

**THE USE OF “INTERACTIVE LOOPS FOR GROUP” TO
IMPROVE STUDENTS’ UNDERSTANDING IN USING
IRREGULAR VERBS OF SIMPLE PAST TENSE**

**(A Classroom Action Research at the Seventh Grade of SMP
Nurul Islam Semarang in the Academic Year of 2015/2016)**

THESIS

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



By:

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SEMARANG
2016**

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**(A Classroom Action Research at the Seventh Grade of SMP
Nurul Islam Semarang in the Academic Year of 2015/2016)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, January 12th, 2016



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RATIFICATION

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Title : **The Use of “Interactive Loops for Group” to Improve Students’ Understanding in Using Irregular Verbs of Simple Past Tense (A Classroom Action Research at the Seventh Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)**

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Department : English Language Education

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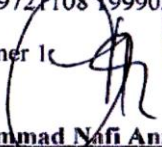
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
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Assalamu'alaikum Wr. Wb.

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

Title : **THE USE OF “INTERACTIVE LOOPS FOR GROUP” TO IMPROVE STUDENTS’ UNDERSTANDING IN USING IRREGULAR VERBS OF SIMPLE PAST TENSE**
(A Classroom Action Research at the Seventh Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)

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

Wassalamu'alaikum. wr. Wb.

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MOTTO

Even you are on the right track, you'll get over if you just sit there

- Will Rogers

DEDICATION

This thesis is dedicated to:

1. Again and always to my dear parents, Shocheh Ch. And Zunairoh.
They have supported me without dissent for the full of my life.
Thanks for their love, supports, trust, finance, and praying. There
are no words which can describe my thanks to you and thanks for
placing reliance on me. I love you so much.
2. My beloved brothers and sisters, Faqihuddin, Nila Saniyah, M.
Zafil Fahmi and Leni Hilmina, thanks for your kindness,
togetherness, and love.

ABSTRACT

Ifadatil Ma'adah (113411020) *“The Use of “Interactive Loops for Group” to Improve Students’ Understanding in Using Irregular Verbs of Simple Past Tense. (A Classroom Action Research at the Seventh Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)”*. A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2016.

The background of this research was based on the students’ difficulty in mastering grammar and the importance of “Interactive loops for group” in understanding irregular verb of simple past tense. That students can use a language can be measured by how well they can apply into sentences. In the context of writing skill, the ability of writing articles, letters, reports are the aptitude of good writing. And absolutely they have to master the grammatical rules to get it.

After doing observation in SMP Nurul Islam, the researcher assumes that students get difficulty in practicing past form, especially in irregular verbs. Even teacher has taught them in any ways they are easy to forget it. So there must be a way to ensure the activity that will not neglect students’ learning both language and content.

Interactive loops for group game is acquainted by Herbert Puchta and Mario Rinvolucris as one of the medium way in exercising multiple intelligence for secondary students. The preparation to make this game is very simple, just produce a set cards the game of interactive loops for group in each card then writes down the answer and questions.

This research was conducted to respond the following questions: (1) How is “Interactive Loops for Groups” implemented in the class of the seventh grade of SMP Nurul Islam Purwoyoso Semarang in the academic year of 2015/2016? (2) Can the implementation of “Interactive Loops for Groups” improve students’ understanding in using irregular verbs?

The participants were 7D class of SMP Nurul Islam Purwoyoso Semarang in the academic year of 2015/2016. There were 30 students in the class. It was a classroom Action Research with 1 preliminary cycle and 2 cycles. Data collection technique were tests. Observations were done in each cycle. Tests’ form was done by giving

the students to answer 10 questions of multiple choice test. Then, the data were analyzed using mean (descriptive statistics) to find out the improvements.

After collecting the data, the result showed the improvements of the students. Students' average score in pre cycle test was 23. In the first cycle, the average score increased became 63,3. This score hadn't met the minimum standard score yet (71). Therefore, second cycle was conducted. Students' average score increased became 82. Students' engagements also increased since the first cycle. So, the objectives were reached. Based on the result, it could be concluded that Interactive loops for group game can improve students' understanding using irregular verbs of simple past tense.

Keywords : *Interactive loops for group, irregular verb, simple past tense.*

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Alhamdulillahirobbil 'alamin, First of all, I would like to express my best gratefulness to our greatest God Allah SWT who has given me a great life, a meaningful piece of knowledge and everlasting love and affection. Greater peace and love would always be upon the greatest prince in Islam, Muhammad Sallallahu 'Alaihi Wassalam, who always inspires me in every single day of my life.

For the great gift from Allah, finally I am able to finish this research entitled “The Use of Interactive Loops for Group to Improve Students’ Understanding in Using Irregular Verb of Simple Past Tense (A Classroom Action Research At the Seventh Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)” as requirement for the Bachelor Program of English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2016.

In addition, this research would not be achieved without the support, guidance, advice, help and encouragement from individual and institute, and I would like to dedicate my best thanks to:

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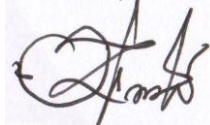
invaluable advice and positive direction and her time throughout the entire writing process. I would not have come this far without her continuous support.

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Finally, the researcher always expects that this research may be helpful for all. Amin.

