma	E-1	60
2.	Adnan Darmawan	E-2	55
3.	Arya Gilang	E-3	45
4.	Azizah Dyah Sari	E-4	55
5.	Bintang Angkasa B	E-5	45
6.	Cariennita C.P	E-6	45
7.	Deadra Saputra	E-7	40
8.	Devi Alvianisa W	E-8	70
9.	Diva Aprilliani	E-9	65
10.	Diva Rismadara	E-10	55
11.	Eveline M.A	E-11	70
12.	Farah Isna Z.M	E-12	40
13.	Firman Akhmad A	E-13	65
14.	Habib Mifta	E-14	50
15.	Haydar Dida Saputra	E-15	60
16.	Jerry	E-16	50
17.	Kevin Arya P	E-17	70
18.	Kevin Caesar	E-18	55
19.	M. Lathif Sanjaya	E-19	60
20.	Nanda Dwi W	E-20	70
21.	Nur Fadilla	E-21	55
22.	Nur Yasin Y	E-22	55
23.	Pasyha Aura	E-23	80

24.	Putri Permatasari	E-24	45
25.	Rossi Agustin	E-25	65
26.	Salsabila M.N	E-26	65
27.	Salsa Laysa W	E-27	60
28.	Sania Besaga	E-28	65
29.	Sheika Rohmatul A	E-29	65
30.	Syahrul Damara	E-30	65
31.	Zahra Nikken Sausan	E-31	65
32.	Zulfa puaza Q.A	E-32	60
33.	Pramudita Maharani	E-33	65

Appendix 6

**Siswa kelas VIII D (control class)
Nilai Pre-test**

NO.	Nama	Code	Score
1.	Afita Arum	C-1	55
2.	Alysyah Eky. W	C-2	55
3.	Amarta Dwi Saputra	C-3	65
4.	Anindya Al-Fath R	C-4	65
5.	Anindya Galuh	C-5	70
6.	Asfa Fadila	C-6	70
7.	Cantika Mutiara C	C-7	70
8.	Dani Putra P.A	C-8	65
9.	Dava Rizky P.A	C-9	70
10.	Diah Ayu Safitri	C-10	50
11.	Dian Tantri Arifia	C-11	70
12.	Dillon Ardiansyah	C-12	45
13.	Fandy	C-13	55
14.	Eka Aulia P	C-14	70
15.	Ferry Yudhistira	C-15	55
16.	Gerradus Aditya W.P	C-16	55
17.	Ilham Faishal S.A	C-17	55
18.	Laila Fitri Nur Z	C-18	70
19.	Moh. Iqbal	C-19	60
20.	Nabila Deffi Aulia	C-20	55
21.	Nanda Purwaningsih	C-21	60
22.	Narida Eka Sukma	C-22	40
23.	Niko Julianya	C-23	60

24.	Noela Fanita C	C-24	65
25.	Petrus Suniata A	C-25	65
26.	Cristiani Putri R	C-26	65
27.	Qotrun Nada	C-27	80
28.	Raka Bagas S	C-28	35
29.	Salsabila Alifia W	C-29	80
30.	Vanesa Oldirda P	C-30	70
31.	Yoel S	C-31	70
32.	Yushna Atika R.P	C-32	60

Appendix 7

Siswa Kelas VIII A (experimental class) Nilai Post-test

NO.	Nama	Code	Score
1.	Adila Nuzulu Rahma	E-1	88
2.	Adnan Darmawan	E-2	84
3.	Arya Gilang	E-3	76
4.	Azizah Dyah Sari	E-4	72
5.	Bintang Angkasa B	E-5	88
6.	Cariennita C.P	E-6	36
7.	Deadra Saputra	E-7	84
8.	Devi Alvianisa W	E-8	76
9.	Diva Aprilliani	E-9	88
10.	Diva Rismadara	E-10	100
11.	Eveline M.A	E-11	88
12.	Farah Isna Z.M	E-12	88
13.	Firman Akhmad A	E-13	68
14.	Habib Mifta	E-14	68
15.	Haydar Dida Saputra	E-15	76
16.	Jerry	E-16	56
17.	Kevin Arya P	E-17	88
18.	Kevin Caesar	E-18	76
19.	M. Lathif Sanjaya	E-19	76
20.	Nanda Dwi W	E-20	100
21.	Nur Fadilla	E-21	76
22.	Nur Yasin Y	E-22	76

23.	Pasyha Aura	E-23	88
24.	Putri Permatasari	E-24	72
25.	Rossi Agustin	E-25	64
26.	Salsabila M.N	E-26	88
27.	Salsa Laysa W	E-27	88
28.	Sania Besaga	E-28	88
29.	Sheika Rohmatul A	E-29	76
30.	Syahrul Damara	E-30	88
31.	Zahra Nikken Sausan	E-31	76
32.	Zulfa puaza Q.A	E-32	88
33.	Pramudita Maharani	E-33	68

Appendix 8

**Siswa Kelas VIII D (control class)
Nilai Post-test**

NO.	Nama	Code	Score
1.	Afita Arum	C-1	76
2.	Alysyah Eky. W	C-2	44
3.	Amarta Dwi Saputra	C-3	76
4.	Anindya Al-Fath R	C-4	88
5.	Anindya Galuh	C-5	88
6.	Asfa Fadila	C-6	64
7.	Cantika Mutiara C	C-7	76
8.	Dani Putra P.A	C-8	64
9.	Dava Rizky P.A	C-9	92
10.	Diah Ayu Safitri	C-10	72
11.	Dian Tantri Arifia	C-11	64
12.	Dillon Ardiansyah	C-12	80
13.	Fandy	C-13	44
14.	Eka Aulia P	C-14	92
15.	Ferry Yudhistira	C-15	68
16.	Gerradus Aditya W.P	C-16	40
17.	Ilham Faishal S.A	C-17	64
18.	Laila Fitri Nur Z	C-18	76
19.	Moh. Iqbal	C-19	68
20.	Nabila Deffi Aulia	C-20	80
21.	Nanda Purwaningsih	C-21	52
22.	Narida Eka Sukma	C-22	84
23.	Niko Julianya	C-23	44

24.	Noela Fanita C	C-24	76
25.	Petrus Suniata A	C-25	80
26.	Cristiani Putri R	C-26	64
27.	Qotrun Nada	C-27	76
28.	Raka Bagas S	C-28	80
29.	Salsabila Alifia W	C-29	76
30.	Vanesa Oldirda P	C-30	100
31.	Yoel S	C-31	64
32.	Yushna Atika R.P	C-32	56