Semarang, January 12th, 2016

The Writer,

A handwritten signature in black ink, appearing to be 'Ifadatil Ma'adah', written over a light purple rectangular background.

Ifadatil Ma'adah

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CHAPTER I

INTRODUCTION

A. Research Background

Indonesian learners who study English as second language still get difficulty in using English practically. One of the difficulties is mastering grammatical competences. Grammatical competence is the ability to apply the grammar rules, understand a message and to be understood when sending the message. This competence is very essential because without understanding the grammatical rules, learners will not be able to use English correctly and they may be only in the vocabulary items level.

Allah stated in the holy Qur'an surah Ar Rahman verse 1-8:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤) الشَّمْسُ وَالْقَمَرُ
بِحُسْبَانٍ (٥) وَالنَّجْمُ وَالشَّجَرُ يَسْجُدَانِ (٦) وَالسَّمَاءَ رَفَعَهَا وَوَضَعَ الْمِيزَانَ
(٧) أَلَّا تَطْغَوْا فِي الْمِيزَانِ (٨)^١

The Most Beneficent (Allah)! (1) He has taught (you mankind) the Qur'an (by His Mercy). (2) He created man. (3) He taught him eloquent speech. (4) The sun and the moon run on their fixed courses (exactly) calculated with measured out stages for each (for reckoning, etc.). (5) And the herbs (or stars) and the trees both prostrate. (6) And the heaven He has raised high, and He has set up the Balance. (7) In order that you may not transgress (due) balance. (8)”

¹ Al-Kalam Digital, DVD Program Version 1,0 (Badung: Penerbit Diponegoro, 2009) Surah Ar-Rahman verse 1-8.

From that verse, we know that the knowledge about everything in the world should be balanced, include of knowing a language. In the Islamic also stated that there are two kinds of knowledge, they are ayat kauniyah and ayat qauliyah. Ayat kauniyah is ayat or sign that stated in the surrounding area created by God.² And everything we can learn in this world, we can see from the God's creation, from nature, mountain, earthquake, sea etc. From those phenomena we can study wherever, then the connection to language is human should study any languages to make life balance, such study from body language, gesture or spoken language.

Whereas, Ayat qauliyah is what God stated in the holy Qur'an. We can learn from Qur'an Many prohibitions and regulations. We should practice the regulations to make life better. Such a word said, "practice makes perfect". In another hand, a student mastery of a language is absolutely measured by how well they can use it, not by how much he knows about it. Some students might speak English well, but it does not mean all at once, they also have a good skill at writing. Thus, the duty of teacher to make the students' ability balances between speaking and writing through an interested learning.

Students can use a language can be measured by how well they can apply it. In the context of writing skill, the ability of writing articles, letters, reports etc. are the aptitude of good writing.³ And

² file://localhost/D:/tambahan%20skrip/apa-itu-ayat-qauliyah-dan-ayat-kauniyah.html , diakses 10 November 2015.

³ James E Purpura, *Assesing Grammar*, (UK: Cambridge University, 2005), p. 185.

absolutely they have to master the grammatical rules to get it. There must be a way to ensure that the activities that will not neglect students' learning both language and content.⁴

Grammar is the basic unit of studying a language, but it will be hard for the students if they don't master it. In the classroom activities, many genres developed hard in the materials, in any books, magazines, news, etc. that the students need to understand the formula of it. Then studying seriously and playing happily will not make students feel bored during the learning process, instead of exercising their bravery in the classroom. These are the reason why teachers need an innovative learning in transferring material, especially in studying irregular verbs.

Most of students tend to be passive and shy to speak, even or ask a question in the classroom. They are reluctant to speak English in the classroom, so it is one of the problem in studying language, whereas language is commonly spoken not only just written on a sheet of paper. So as a good educator needs an integrated learning in transferring materials. It can be implemented by any strategies or games to attain it.

Based on my observation in SMP Nurul Islam Semarang, most of students are shy or afraid of doing grammatical errors, they only passive in the class because, usually the learning process in grammar class, the students just listen to the teacher's explanation and after that

⁴ Marguerite Ann Anow and Donna M. Brinton, *Content-Based Classroom*, (Longman Publishing Company, 1997) P. 142.

they do some assessments without any improvement to make class alive.

After communicating to the teacher, the researcher assumes that students get difficulty in practicing infinite verbs, past and past participle, especially in irregular verbs. Even teacher has taught them in any ways they still don't understand well about irregular verbs and they are easy to forget it. In another hand, many reasons such the students of SMP Nurul Islam feel unmotivated, discouraged easily, bored and difficult to memorize the material, it could be caused of monotonous method that teacher uses in teaching learning process. This can cause boredom. The teacher explains the material classically or conventional method like explain in front of class, asking and answering question. Thus, students are lack of attention and get stagnant skill without any improvement. For all the reasons, the researcher chooses the topic about irregular verbs of simple past, and in this case the researcher tries to use "interactive loops for group" game to improve students understanding in using irregular verbs.

Interactive loops for group game is acquainted by Herbert Puchta and Mario Rinvoluceri as one of the medium way in exercising multiple intelligence for secondary students. It published by Helbing Languages in 2005. The preparation to make this game is very simple; just produce a set card the game of interactive loops for group in each card then writes down the answer and questions. Then game doesn't limit only on irregular verbs, anyone can use using different materials.

And in this case the game is for junior high school students of SMP Nurul Islam Semarang.

For this topic, the researcher's consideration is based on the view that grammar is essential component of language, so it is important to find and apply a method to teach it effectively while organizing material. By organizing material systematically for the students, we create a powerful integrated learning environment where the students have little problem in assimilating new information.⁵ In addition the environment should create a good condition, motivation and encouraging the students of SMP Nurul Islam. By an interesting activity, hopefully teachers can improve students' ability in grammar by considering the above matter.

By giving interactive loops for group game, it can give lots of chance to practice grammar for students of SMP Nurul Islam at Seventh D class. There are so many techniques to make students interest in studying and practicing. An interest problem can be viewed from some perspectives; one of them involves financial transaction between two parties, student and teacher.⁶ In this case, the meaning of "financial transaction" is about delivering a message or material in learning process in the class. It should draw out, be attractive and impressive.

⁵ Marguerite Ann Anow and Donna M. Brinton, *Content-Based Classroom*, (Longman Publishing Company, 1997), p. 144.

⁶ Stepen G. Kellison, *The Theory of Interest*, (Singapore:Mc Grawhill International Edition, 2009), p.5.

The researcher uses classroom action research in conducting this research on the teaching of grammar in irregular verb of simple past tense using interactive loops for group game to the students of SMP Nurul Islam Semarang. And finally, from this technique the researcher wants to know the result of improvement in teaching grammar using interactive loops for group in irregular verb in composing simple past tense.

B. Research Questions

Based on the research above, this research is intended to answer the following questions:

1. How is “Interactive Loops for Groups” implemented in the class of the seventh grade of SMP Nurul Islam Purwoyoso Semarang in the Academic Year of 2015/2016?
2. Can the implementation of “Interactive Loops for Groups” improve students’ understanding in using irregular verb of simple past?

C. Research Objectives

The objectives of the research are:

1. To describe the implementation of “Interactive Loops for Groups” to improve students’ understanding in using Irregular Verbs

2. To identify the improvement of students' understanding about irregular verbs after being taught through "Interactive Loops for Groups"

D. Research Significance

This research was conducted to give significance as below:

1. Theoretically: The result of the study is hoped:
 - a. Giving larger knowledge about irregular verbs for readers and students
 - b. Offering insight for other institutes and builds upon existing academic research
2. Practically: The result of the study is hoped to be as follow:
 - a. Reference in English Department, that Interactive Loops for Groups game can be used as alternative medium in teaching and learning activity
 - b. Suggestion for teachers and lecturers in order to give more notice not only about students' intelligence but also their understanding in irregular verbs practically.
 - c. For students, it can be used to improve and develop their achievement in learning through improving their understanding in irregular verbs in contemporary educational context
 - d. For teacher, they can use interactive loops for group in learning process. And it also gave the teachers inspiration in improving their teaching method so they can be able to

attract students' interest and improve the students' mastery of the material that is delivered.

- e. Reference for other researcher to do some related researcher in deeper, further and better techniques.

CHAPTER II

RESEARCH LITERATURE

A. Previous Researches

Before conducting the research, the researcher had looked for some researches relates to this research. Here some researches related to this research.

The first research is a thesis entitled “*Improving Students’ Ability in using the simple past tense trough contextual teaching learning (A classroom Action research at the eight grade of SMPN 17 Tangerang Selatan)*” by Ovalina (English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta, 2010). This study is aimed at knowing whether students’ ability in using the simple past tense could be improved trough contextual teaching learning in teaching the simple past tense at eight grade of SMPN 17 Tangerang Selatan. This study is related to the result of a preliminary study showed that the students were still lack of grammatical pattern understanding, especially in simple past tense. The CAR was done based on Kurt Lewin’s design, in which it was conducted into two cycles. The techniques used in collecting the data are observations, interview, questionnaires and test¹.

¹ Ovalina, *Improving Students’ Ability in using the simple past tense trough contextual teaching learning* (A classroom Action research at the eight grade of SMPN 17 Tangerang Selatan), skripsi (Jakarta: English

The similar to the research above, the researcher used classroom action research (CAR) in improving students' understand in simple past tense. Then the differences are clear up that the technique of research above used contextual teaching learning. Then the technique of this study used interactive loops for group game.

The second research is a thesis entitled "*The use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense (An Experimental Research with Eighth Grade Students of SMPN 01 Mlonggo Jepara In the Academic Year 2010/2011*". By Arisa Setyaningsih. Thesis, Semarang: Bachelor Program of English Language, Education of Walisongo State Institute for Islamic Studies, 2010. Analysis data is from the beginning and the ending of control and experimental class that is taken from the pre test and post test value. It is the normality test and homogeneity test. It is used to prove the truth of hypothesis that has been planned. The method of the research is experimental study. The problem of this research can be stated how the effectiveness of using matching game to improve students' understanding on irregular verb of simple past tense is? She used this game because students usually get bored and unmotivated to learn grammar, so she tried to provide interesting game, simple vocabulary, easy to understand and get funny².

Education Department, the faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University, 2010).

² Arisa Setyaningsih. *The use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense (An Experimental Research with Eighth Grade Students of SMPN 01 Mlonggo*

The similar to the research above, the researcher used irregular verbs as the object of research problem and using game as teaching media to make students interested in learning process and get easy to understand the lesson. Then the differences are clear up that the game of research above used matching game and the game of this study used interactive loop for group.