Appendix 9

NORMALITY TEST OF POST-TEST OF THE CONTROL CLASS

VIII D Class

Hipotesis

H₀ : Data berdistribusi normal

H₁ : Data tidak berdistribusi normal

Pengujian Hipotesis

Kriteria yang digunakan

H₀ diterima jika $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal = 100

Nilai minimal = 40

Rentang nilai (R) $\left(\sum_{i=1}^k (O_i - E_i)^2 \right) = 100 - 40 = 60$

Banyak kelas (k) $\left(\frac{R}{E_i} \right) = 1 + 3,3 \log 32 = 5,966994928 \approx 6$ kelas

Panjang kelas (P) = $60 / 5,966994928 = 10,05531272 \approx 11$

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	40	-30.875	953.265625
2	44	-26.875	722.265625
3	44	-26.875	722.265625
4	44	-26.875	722.265625
5	52	-18.875	356.265625
6	56	-14.875	221.265625
7	64	-6.875	47.265625
8	64	-6.875	47.265625
9	64	-6.875	47.265625
10	64	-6.875	47.265625
11	64	-6.875	47.265625
12	64	-6.875	47.265625
13	68	-2.875	8.265625
14	68	-2.875	8.265625
15	72	1.125	1.265625
16	76	5.125	26.265625
17	76	5.125	26.265625
18	76	5.125	26.265625
19	76	5.125	26.265625
20	76	5.125	26.265625
21	76	5.125	26.265625
22	76	5.125	26.265625
23	80	9.125	83.265625
24	80	9.125	83.265625
25	80	9.125	83.265625
26	80	9.125	83.265625
27	84	13.125	172.265625
28	88	17.125	293.265625
29	88	17.125	293.265625
30	92	21.125	446.265625
31	92	21.125	446.265625
32	100	29.125	848.265625
Σ	2268		7015.5

Rata-rata (\bar{X})	$\frac{\sum Y}{N} = \frac{2268}{32} = 70.875$
Standar Deviasi (S) :	$S^2 = \frac{\sum (X_i - \bar{X})^2}{n - 1}$
	$= \frac{2015.5}{31}$
	$= 226.3065$
	$S = 15.04349$

Daftar Frekuensi Nilai Awal Kelas X E

No	Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	40	50	39.5	-2.085620404	0.481493489	0.069296792	4	2.2	1.43283858
2	51	61	50.5	-1.354406876	0.412196697	0.178775434	2	5.7	2.42001509
3	62	72	61.5	-0.623193348	0.233421264	0.276431422	9	8.8	0.00268782
4	73	83	72.5	0.10802018	-0.043010158	0.256320755	11	8.2	0.95428844
5	84	94	83.5	0.839233708	-0.299330912	0.142513537	5	4.6	0.04256856
6	95	105	94.5	1.570447236	-0.44184445	0.007332082	1	0.2	2.49671767
Jumlah			95.5	1.636921193	-0.449176531		32		7.34891617

Keterangan:

Bk batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i $(Bk - X) / S$

$P(Z_i)$ nilai Z_i pada

Luas Daerah $P(Z_1) - P(Z_2)$

E_i luas daerah x N

O_i f_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh X^2 tabel = 11.07049769

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas VIII D berdistribusi **normal**

Appendix 10

NORMALITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS
VIII A CLASS

Hipotesis

H₀ : Data berdistribusi normal

H₁ : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \left(\frac{(O_i - E_i)^2}{E_i} \right)$$

Kriteria yang digunakan

H₀ diterima jika $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal = 100

Nilai minimal = 36

Rentang nilai (R) = 100 - 36 = 64

Banyaknya kelas (k) = $1 + 3,3 \log 33 = 6.011096002 \approx 6$ kelas

Panjang kelas (P) = $64 / 6 = 10.66666667$ 11

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	36	-43.15151515	1862.05326
2	56	-23.15151515	535.9926538
3	64	-15.15151515	229.5684114
4	68	-11.15151515	124.3562902
5	68	-11.15151515	124.3562902
6	68	-11.15151515	124.3562902
7	72	-7.151515152	51.14416896
8	72	-7.151515152	51.14416896
9	76	-3.151515152	9.93204775
10	76	-3.151515152	9.93204775
11	76	-3.151515152	9.93204775
12	76	-3.151515152	9.93204775
13	76	-3.151515152	9.93204775
14	76	-3.151515152	9.93204775
15	76	-3.151515152	9.93204775
16	76	-3.151515152	9.93204775
17	76	-3.151515152	9.93204775
18	84	4.848484848	23.50780533
19	84	4.848484848	23.50780533
20	88	8.848484848	78.29568411
21	88	8.848484848	78.29568411
22	88	8.848484848	78.29568411
23	88	8.848484848	78.29568411
24	88	8.848484848	78.29568411
25	88	8.848484848	78.29568411
26	88	8.848484848	78.29568411
27	88	8.848484848	78.29568411
28	88	8.848484848	78.29568411
29	88	8.848484848	78.29568411
30	88	8.848484848	78.29568411
31	88	8.848484848	78.29568411
32	100	20.84848485	434.6593205
33	100	20.84848485	434.6593205
Σ	2612	5048.242424	0

Rata-rata (\bar{X})	$\frac{\sum X}{N} =$	$\frac{2612}{33} =$	79.152
Standar Deviasi (S) :	$S^2 =$	$= \frac{\sum (X_i - \bar{X})^2}{n - 1}$	
		$= \frac{5048,2424}{32}$	
		$= 157,75758$	
	$S =$	$= 12,560158$	

Daftar Frekuensi Nilai Awal Kelas X F

No	Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	36 - 46	35,5	-3,475395311	0,499744949	0,004411435	1	0,1	5,0147772
2	47 - 57	46,5	-2,599610168	0,495335514	0,037703232	1	1,2	0,0479317
3	58 - 68	57,5	-1,723825026	0,457630282	0,155838162	4	5,1	0,2538901
4	69 - 79	68,5	-0,848039883	0,30179212	0,312859457	11	10	0,0442145
5	80 - 90	79,5	0,027745259	-0,011067337	0,305810433	14	10	1,5135602
6	91 - 101	90,5	0,903530402	-0,31687777	0,02035474	2	0,7	2,626689
Jumlah		91,5	0,983147233	-0,33723251		33		9,5010627

Keterangan:

Bk batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i $(Bk - X) / S$

$P(Z_i)$ nilai Z_i pada tabel

Luas Daerah $P(Z_1) - P(Z_2)$

E_i luas daerah x N

O_i f_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh χ^2 tabel = 11,07049769

Karena $\chi^2_{hitung} < \chi^2_{tabel}$ maka distribusi data awal di kelas VIII A berdistribusi **normal**