The third research is entitled “*Improving Students’ interest in Simple Past Tense Class through Game (A Classroom Action Research with 8A Students of SMP Islam Siti Sulaechah, Sriwulan Sayung Demak)*”. By Ahmad Jamaludin Malik. Thesis of English Education Department. S1 Education Degree, 2011. Walisongo State Institute for Islamic Studies. The objectives of this study are to describe how to implement teaching English grammar through game and to find out the improvement of students’ interest in grammar class after being taught using game. In order to achieve the objectives of this study, researcher conducted the research through a classroom action research³. The researcher conducted 3 cycles by implementing 2X45 minutes of teaching-learning process using games. The game used were; “Card Game” at the first cycle, which the students were

Jepara In the Academic Year 2010/2011. Thesis, (Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies, 2010).

³ Ahmad Jamaludin Malik, *Improving Students’ interest in Simple Past Tense Class through Game (A Classroom Action Research with 8A Students of SMP Islam Siti Sulaechah, Sriwulan Sayung Demak)*. Thesis. English Department. S1 Education Degree. Walisongo State Institute for Islamic Studies, 2011).

asked to work in the big groups, “Scrambled Sentence” game at the second cycle, which the students were asked to work in pairs, and “Grammar Casino” game at the third cycle, which the students were asked to work individually.

The similar between the researcher’s study and the previous research is about improving students’ understanding in simple past. Then the differences are at the previous research use game in general, and this research used game of “interactive loops for group” and conducted as classroom action research.

B. Theoretical Framework

1. Understanding Irregular Verb

a. Definition of Irregular Verb

Discussing about irregular verbs, Fuad Mas’ud explains the meaning of irregular verbs, that is the changes of verbs in a well-regulated form (adding –ed in end) and irregular verb is the changes of verbs in unregulated forms.⁴ In English-Indonesian dictionary by John M. Echols, Irregular verbs and some comparative forms have placed in parentheses after *kkt.* (transitive verb), *kki.* (intransitive verb), or *ks.* (adjective). When the irregular verb has only one non present form or when the non present form is the same as the present, only one form is

⁴ Fuad Mas’ud, *Essential of English Grammar*, (Yogyakarta: BPFE-Yogyakarta, 2005), p. 89.

cited. Thus: dig *kkt.* (dug), and cut *kkt.* (cut).⁵ By this explanation, it is clear enough that irregular verbs compose some formations of grammatical rules in sentences.

A verb is irregular based on its pronunciation, not on its spelling; for example, *lay* (*laid* ~ *have laid*) and *pay* (*paid* ~ *have paid*) are regular, because they add /d/ to their base forms for their past tense and past participle—like *stay* (*stayed* ~ *have stayed*)—even.⁶

though the *ayed* is spelled *aid*.

The difference between a regular and an irregular verb is the formation of the simple past and past participle. Regular verbs are dependably consistent—the simple past ends in **ed** as does the past participle.⁷ Then students should be aware in understanding some formations about regular and irregular verbs to produce sentences correctly.

b. Kinds of Irregular Verbs

Irregular verb can be recognized by looking at the form; when the simple past / past participle do not end in –ed. With some irregular verbs, all three forms (infinitive,

⁵ John M. Echols, *English – Indonesian Dictionary*, (Jakarta: PT Gramedia, 2003), p. 125

⁶ McGraw-Hill, *Essential English Irregular Verbs*, (US: McGraw-Hills Company, 2010), p. 1.

⁷ Wolfgang Klein, *Rules for Using Irregular Verbs*, (New York: Cambridge University Press, 1990), page. 1.

past simple and past participle) are the same. For example hit.

There are five groups of irregular past tense:

- 1) Verbs that do not change to form past tense form.
- 2) Verbs that undergo a vowel change for past tense but here no distinct form for past participle.
- 3) Verbs that undergo an internal vowel change for past tense but here no distinct form for past participle.
- 4) Verbs that also undergo internal vowel change for past tense and for past participle.
- 5) Verbs that also undergo internal vowel change for past and for past participle.⁸

The following is the list of irregular forms of simple past tense.

- 1) Verbs that do not change to past tense form

Simple form of the verb	Past tense	Past Participle
Cost	Cost	Cost
Hit	Hit	Hit
Put	Put	Put
Cut	Cut	Cut

⁸ Wikipedia, http://en.wikipedia.org/irregular_verb.htm accessed on 1/6/2010.

- 2) Verbs that undergo a vowel change and add consonant.

Simple form of the verb	Past tense and Past Participle
Feel	Felt
Meet	Met
Sleep	Slept
Buy	Bought
Teach	Taught
Catch	Caught

- 3) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.

Base form	Past tense and Past Participle
Wind	Wound
Find	Found
Say	Said
Hear	Heard
Wind	Wound

- 4) Verbs that undergo internal vowel change for past tense and for past participle.

Base form	Past tense	Past Participle
Choose	Chose	Chosen
Speak	Spoke	Spoken
Draw	Drew	Drawn
Grow	Grew	Grown
Write	Wrote	Written

- 5) Verbs that also undergo internal vowel change for past and for past participle.