Appendix 11

**HOMOGENEITY TEST OF POST-TEST
OF THE EXPERIMENTAL AND CONTROL CLASS**

Hipotesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

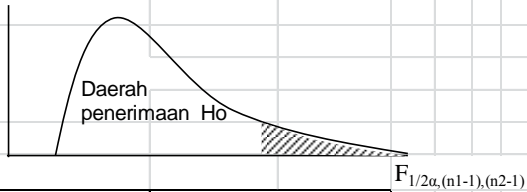
Pengujian Hipotesis

Untuk menguji hipotesisi menggunakan rumus:

$$F = (\text{Varians terbesar}) / (\text{Varians terkecil})$$

Kriteria yang digunakan

H_0 diterima apabila $F_{hitung} \leq F_{1/2\alpha, (n1-1), (n2-1)}$



No	Kelas	
	VIII A	VIII D
1	36	40
2	56	44
3	64	44
4	68	44
5	68	52
6	68	56
7	72	64
8	72	64
9	76	64
10	76	64
11	76	64
12	76	64
13	76	68
14	76	68
15	76	72
16	76	76
17	76	76

18	84	76
19	84	76
20	88	76
21	88	76
22	88	76
23	88	80
24	88	80
25	88	80
26	88	80
27	88	84
28	88	88
29	88	88
30	88	92
31	88	92
32	100	100
33	100	
Jumlah	2612	2268
n	33	32
\bar{x}	79	71
(s ²)	157.757576	226.30645
s	12.5601583	15.043485

Berdasarkan data di atas diperoleh:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F = \frac{15.04349}{12.56016}$$

$$F = 1.197715$$

Pada $\alpha = 5\%$ dengan:

$$dk \text{ pembilang} = n_1 - 1 = 33 - 1 = 32$$

$$dk \text{ penyebut} = n_2 - 1 = 32 - 1 = 31$$

$$F_{(0,025),(32;31)} = 2.040804$$

F tabel, maka data tersebut homogen

Lampiran 12

**The Result of Difference Average Test
between Experimental and Control Class For Post-test**

Hipotesis

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

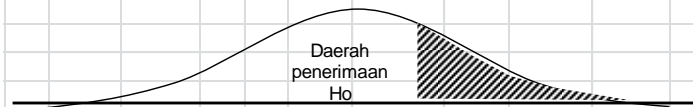
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

Ho ditolak apa bila t count > t table



Tabel Penolong Perbandingan Rata-rata

No.	VIII A	VIII D
1	36	40
2	56	44
3	64	44
4	68	44
5	68	52
6	68	56
7	72	64
8	72	64
9	76	64
10	76	64
11	76	64
12	76	64
13	76	68
14	76	68
15	76	72
16	76	76
17	76	76

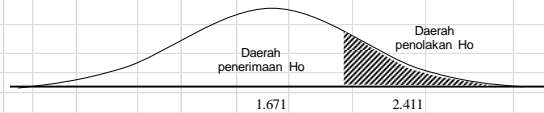
18	84	76
19	84	76
20	88	76
21	88	76
22	88	76
23	88	80
24	88	80
25	88	80
26	88	80
27	88	84
28	88	88
29	88	88
30	88	92
31	88	92
32	100	100
33	100	
Jumlah	2612	2268
n	33	32
\bar{x}	79.151515	70.875
Varians (s^2)	157.757578	226.3064516
Standar deviasi (s)	12.56015827	15.04348535

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \quad s = \sqrt{\frac{33 \cdot 157.758 + 32 \cdot 226.3064516}{33 + 32 - 2}} = 13.83792$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad t = \frac{79.15152 - 70.875}{13.83792 \sqrt{\frac{1}{33} + \frac{1}{32}}} = 2.411$$

Pada $\alpha = 5\%$ dengan $dk = 33 + 32 - 2 = 63$ diperoleh $t_{(\alpha, 0.25)(68)} = 1.671$



Karena t hitung lebih besar dari t tabel maka berada pada daerah penerimaan H_0 .
Oleh karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol

Appendix 13

NORMALITY TEST OF PRE-TEST OF THE CONTROL CLASS

VIII D Class

Hipotesis

H₀ : Data berdistribusi normal

H₁ : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \left(\frac{(O_i - E_i)^2}{E_i} \right)$$

Kriteria yang digunakan

H₀ diterima jika $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal	=	80			
Nilai minimal	=	35			
Rentang nilai (R)	=	80 -	35	=	45
Banyaknya kelas (k)	=	1 + 3,3 log	32	=	5,966994928 ≈ 6 kelas
Panjang kelas (P)	=	45 /	5,967	=	7,541484539 ≈ 8

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	X - \bar{X}	(X - \bar{X}) ²
1	35	-26.71875	713.8916016
2	40	-21.71875	471.7041016
3	45	-16.71875	279.5166016
4	50	-11.71875	137.3291016
5	55	-6.71875	45.14160156
6	55	-6.71875	45.14160156
7	55	-6.71875	45.14160156
8	55	-6.71875	45.14160156
9	55	-6.71875	45.14160156
10	55	-6.71875	45.14160156
11	55	-6.71875	45.14160156
12	60	-1.71875	2.954101563
13	60	-1.71875	2.954101563
14	60	-1.71875	2.954101563
15	60	-1.71875	2.954101563
16	65	3.28125	10.76660156
17	65	3.28125	10.76660156
18	65	3.28125	10.76660156
19	65	3.28125	10.76660156
20	65	3.28125	10.76660156
21	65	3.28125	10.76660156
22	70	8.28125	68.57910156
23	70	8.28125	68.57910156
24	70	8.28125	68.57910156
25	70	8.28125	68.57910156
26	70	8.28125	68.57910156
27	70	8.28125	68.57910156
28	70	8.28125	68.57910156
29	70	8.28125	68.57910156
30	70	8.28125	68.57910156
31	80	18.28125	334.2041016
32	80	18.28125	334.2041016
Σ	1975		3280.46875

Rata-rata (\bar{X})	$\frac{\sum X}{N} =$	$\frac{1975}{32} =$	61.719
Standar Deviasi (S) :	$S^2 =$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$	
		$= \frac{3187.5}{31}$	
		$= 102.82258$	
	$S =$	10.140147	

Daftar Frekuensi Nilai Awal Kelas X E

No	Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	35	42	34.5	-2.684255965	0.496365429	0.0254	2	0.813	1.7355296
2	43	50	42.5	-1.895312765	0.470974511	0.1053	2	3.368	0.5558102
3	51	58	50.5	-1.106369565	0.365716704	0.2412	7	7.718	0.066734
4	59	66	58.5	-0.317426366	0.124539948	0.3059	10	9.789	0.0045511
5	67	74	66.5	0.471516834	-0.18136415	0.2149	9	6.876	0.6558965
6	75	82	74.5	1.260460034	-0.396248272	0.0167	2	0.534	4.0232692
			75.5	1.359077934	-0.412939053				
Jumlah							32		7.0417906

Keterangan:

Bk batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i $(Bk - \bar{X})/S$

$P(Z_i)$ nilai Z_i pada

Luas Daerah $P(Z_1) - P(Z_2)$

E_i luas daerah x N

O_i f_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh χ^2 tabel = 11.07049769

Karena $\chi^2_{hitung} < \chi^2_{tabel}$ maka distribusi data awal di kelas VIII A berdistribusi **normal**

Appendix 14

NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS
VIII A CLASS

Hipotesis

H₀ : Data berdistribusi normal

H₁ : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \left(\frac{(O_i - E_i)^2}{E_i} \right)$$

Kriteria yang digunakan

H₀ diterima jika $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal = 80

Nilai minimal = 40

Rentang nilai (R) = 80 - 40 = 40

Banyaknya kelas (k) = $1 + 3,3 \log 33 \approx 6.011096002 \approx 6$ kelas

Panjang kelas (P) = $40 / 6 \approx 6.66666667$

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	X - \bar{X}	(X - \bar{X}) ²
1	40	-18.63636364	347.3140496
2	40	-18.63636364	347.3140496
3	45	-13.63636364	185.9504132
4	45	-13.63636364	185.9504132
5	45	-13.63636364	185.9504132
6	45	-13.63636364	185.9504132
7	50	-8.636363636	74.58677686
8	50	-8.636363636	74.58677686
9	55	-3.636363636	13.2231405
10	55	-3.636363636	13.2231405
11	55	-3.636363636	13.2231405
12	55	-3.636363636	13.2231405
13	55	-3.636363636	13.2231405
14	55	-3.636363636	13.2231405
15	60	1.363636364	1.859504132
16	60	1.363636364	1.859504132
17	60	1.363636364	1.859504132
18	60	1.363636364	1.859504132
19	60	1.363636364	1.859504132
20	65	6.363636364	40.49586777
21	65	6.363636364	40.49586777
22	65	6.363636364	40.49586777
23	65	6.363636364	40.49586777
24	65	6.363636364	40.49586777
25	65	6.363636364	40.49586777
26	65	6.363636364	40.49586777
27	65	6.363636364	40.49586777
28	65	6.363636364	40.49586777
29	70	11.36363636	129.1322314
30	70	11.36363636	129.1322314
31	70	11.36363636	129.1322314
32	70	11.36363636	129.1322314
33	80	21.36363636	456.4049587
Σ	1935	3013.6	0

Rata-rata (\bar{X})	$\frac{\sum X}{N} =$	$\frac{1935}{33} =$	58.636
Standar Deviasi (S) :	$S^2 =$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$	
		$= \frac{3013.6364}{32}$	
		$= 94.176136$	
	$S =$	9.704439	

Daftar Frekuensi Nilai Awal Kelas X F

No	Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(\alpha - E_i)^2}{k}$
1	40	46	39.5	-1.971918586	0.475690549	0.081230921	6	2.7	4.11035
2	47	53	46.5	-1.250599198	0.394459628	0.192765308	2	6.4	2.99006
3	54	60	53.5	-0.52927981	0.201694321	0.277838718	11	9.2	0.36578
4	61	67	60.5	0.192039577	-0.076144398	0.243328712	9	8	0.11721
5	68	74	67.5	0.913358965	-0.31947311	0.129468644	4	4.3	0.01738
6	75	82	74.5	1.634678353	-0.448941754	0.009928516	1	0.3	1.37976
Jumlah			75.5	1.73772398	-0.458870269		33		8.98054

Keterangan:

Bk batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i $(Bk - \bar{X})/S$

$P(Z_i)$ nilai Z_i pada tabel

Luas Daerah $P(Z_1) - P(Z_2)$

E_i luas daerah x N

O_i f_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh χ^2 tabel = 11.07049769

Karena $\chi^2_{hitung} < \chi^2_{tabel}$ maka distribusi data awal di kelas VIII A berdistribusi **normal**

Appendix 15

**HOMOGENEITY TEST OF PRE-TEST
OF THE EXPERIMENTAL AND CONTROL CLASS**

Hipotesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

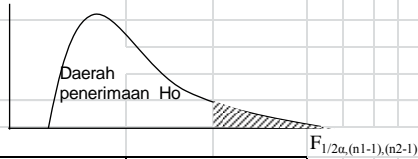
Pengujian Hipotesis

Untuk menguji hipotesisi menggunakan rumus:

$$F = (\text{Varians terbesar}) / (\text{Varians terkecil})$$

Kriteria yang digunakan

H_0 diterima apabila $F_{hitung} \leq F_{1/2\alpha, (n1-1), (n2-1)}$



No	Kelas	
	VIII A	VIII D
1	40	35
2	40	40
3	45	45
4	45	50
5	45	55
6	45	55
7	50	55
8	50	55
9	55	55
10	55	55
11	55	55
12	55	60
13	55	60
14	55	60
15	60	60
16	60	65
17	60	65
18	60	65
19	60	65
20	65	65

21	65	65
22	65	70
23	65	70
24	65	70
25	65	70
26	65	70
27	65	70
28	65	70
29	70	70
30	70	70
31	70	80
32	70	80
33	80	
Jumlah	1935	1975
n	33	32
\bar{x}	59	62
(s ²)	94.17614	105.82157
s	9.704439	10.286961

Berdasarkan data di atas diperoleh:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F = \frac{10.28696}{9.70444}$$

$$F = 1.060026$$

Pada $\alpha = 5\%$ dengan:

$$dk \text{ pembilang} = n_1 - 1 = 33 - 1 = 32$$

$$dk \text{ penyebut} = n_2 - 1 = 32 - 1 = 31$$

$$F_{(0,025),(32;31)} = 2.040804$$

F tabel, maka data tersebut homogen

Appendix 16

The Result of Similarity Average Test
between Experimental and Control Class For Post-test

Hipotesis

$$H_0 : \mu_1^2 = \mu_2^2$$

$$H_1 : \mu_1^2 \neq \mu_2^2$$

Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

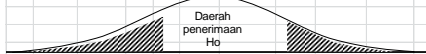
Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