Base form	Past tense	Past Participle
Begin	Began	Begun
Drink	Drank	Drunk
Sing	Sang	Sung
Swim	Swam	Swum

In understanding irregular verbs, there are also some verbs called irregular verbs that have special past tense form. The past form for irregular verb is variable. You need to learn it by heart.⁹ With other irregular verbs, the past simple is the same as the past participle (but different form the infinitive). For example, tell → told

With other irregular verbs, all three forms are different. For example, wake → woke → woken¹⁰

The following verbs can be regular or irregular:

Burn → burned or burnt	Smell → smelled or smelt
Dream → dreamed or dreamt	Spell → spelled or spelt
Lean → leaned or leant	Spill → spilled or spilt
Learn → learned or learnt	Spoil → spoiled or spoilt

⁹ Emalia Iragiliati, *Interactive English for Junior High School*, (Jakarta: Yudistira, 2004), p. 111.

¹⁰ Raymond Murphy, *English Grammar In Use*, (UK: Cambridge University Press, 1998) P. 27 4.

c. The Use of Irregular Verb

Irregular verb is used in some tense, they are:

1) Simple present

We use simple present for the first of irregular verb, for example: In this class, we should love each other.

2) Simple past

We use simple past in a second of irregular verb, for example: They woke up late last Sunday.

3) Past participle (perfect)

We use the past participle in the following ways:¹¹

a) Participial phrases: to shorten the sentence, by omitting the subject in the beginning of sentence

E.g.: *Irritated* by the inefficiency, the boss yelled at the workers.

Based on the results of the tests, we changed our plan.

b) Participial adjectives: verb III that have function as adjective

¹¹ George E Wishon and Julia M. Burks, (*Let's Write English*, (New York: American book Company, 2009), p.78

E.g. : The *bored* students sat quietly through the lecture.

I was *pleased* to see that the boss liked my idea.

In another hand Douglas Biber explains some rules of irregular verbs, they are:¹²

_ With the perfect tenses: tense which happened in the past and still have effect until now

E.g. - *I've stayed* at the hotel several times.

- Peter *hadn't earned* enough money to buy a car yet

_ With the passive voice: change of object as subject that followed by to be + VIII

E.g. - The store *was closed* by the time we got there.

- Electrical charge *is carried* by subatomic particles.

2. Interactive Loops for Group

a. Definition of Interactive Loops for Group

Interactive loops for group game is acquainted by Herbert Puchta as one of the medium in exercising multiple

¹² Douglas Biber and Friends, *Grammar of Spoken and Written English*, (Edinburgh:Longman, 1999), p. 455.

intelligence for secondary students. It focuses on listening for detail and reading out aloud, the level is for beginner up words, and in this case. The game is for junior high school students of SMP Nurul Islam Semarang. In Oxford dictionary, the meaning of interactive is allowing a continuous transfer of information in both directions between a computer and the person using it: interactive media/system.¹³ Then loop is a shape produced by a curve that bends right round and crosses itself. So, interactive loops for group is an activity in transferring knowledge through media in a cluster of people.

According to Herbert Puchta, this game exercises for the kinesthetic bodily intelligence, that the characteristic of this intelligence is the ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal –directed purposes¹⁴. In another words this game is very useful for students in class to create alive class.

¹³ Jonathan Crowther, *Oxford Advanced Learners Dictionary*, (Oxford University Press, 1995), p. 621.

¹⁴ Puchta Herbert, *“Multiple Intelligence in EFL”*, (London: Helbling Language, 2005), p. 11.

b. Concept of Interactive Loops for Group

The concept of interactive loops for group is designed as preparation mainly in producing a set of cards for your own interactive loops for game as follows.¹⁵

- 1) Give each pupil one card. If there are any cards left, give a few students a second card. If the number of students in your class exceeds the number of cards, produce more cards following the procedures described under making your own interactive loop game.
- 2) Ask the student to read their card, and to call you should they not know a meaning or pronunciation.
- 3) Tell the students that any of them can start the game by reading out the question on their card. If the game is played correctly, the person who starts the game will also be the person to end it. Ask them loudly and correctly.
- 4) One student begins by reading out the question on their card. Whoever believes they have the answer reads it out from their card. If they share right, they then read out the question they have on their card. If they are not right, someone else tries reading out their answer.
- 5) The game is over as soon as all the questions and answers have been read out. It can be repeated as often

¹⁵ Puchta Herbert, "*Multiple Intelligence in EFL*", (London: Helbling Language, 2005), p. 94.

as your students wish, by getting a student to collect the cards, shuffle them and hand them out again.

Another variation of applying the loop game can be used in many ways to revise and practice. Specific language areas, such as:¹⁶

- 1) Synonyms/antonyms (e.g. what is a synonym for friend? Buddy. What's an antonym of boring? Exciting)
- 2) Grammatical descriptions and structures (what the superlative of good? Best)
- 3) Definition and words (What's means by claustrophobia? An unpleasant feeling which some people get when they are in small, enclosed placed.)
- 4) Questions and answers (e.g. What did you do for your weekend? – I went sailing with Mario.)

NB each question must have only one possible answer.

Specific content areas, such as:

- 1) A trivia quiz on the content of the stories in your course book.
- 2) A cross curricular quiz on a subject area of your choice
- 3) A general knowledge quiz.