H_0 diterima apabila

$$-t_{tabel} \leq t_{hitung} < t_{tabel}$$



Tabel Penolong Perbandingan Rata-rata

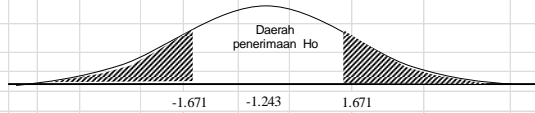
No.	VIII A	VIII D
1	40	35
2	40	40
3	45	45
4	45	50
5	45	55
6	45	55
7	50	55
8	50	55
9	55	55
10	55	55
11	55	55
12	55	60
13	55	60
14	55	60
15	60	60
16	60	65
17	60	65
18	60	65
19	60	65
20	65	65
21	65	65
22	65	70
23	65	70
24	65	70
25	65	70
26	65	70
27	65	70
28	65	70
29	70	70
30	70	70
31	70	80
32	70	80
33	80	
Jumlah	1935	1975
n	33	32
Σ	58.63636364	61.71875
Varians (s²)	94.17613636	105.8215726
Standar deviasi (s)	9.704439003	10.28696129

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \quad s = \sqrt{\frac{33 \cdot 1 \quad 94.1761 \quad + \quad 32 \cdot 1 \quad 105.8215726}{33 \quad + \quad 32 \quad - \quad 2}} = 9.99532$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad t = \frac{58.63636 - 61.7188}{9.99532 \sqrt{\frac{1}{33} + \frac{1}{32}}} = -1.243$$

Pada $\alpha = 5\%$ dengan $dk = 33 + 32 - 2 = 63$ diperoleh $t_{(0.025)(68)} = 1.671$



Karena t hitung lebih kecil dari t tabel maka berada pada daerah penerimaan H_0 .
 Oleh karena itu maka tidak ada perbedaan rata-rata di antara kelas experimental dan kontrol



**LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG**

Jln. Prof. Dr. H. Munir Khan 2 Gdg. Lab. MIPA Terpadu 11.3) ☎ 7601293 Fax. 7615387 Semarang 50182

PENELITI : Muslim Al Hidayah
NIM : 133411100
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF USING CLASS TALK SHOW TO TEACH SIMPLE PAST TENSE
(An Experimental Research at the Eighth Grade of SMP N 23 Semarang in the Academic Year of 2016/2017)

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah identik.

H_1 : Varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar peserta didik kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar peserta didik kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $-t_{tabel} \leq t_{hitung} \leq t_{tabel}$

H_0 DITOLAK, jika nilai $-t_{hitung} < -t_{tabel}$ atau $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean	
nilai awal	eksp	33	58.6364	9.70444	1.68933
	kontr	32	61.7188	10.28696	1.81850
nilai akhir	eksp	33	79.1515	12.58016	2.18644
	kontr	32	70.8750	15.04349	2.65934



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai awal	Equal variances assumed	.026	.867	-1.243	63	.216	-3.08239	2.47983	-8.03793	1.87315
	Equal variances not assumed			-1.242	62.500	.216	-3.08239	2.48209	-8.04321	1.87844
nilai akhir	Equal variances assumed	1.403	.241	2.411	63	.019	8.27652	3.43317	1.41587	15.13716
	Equal variances not assumed			2.404	60.358	.019	8.27652	3.44276	1.39081	15.16223

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,241. Karena sig. = 0,241 \geq 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 2,411$.
3. Nilai $t_{tabel} (63;0,05) = 1,671$ (*one tail*). Berarti nilai $t_{hitung} = 2,411 > t_{tabel} = 1,671$ hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar peserta didik kelas eksperimen lebih baik dari pada rata-rata hasil belajar peserta didik kelas kontrol.

Semarang, 14 Desember 2017

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
URUSAN PEND. MATEMATIKA,
UIN WALISONGO SEMARANG
REPUBLIK INDONESIA
M. Romadiastri



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-6064/Un.10.3/D.1/TL.00/12/2016

Semarang, 27 Desember 2016

Lamp : -

Hal : Mohon Izin Riset
a.n. : Muslim Al Hidayah
NIM : 133411100

Kepada Yth.
Kepala SMP N 23 Semarang
di Semarang

Assalamualaikum Wr.Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami
hadapkan mahasiswa :

nama : Muslim Al Hidayah
NIM : 133411100
alamat : Ds. Padaan, Kec. Japah, Kab. Blora
judul : The Effectiveness of Using "Class Talk Show" to Teach Simple
Past Tense (An experimental Research at Eighth Grade of SMP
Negri 23 Semarang in the Academic Year of 2016/ 2017)

Pembimbing : 1. Dra. Siti Maryam, M. Pd.
2. Sayyidatul Fadhilah M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang
disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan
riset selama 1 bulan, mulai tanggal 3 Januari 2016 sampai dengan tanggal
31 Januari 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamualaikum Wr.Wb.



Dekan Bidang Akademik

Fatah, Syukur, M. Ag
1212.1994403.1003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN

Jalan Dr. Wahidin No. 118, Telp. (024) 8412180, Fax. (024) 8317752
Semarang - 50254
website: www.disdik.semarangkota.go.id, e-mail: disdik@semarangkota.go.id

SURAT IZIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG

Nomor : 070 / 312

**TENTANG
IZIN RISET**

Dasar : Surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo nomor : B-6065/Un.103/D.1/TL.00/12/2016 tanggal 27 Desember 2016 perihal Permohonan Riset, dengan ini Kepala Dinas Pendidikan Kota Semarang,

MEMBERIKAN IZIN

Kepada ;
Nama : MUSLIM AL HIDAYAH
NPM : 133411100
Fakultas : Ilmu Tarbiyah dan Keguruan

Untuk melaksanakan riset di SMP Negeri 23 Semarang, dengan memperhatikan hal-hal sebagai berikut ;

- 1) Saat riset tidak mengganggu proses kegiatan belajar dan mengajar pada SMP Negeri 23 Semarang
- 2) Menaati peraturan dan ketentuan yang berlaku pada SMP Negeri 23 Semarang
- 3) Hasil riset tidak dipublikasikan untuk mencari keuntungan/ kepentingan lain.
- 4) Kegiatan riset dilaksanakan pada bulan Januari 2017
- 5) Menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Semarang segera setelah selesai pelaksanaan riset.

Surat izin riset ini untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Semarang
Pada tanggal : 23 Januari 2017

KEPALA DINAS PENDIDIKAN
KOTA SEMARANG

Drs. BUNYAMIN, MPd
Pembina Utama Muda
NIP. 19620206 198703 1 013



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG**

**Jl. Raya RM. Hadi Soebeno Mijen Kota Semarang. Telp : 024 – 7711053
Email : smpn23smg@gmail.com Website : www.smpn23smg.sch.id**

**SURAT KETERANGAN
NOMOR : 420/625**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 23 Semarang menerangkan bahwa :

Nama : Muslim Al Hidayah
NIM : 133411100
Perguruan Tinggi : Universitas Islam Negeri Walisongo
Judul : THE EFFECTIVENESS OF USING CLASS TALK SHOW TO TEACH SIMPLE PAST TENSE (An Experimental Research at Eighth Grade of SMP Negeri 23 Semarang in the Academic Year of 2016 /2017

Bahwa nama tersebut di atas benar - benar telah melaksanakan Penelitian kepada siswa kelas 8 pada tanggal, 3 Januari 2016 sampai dengan tanggal, 31 Januari .2016 di SMP Negeri 23 Semarang

Demikian surat keterangan ini saya buat agar dipergunakan sebagaimana mestinya

Semarang, 8 Desember 2017

Kepala SMP Negeri 23 Semarang



**NINING SULISTYANINGSIH, S. Pd. M. Pd
NIP. 196606271988032008**

Nama :
No. Absen :
Kelas :

PRE-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Which one is the adverb of time for simple past tense?
 - a. Next week
 - b. Every week
 - c. one week later
 - d. Last week
2. My Mom the fried rice for me last night.
 - a. fry
 - b. fries
 - c. fried
 - d. frys
3. My father came to Jakarta
 - a. two days ago
 - b. next week
 - c. tomorrow
 - d. today
4. Yesterday, Mr. Michael me a pen in the school.
 - a. give
 - b. is giving
 - c. have given
 - d. gave
5. You didn't what happened.
 - a. Know
 - b. knew
 - c. knowed
 - d. knows
6. Mr. John called me yesterday. Change the sentence into negative form!
 - a. Mr. John didn't call me yesterday.
 - b. Mr. John didn't called me yesterday.
 - c. Mr. John dont't call me yesterday.
 - d. Mr. John don't called me yesterday
7. Mike finished his assignments two weeks ago. Change the sentence into negative form!
 - a. Mike doesn't finished his assignments two weeks ago.
 - b. Mike didn't finish his assignments two weeks ago.
 - c. Mike doesn't finish his assignments two weeks ago.
 - d. Mike didn't finished his assignments two weeks ago.
8. He asked me to follow him. Change the sentence into negative form!
 - a. He didn't asked me to follow him.
 - b. He doesn't asked me to follow him.

- c. He don't ask me to follow him.
- d. He didn't ask me to follow him.

9. Mr. Budi gives us some assignments for holiday.

Change the sentence into **Simple Past Tense** !

- a. Mr. Budi is giving us some assignments for holiday.
- b. Mr. Budi have given us some assignments for holiday.
- c. Mr. Budi gave us some assignments for holiday.
- d. Mr. Budi will give us some assignments for holiday.

10. Mr. Ishan will arrive here.

Change the sentence into **Simple Past Tense** !

- a. Mr. Ishan arrives here.
- b. Mr. Ishan will be arriving her.
- c. Mr. Ishan arrived here.
- d. Mr. Ishan have arrived here.

11. He comes here every morning.

Change the sentence into **Simple Past Tense**!

- a. He comes here last morning.
- b. He is coming here last morning.
- c. He came here last morning.
- d. He came here every morning.

12. She speaks English everyday.

Change the sentence into **Simple Past Tense**!

- a. She spoke English yesterday.
- b. She speaks English yesterday.
- c. She spoke English everyday.
- d. She speaks English everyday.

13. Mr. Toni cooks some vegetables in the kitchen.

Change the sentence into **Simple Past Tense**!

- a. Mr. Toni is cooking some vegetables in the kitchen.
- b. Mr. Toni cooked some vegetables in the kitchen.
- c. Mr. Toni cookes some vegetables in the kitchen.
- d. Mr. Toni is cooking some vegetables in the kitchen.

14. John the book yesterday.

- a. read
- b. reads
- c. is reading
- d. have read

15. You didn't come to the party last night.

Change into positive form!

- a. You come to the party last night
- b. You coming to the party last night
- c. You came to the party last night
- d. You comes to the party last night

16. I you yesterday and I meet you again today.

- a. meet
- b. am meeting
- c. met
- d. have met

17. My Father didn't the door last night.

- a. close
- b. closes
- c. closed
- d. closing

18. He sang the song last night.

Change into negative form!

- a. He didn't sang the song last night
- b. He don't sang the song last night
- c. He didn't sing the song last night
- d. He didn't sings the song last night

19. We bought this food yesterday.

Change into negative form!

- a. We didn't buy this food yesterday
- b. We didn't bought this food yesterday

c. We didn't buys this food yesterday

d. We doesn't buy this food yesterday

20. Yesterday, Mr. Michael a pen in the school.

- a. Buy
- b. Bought
- c. is buying
- d. buys

Nama :
No. Absen :
Kelas :

POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Which one is the adverb of time for simple past tense?
 - a. Next week
 - b. Every week
 - c. one week later
 - d. Last week
2. My Mom the fried rice for me last night.
 - a. fry
 - b. fries
 - c. fried
 - d. frys
3. My father came to Jakarta
 - a. two days ago
 - b. next week
 - c. tomorrow
 - d. today
4. Yesterday, Mr. Michael me a pen in the school.
 - a. give
 - b. is giving
 - c. have given
 - d. gave
5. You didn't what happened.
 - a. Know
 - b. knew
 - c. knowed
 - d. knows
6. Mr. John called me yesterday. Change the sentence into negative form!
 - a. Mr. John didn't call me yesterday.
 - b. Mr. John didn't called me yesterday.
 - c. Mr. John dont't call me yesterday.
 - d. Mr. John don't called me yesterday
7. Mike finished his assignments two weeks ago. Change the sentence into negative form!
 - a. Mike doesn't finished his assignments two weeks ago.
 - b. Mike didn't finish his assignments two weeks ago.
 - c. Mike doesn't finish his assignments two weeks ago.
 - d. Mike didn't finished his assignments two weeks ago.
8. He asked me to follow him. Change the sentence into negative form!
 - a. He didn't asked me to follow him.
 - b. He doesn't asked me to follow him.

- c. He don't ask me to follow him.
- d. He didn't ask me to follow him.

9. Mr. Budi gives us some assignments for holiday.

Change the sentence into **Simple Past Tense** !

- a. Mr. Budi is giving us some assignments for holiday.
- b. Mr. Budi have given us some assignments for holiday.
- c. Mr. Budi gave us some assignments for holiday.
- d. Mr. Budi will give us some assignments for holiday.

10. Mr. Ishan will arrive here.

Change the sentence into **Simple Past Tense** !

- a. Mr. Ishan arrives here.
- b. Mr. Ishan will be arriving her.
- c. Mr. Ishan arrived here.
- d. Mr. Ishan have arrived here.

11. He comes here every morning.

Change the sentence into **Simple Past Tense**!