¹⁶ Puchta Herbert, "*Multiple Intelligence in EFL*", (London: Helbling Language, 2005), p. 95

3. Simple Past Tense

a. The form of simple past tense

Based on Irene E. Schoenberg, she asserted that simple past is a verb form to show a complete action or idea in the past. According to McGraw, the simple past tense is classified into two types. They are simple past in regular verbs and simple past in irregular verbs including past tense of the verb *be*. Then, the formula of each type consists of three parts: affirmative, negative and interrogative.¹⁷

Celcia-Murcia and Larsen Freeman state: There are several reasons why learners may make mistakes in the use of regular and irregular forms. They may:

- 1) (Consciously or unconsciously) have learn the wrong form of a particular verb.
- 2) Be guessing the form because they do not know what it is.¹⁸

The first type of simple past in regular verbs the formula as follows.

Subject + Verb-2 + Objective/Adverb of time

¹⁷ McGraw-Hill, Interaction 1 Grammar, (New York: Mc.Graw-Hill Companies, Inc., 2002), p.106.

¹⁸ Celce Mursia Marianne and Diane Larsen-Freeman, *The Grammar Book: An Esl/Efl Teachers Course*, (Cambridge: Newbury House Publisher, 1999), p. 9.

For example:

- 1) She helped her mother in the kitchen yesterday
- 2) The children played game last night
- 3) We listened to the music after dinner

Adverb of time in simple past is optional. It can be used or not depends on the sentences. The examples of adverb of time are: Yesterday, last week, this morning, two days ago, last night, in the past.

- 1) Yesterday is used with morning, afternoon and evening.
- 2) Last is used with night, with long periods of time (week, month, year), with season (spring, summer, etc.), and with days of the week.
- 3) Ago means “in the past.” It follows specific lengths of time (e.g., two minutes + ago, five years + ago).¹⁹

In passive form, the pattern used to be was/were, for example:²⁰

- 1) Columbus found American continent
- 2) American content was found by Columbus

b. The use of simple past tense

Based on Oxford dictionary by Jonathan Crowther, grammar is the rules in a language for changing the form

¹⁹ Betty Schramper Azar, *Basic English Grammar*, (Jakarta: PT Prenhallindo, 2001), p. 184.

²⁰ Elan Dwi W, *Moden English Grammar*, (Yogyakarta: Pustaka Pelajar, 2009), p. 10.

or words and combining them into sentences.²¹ We use the simple past tense to express idea that an action started and finished at a specific time in the past. The following are the forms of simple past tense.²²

Positive		Negative		Introgative		
I	Went to school yesterday	I	Didn't go to school yesterday	Did	I	go to school yesterday?
He		He			He	
She		She			She	
They		They			They	
You		You			You	
We		We			We	

The past tense may refer to:²³

1) One event completed in the past :

- I saw last night
- They him last night
- The word goes requires the use of the past tense.

²¹ Jonathan Crowther, *Oxford Andanced Learners Dictionary*, (Oxford University Press, 1995), p. 517.

²² Emalia Iragiliati, *Interactive English for Junior High School*, (Jakarta: Yudistira, 2004), p. 123.

²³ Marcella Frank, *Modern English*, (US: Prentice-Hall, Inc, 1972), p. 73

Event if the time indicated come almost up to the present – They left one minute ago.

2) Repeated events completed in the past and no longer happening Last year it rained frequently in this area (custom) when I was young, I went swimming every day.

3) Duration of an event completed in the past:

He lived in New York for thirty years and then he decided to return to France. E.g.: In Columbus' day, people believed that the earth was flat.

Meanwhile, Milda Broukal and Ingrid Wisniewska said that, there are three main uses of past tense:

1) to describe an action that happened at a definite time in the past E.g. Edmund Hillary and Tenzing Norgay *climbed* mount Everest (in 1953)

2) To talk about actions that happened in a sequence in the past. E.g. I *came* home, *picked* me *up* my mail and left

3) With time expression such as yesterday, last night/week/month/year, Wednesday, for days/ week, years ago and in 2004 E.g. I *saw* a great movie *last night*³¹

George Wishon and Julia Burks said “Past Tense is used to report a state or activity which can be described to

a definite past tense time. There are two past tense auxiliaries in English:²⁴

- 1) The past tense of the verb use combines with *to* to form auxiliaries. e.g. – I *used to* be a boy scout - I *used to* get up at 5:30 every morning
- 2) The past form of *do* as an auxiliary is used with simple form of the verb to express emphasis. e.g.-I *did* study for the examination - No matter what Lisa said, he *did* finish the work.²⁵

Another explanation stated by Douglas Biber and his friends in *Grammar of spoken and written English* about the use of past tense that “ Past tense also has a common special use when it is back shifted from the present in reported speech or thought. That is, reports of earlier or thought can be given in the past tense when the original quote (in the case of speech) was presumably in the present tense. In these cases the tense of the verb in the indirect quote is adapted to agree with the past tense of the reporting verb:

- 1) a girl at work said she *worked* at Woolworths

Direct speech ‘I work at Woolworths’

²⁴ Marcela Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prentice HallInc., 1972), p. 73

²⁵ Milada Broukal and Ingrid Wisnietka, *Grammar Form and Function*, (New York: McGraw- Hill, 2005) , p. 30

- 2) Then the next day he said he no longer *loved* me
Direct speech 'I no longer love you
- 3) I thought I *was* going to go home early
Original thought 'I am going to go home early
- 4) Abbey said there was a meeting planned to discuss the contract this week.
Direct Speech 'There is a meeting planned to discuss the contract this week.