- a. He comes here last morning.
- b. He is coming here last morning.
- c. He came here last morning.
- d. He came here every morning.

12. She speaks English everyday.

Change the sentence into **Simple Past Tense**!

- a. She spoke English yesterday.
- b. She speaks English yesterday.
- c. She spoke English everyday.
- d. She speaks English everyday.

13. Mr. Toni cooks some vegetables in the kitchen.

Change the sentence into **Simple Past Tense**!

- a. Mr. Toni is cooking some vegetables in the kitchen.
- b. Mr. Toni cooked some vegetables in the kitchen.
- c. Mr. Toni cookes some vegetables in the kitchen.
- d. Mr. Toni is cooking some vegetables in the kitchen.

14. John the book yesterday.

- a. read
- b. reads
- c. is reading
- d. have read

15. You didn't come to the party last night.

Change into positive form!

- a. You come to the party last night
- b. You coming to the party last night
- c. You came to the party last night
- d. You comes to the party last night

16. I you yesterday and I meet you again today.

- a. meet
- b. am meeting
- c. met
- d. have met

17. My Father didn't the door last night.

- a. close
- b. closes
- c. closed
- d. closing

- 18.** He sang the song last night.
Change into negative form!
- a. He didn't sang the song last night
 - b. He don't sang the song last night
 - c. He didn't sing the song last night
 - d. He didn't sings the song last night

- 19.** We bought this food yesterday.
Change into negative form!
- a. We didn't buy this food yesterday
 - b. We didn't bought this food yesterday
 - c. We didn't buys this food yesterday
 - d. We doesn't buy this food yesterday

- 20.** Yesterday, Mr. Michael a pen in the school.
- a. Buy
 - b. Bought
 - c. is buying
 - d. buys

- 21.** We ate this food yesterday.
Change into negative form!
- a. We don't ate this food yesterday
 - b. We didn't eat this food yesterday
 - c. We not ate this food yesterday
 - d. We doesn't eat this food yesterday

On Sunday morning last week, Siti²² out for a picnic with some other girls. It was a fine day. The sky was clear. The sun was shining. They didn't²³ it was going to rain, so they didn't²⁴ any raincoat.

Suddenly the wind began to blow. There were dark clouds in the sky. The rain came down. It rained heavily. There were lighting and thunder . Siti and The girls²⁵ very wet.

The next morning, Siti didn't go to school. Miss Rosy was surprised. She asked the pupils in the class. Khamid stood up and said to the teacher that Siti got cold.

- 22.** a. went
b. go
c. goes
d. is going
- 23.** a. thought
b. think
c. thinking
d. thinks
- 24.** a. bring
b. brought
c. brings
d. bringing
- 25.** a. is
b. are
c. was
d. were

Appendix 23: The Result of Post-Test



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl. RM. HadiSoebeno SW Mijen – Kota Semarang – Telp. 024 7711053

Nama : Satria Delago
No. Absen : 29
Kelas : VIII A

B = 22

POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Which one is the adverb of time for simple past tense?
a. Next week
b. Every week
c. one week later
d. Last week
2. My Mom the fried rice for me last night.
a. fry
b. fries
c. fried
d. frys
3. My father came to Jakarta
a. two days ago
b. next week
c. tomorrow
d. today
4. Yesterday, Mr. Michael me a pen in the school.
a. give
b. is giving
c. have given
d. gave
5. You didn't what happened.
a. Know
b. knew
c. knowed
d. knows
6. Mr. John called me yesterday.
Change the sentence into negative form!
a. Mr. John didn't call me yesterday.
b. Mr. John didn't called me yesterday.
c. Mr. John dont't call me yesterday.
d. Mr. John don't called me yesterday
7. Mike finished his assignments two weeks ago.
Change the sentence into negative form!
a. Mike doesn't finished his assignments two weeks ago.
b. Mike didn't finish his assignments two weeks ago.
c. Mike doesn't finish his assignments two weeks ago.
d. Mike didn't finished his assignments two weeks ago.
8. He asked me to follow him.
Change the sentence into negative form!
a. He didn't asked me to follow him.
b. He doesn't asked me to follow him.



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl. RM. HadiSoebero SW Mijen – Kota Semarang – Telp. 024 7711053

- c. He don't ask me to follow him.
d. He didn't ask me to follow him.
9. Mr. Budi gives us some assignments for holiday.
Change the sentence into **Simple Past Tense** !
- a. Mr. Budi is giving us some assignments for holiday.
b. Mr. Budi have given us some assignments for holiday.
c. Mr. Budi gave us some assignments for holiday.
d. Mr. Budi will give us some assignments for holiday.
10. Mr. Ishan will arrive here.
Change the sentence into **Simple Past Tense** !
- a. Mr. Ishan arrives here.
b. Mr. Ishan will be arriving her.
c. Mr. Ishan arrived here.
d. Mr. Ishan have arrived here.
11. He comes here every morning.
Change the sentence into **Simple Past Tense**!
- a. He comes here last morning.
b. He is coming here last morning.
c. He came here last morning.
d. He came here every morning.
12. She speaks English everyday.
Change the sentence into **Simple Past Tense**!
- a. She spoke English yesterday.
b. She speaks English yesterday.
c. She spoke English everyday.
d. She speaks English everyday.

13. Mr. Toni cooks some vegetables in the kitchen.
Change the sentence into **Simple Past Tense** !
- a. Mr. Toni is cooking some vegetables in the kitchen.
b. Mr. Toni cooked some vegetables in the kitchen.
c. Mr. Toni cookes some vegetables in the kitchen.
d. Mr. Toni is cooking some vegetables in the kitchen.
14. John the book yesterday.
- a. read
b. reads
c. is reading
d. have read
15. You didn't come to the party last night.
Change into positive form!
- a. You come to the party last night
b. You coming to the party last night
c. You came to the party last night
d. You comes to the party last night
16. you yesterday and I meet you again today.
- a. meet
b. am meeting
c. met
d. have met
17. My Father didn't the door last night.
- a. close
b. closes
c. closed
d. closing



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl. RM. HadiSoebero SW Mijen – Kota Semarang – Telp. 024 7711053

18. He sang the song last night.

Change into negative form!

- a. He didn't sang the song last night
- b. He don't sang the song last night
- c. He didn't sing the song last night
- d. He didn't sings the song last night

19. We bought this food yesterday.

Change into negative form!

- a. We didn't buy this food yesterday
- b. We didn't bought this food yesterday
- c. We didn't buys this food yesterday
- d. We doesn't buy this food yesterday

20. Yesterday, Mr. Michael a pen in the school.

- a. Buy
- b. Bought
- c. is buying
- d. buys

21. We ate this food yesterday.

Change into negative form!