4. Teaching Irregular Verb Through Interactive Loops For Group

You can tailor-make the loop game to any number of students in your class. Let's assume you have 25 students and you want to design for this class an interactive loops game the helps to practice synonyms/antonyms. Prepare 25 cards, each about 5 x 8 cm. write a question and another answer in one card.

Here is the example list of Irregular verbs forms of interactive loop game

Drove What's the past form of write?	Began What's the participle of know?	Wrote What's the base form of went?
Go What's the participle of put?	Swum What's the base form of understood?	Thought What's the participle of fight?

Rose What's the base form of lain?	Understood What's the past participle of	Rode What's the past participle of sing?
Sing What's the past form of sing?	Begin What's the past form of think?	Known What's the past form of know?
Found What's the base form of chosen?	Sang What's the past form of begin?	Put What's the past form of began?
Fought What's the past form of risen?	Sung What's the base form of sung?	Lie What's the past participle of find?
Knew What's the past form of understand?	Choose What's the past form of ride?	understand What's the past form of drive?

C. Action Hypothesis

When a researcher is stable with the problem of research, then he starts to do his research. The researcher makes a hypothesis as the directive to determine variable, collect data, process data and get the conclusion. Finally the main point of researcher work is to prove a hypothesis²⁶. Action hypothesis defines as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which is chosen to the research through classroom action research.

In this case the researcher has a will to get the answer of hypothesis of the effectiveness of “Interactive Loops for Groups” game to improve students’ understanding in using Irregular Verbs? After all, that game is very useful and benefit, it because the game gives students opportunities to think and speak in less controlled, occasion to encourage and to do thing bravery with other people in the class.

²⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.118

CHAPTER III

RESEARCH METHODS

A. Research Design

In This research, the researcher used the form of classroom action research, Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.¹ It is carried out by teachers in their context, in the classrooms. Action research is a model for teaching with high transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter.²

According to Kemmis and Mc. Taggart (1988), there are four steps in Classroom Action Research:³

1. Planning

In this phase we identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the

¹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010) p.5.

² Robert P. Pelton, *Action Research for Teacher Candidates*, (New York : Rowman&Littlefield education, 2010) p.7

³ Quoted in Burns, “*Doing Action Research in English Language Teaching*, (New York: Routledge, 2010”, p.8.

realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question of the assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where we use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, we reflect on evaluating and describing the effects of the action in order to make sense of what has happened and understand the issue that we have explored more clearly. We may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of this research with others as part of the ongoing professional development.

Classroom Action Research has several characteristics:⁴

1. Action research is carried out by people directly concerned with the social situation that is being researched.
2. Action research starts from practical questions arising from everyday educational work (and not from those which might be 'in fashion' in some learned discipline).
3. Action research must be compatible with the educational values of the school and with the work conditions of teachers.
4. Action research offers a repertoire of simple methods and strategies for researching and developing practice, which are characterized by a sensible ratio of costs to results.
5. However, specific methods or techniques are not what distinguish Action Research.
6. Each action research project – whatever its scale – has a character of its own, and so we hesitate to provide an elaborate step-by-step model which might limit the variety of different paths to be pursued.

B. Research Place and Time

1. Research Setting

The researcher will conduct the classroom action research at SMP Nurul Islam Semarang. This setting is located in Jl. Siliwangi 574 Purwoyoso Semarang. The researcher

⁴ Herbert Altrichter, Peter Posch and Bridget Somekh, *Teachers Investigate Their Work*, (London : Routledge, 1993) p.5.

chooses this school because the researcher had ever observed the condition of this school when carried out teaching internship.

The students of SMP Nurul Islam at seventh grade consist of four classes, A, B, C, and D. The reason of choosing this school as the place of this research was because the characteristics of this school. The teacher of this school said that students of SMP Nurul Islam seemed that they felt difficult in understanding irregular verbs. When given the material, they may understand at glance but on next week when teacher gave questions related to the material, students became silent and forgot the lesson before, so the researcher tried to use interactive loops for group to make them understand about irregular verb comprehensively.

2. Research Time

This research was conducted in 4 weeks, from the 1st week of November 2015 until the 4th week of November 2015. During the research time, 3 meetings with the students were held. The first week was used to observe students' ability in understanding irregular verbs and to check students' interaction with the teacher during teaching learning process in the class. So, the data is about students' pre ability in using irregular verb, especially in practicing simple past.

The following week was used to teach irregular verb using interactive loops for group. The tests were given to the

students about irregular verbs to check their ability in understanding simple past tense.

The last week was used to teach irregular verb, evaluate the strategies, and give post test to the students about irregular verb of simple past tense. The rest time was used to analyze the data and make a research report.

C. Research Subject and Objects of Research

The objects of this research are students of seventh D class of SMP Nurul Islam Semarang in the academic year of 2015/2016. The reason for choosing students of seventh D class to be the object of this research is the students in this grade are tend to have more spirit and more attention to learn, exactly learning English as foreign language. Then the subject about Simple past tense was in the seventh grade of Junior high school.