- a. We don't ate this food yesterday
- b. We didn't eat this food yesterday
- c. We not ate this food yesterday
- d. We doesn't eat this food yesterday

On Sunday morning last week, Siti out for a picnic with some other girls. It was a fine day. The sky was clear. The sun was shining. They didn't it was going to rain, so they didn't any raincoat.

Suddenly the wind began to blow. There were dark clouds in the sky. The rain came down. It rained heavily. There were lighting and thunder. Siti and The girls very wet.

The next morning, Siti didn't go to school. Miss Rosy was surprised. She asked the pupils in the class. Khamid stood up and said to the teacher that Siti got cold.

22. a. went
- b. go
 - c. goes
 - d. is going

23. a. thought
- b. think
 - c. thinking
 - d. thinks

24. a. bring
- b. brought
 - c. brings
 - d. bringing

25. a. is
- b. are
 - c. was
 - d. were



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl. RM. HadiSoebeno SW Mijen – Kota Semarang – Telp. 024 7711053

20

Nama : Qothrun Nasta
No. Absen : 27
Kelas : 8D

POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Which one is the adverb of time for simple past tense?
a. Next week
b. Every week
c. one week later
 d. Last week
2. My Momthe fried rice for me last night.
a. fry
b. fries
c. fried
 d. frys
3. My father came to Jakarta
 a. two days ago
b. next week
c. tomorrow
d. today
4. Yesterday, Mr. Michael me a pen in the school.
a. give
b. is giving
c. have given
 d. gave
5. You didn't what happened.
 a. Know
b. knew
c. knowed
d. knows

6. Mr. John called me yesterday.
Change the sentence into negative form!
 a. Mr. John didn't call me yesterday.
b. Mr. John didn't called me yesterday.
c. Mr. John dont't call me yesterday.
d. Mr. John don't called me yesterday
7. Mike finished his assignments two weeks ago.
Change the sentence into negative form!
a. Mike doesn't finished his assignments two weeks ago.
 b. Mike didn't finish his assignments two weeks ago.
c. Mike doesn't finish his assignments two weeks ago.
d. Mike didn't finished his assignments two weeks ago.
8. He asked me to follow him.
Change the sentence into negative form!
a. He didn't asked me to follow him.
b. He doesn't asked me to follow him.



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl. RM. HadiSoebeno SW Mijen – Kota Semarang – Telp. 024 7711053

- c. He don't ask me to follow him.
d. He didn't ask me to follow him.
9. Mr. Budi gives us some assignments for holiday.

Change the sentence into **Simple Past Tense!**

- a. Mr. Budi is giving us some assignments for holiday.
b. Mr. Budi have given us some assignments for holiday.
c. Mr. Budi gave us some assignments for holiday.
d. Mr. Budi will give us some assignments for holiday.

10. Mr. Ishan will arrive here.

Change the sentence into **Simple Past Tense!**

- a. Mr. Ishan arrives here.
b. Mr. Ishan will be arriving her.
c. Mr. Ishan arrived here.
d. Mr. Ishan have arrived here.

11. He comes here every morning.

Change the sentence into **Simple Past Tense!**

- a. He comes here last morning.
b. He is coming here last morning.
c. He came here last morning.
d. He came here every morning.

12. She speaks English everyday.

Change the sentence into **Simple Past Tense!**

- a. She spoke English yesterday.
b. She speaks English yesterday.
c. She spoke English everyday.
d. She speaks English everyday.

13. Mr. Toni cooks some vegetables in the kitchen.

Change the sentence into **Simple Past Tense!**

- a. Mr. Toni is cooking some vegetables in the kitchen.
b. Mr. Toni cooked some vegetables in the kitchen.
c. Mr. Toni cookes some vegetables in the kitchen.
d. Mr. Toni is cooking some vegetables in the kitchen.

14. John the book yesterday.

- a. read
b. reads
c. is reading
d. have read

15. You didn't come to the party last night.

Change into positive form!

- a. You come to the party last night
b. You coming to the party last night
c. You came to the party last night
d. You comes to the party last night

16. I you yesterday and I meet you again today.

- a. meet
b. am meeting
c. met
d. have met

17. My Father didn't the door last night.

- a. close
b. closes
c. closed
d. closing



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

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18. He sang the song last night.
Change into negative form!
- a. He didn't sang the song last night
 - b. He don't sang the song last night
 - c. He didn't sing the song last night
 - d. He didn't sings the song last night

19. We bought this food yesterday.
Change into negative form!
- a. We didn't buy this food yesterday
 - b. We didn't bought this food yesterday
 - c. We didn't buys this food yesterday
 - d. We doesn't buy this food yesterday

20. Yesterday, Mr. Michael a pen in the school.
- a. Buy
 - b. Bought
 - c. is buying
 - d. buys

21. We ate this food yesterday.
Change into negative form!
- a. We don't ate this food yesterday
 - b. We didn't eat this food yesterday
 - c. We not ate this food yesterday
 - d. We doesn't eat this food yesterday

On Sunday morning last week, Siti²² out for a picnic with some other girls. It was a fine day. The sky was clear. The sun was shining. They didn't²³ it was going to rain, so they didn't²⁴ any raincoat.

Suddenly the wind began to blow. There were dark clouds in the sky. The rain came down. It rained heavily. There were lighting and thunder. Siti and The girls²⁵ very wet.

The next morning, Siti didn't go to school. Miss Rosy was surprised. She asked the pupils in the class. Khamid stood up and said to the teacher that Siti got cold.

22. a. went
b. go
c. goes
d. is going

23. a. thought
b. think
c. thinking
d. thinks

24. a. bring
b. brought
c. brings
d. bringing

25. a. is
b. are
c. was
d. were

Appendix 24: Documentations

Documentations of the control class



(Teacher explained about simple past tense)



(Teacher elaborated questioning-answering about material)



(Teacher gave strengthening of material and conclusion)

Documentations of the experimental class



(Teacher chose one of students for being Host in the Class Talk Show)



(Teacher and students practiced the Class Talk Show)



(Students wrote the material of Simple Past Tense)

CURRICULUM VITAE

A. Identity

1. Name : Muslim Al Hidayah
2. Place and Date of Birth : Blora, 12 June 1994
3. Gender : Male
4. Religion : Islam
5. Address : Rt 05 Rw 02 Padaan, Japah,
Blora
6. Email : muslimal735@gmail.com
7. Handphone number : 0813-9373-1995

B. Education

1. SD Negeri Padaan II (2000-2006)
2. MTs Nurul Huda (2006-2009)
3. MA Raudlatul Ulum (2009-2012)
4. UIN Walisongo Semarang (2013-2018)