D. Focus of the Research

In this Classroom Action Research, the research focuses on:

1. Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding and comprehend about irregular verb which is indicated by students' achievement, students' activity during teaching learning process.

2. Teacher (as the collaborator)

The collaborator in this research was Mr. Waliyadin, S.Pd, English teacher of SMP Nurul Islam Purwoyoso Semarang, especially VII D class. The researcher asked the teacher to organize the students and motivate the students. So, the result of this study was less subjective. Beside that, the permission of research collaborator to conduct the research was very important.

3. Teaching learning process

It is about the improvement of students' comprehension and achievement in understanding irregular verb of simple past tense in learning process by using interactive loop for group game.

E. Cycles of the Research

This research was conducted for two cycles and one pre-cycle. Pre-cycle was used to observe students' ability in understanding irregular verb. The first cycle was used to teach the materials of simple past tense and the second cycle was used to teach the strategy to teach irregular verb of simple past tense.

The sequences of each cycle are:

1. Cycle planning

In this stage, the researcher will make a lesson plan and prepare teaching material related to the research theme.

2. Cycle running

In this stage, the researcher will do the teaching learning process. The researcher will give a test by giving 10 questions of multiple-choice tests and give 15 minutes to answer the question. After that, the researcher will apply interactive loop for group to teach irregular verb of simple past tense.

3. Cycle observation

In this stage, the researcher will monitor students' progress during the teaching learning process. During this observation, the researcher will collect the data.

4. Reflection

In this stage, the researcher will analyze the data gotten during the cycle. Then, the researcher will determine what will be done in the next step.

F. Data

In this research, the main data were general data and specific data. General data included student name list, school curriculum, and the documentation picture during the research. The specific data were used to analyze the result of this research. The specific data included implementation of interactive loops for group during teaching learning process, and students' score in understanding irregular verb of simple past tense in pre-cycle, cycle 1 and cycle II.

G. Data Collection Technique

During this research, the data were collected by using:

1. Observation

Observation is the activity of giving total concern to research object of the sense.⁵ It was used to know the condition of class and the obstacles appeared during teaching learning process and it was used to know students' difficulties, problems and understanding about material given. The researcher was observed the ability of the students and their motivation towards English. This observation was done in pre-cycle.

Here is form of observation about interaction between students and teacher in the class.

Table 3.1 Form of Observation Scheme

	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation						
2	The students show curiosity by asking the question						
3	The students are enthusiastic in teaching learning process						

⁵ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.149.

4	Students are active to present the material						
5	Students are enthusiastic in doing the test						

5 = most of students (71% - 100%)

4 = many students (50% - 70%)

3 = half of the class (20% - 49%)

2 = few students (<20%)

1 = none (0%)

2. Test

Test is an important part in every teaching and learning process. Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁶ There are two kinds of tests those used by the researcher: Pre-test and post-test. Pre-test is given before the researcher gave the material to the students. The researcher gave pre test in each cycle, by giving 10 questions of multiple choice tests in 15 minutes to answer the questions. Post-test was given after the researcher gave the material to the students. The researcher gave post test in each cycle, by giving 10 questions multiple choice test (the questions will be different in each cycle), and gave 15 minutes to answer the questions. In taking test, the less

⁶ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 158

frequent vocabulary used in the input, the more the task will be.⁷ It means that it should be focused on vocabulary items, as we know that there are many irregular verbs form, it would be difficult to students to understand all of irregular verbs in a while, so in this case, researcher focused on some words.

For collecting data, the researcher uses written test. It is useful to know the students' achievement in understanding material which is given by teacher. In this research, the researcher gets the data by giving pre test and post test in order to know the enhancement of students' achievement, then the writer analyzes the different between mean of pre test and post test and evaluates of two test score.

3. Documentation

The researcher will use documentation relates to this research. There will be students' name list, students' English mark, lesson schedule, students' worksheet, and photo of teaching and learning process.

H. Data Analyzing Technique

The aim of this study is to find out whether interactive loops for group could improve students' understanding in using irregular verbs of simple past or not. After collecting the data, the researcher will

⁷ Lyle F. Bachman, *Fundamental Consideration in Language Testing*, (New York: Oxford University Press, 1997), P. 131.

analyze the data. It can be defined as the process of analyzing data required from the result of the research. The steps of data analysis are:

1. Analyzing Observation Checklist

Researcher will use observation checklist during teaching and learning process in preliminary research, cycle I and cycle II. Then the result of observation checklist will be analyzed by calculating the percentage as follows.

The formula to measure the student participant is:

$$\text{Percentage}(\%) = \frac{n}{N} \times 100\%$$

n = the score of student

N = the sum of total score

% = percentage of the expectation

a. Poor

The aspect of activity that will be observed above reaches about 20% from overall percentage 100%.

b. Fair

The aspect of activity that will be observed above, reaches out for about 21% – 40% from overall percentage 100%

c. Average

The aspect of activity that will be observed above, reaches about 41% - 60% from overall percentage 100%.

d. Good

The aspect of activity that will be observed above, reaches about 61% - 80% from overall percentage 100%

e. Excellent

The aspect of activity that will be observed above, reaches out for about 81% - 100%

2. Method of Analyzing Test

a. Measuring the students individually ability

The score of students' achievement can be calculated by using this following formula: ⁸

$$M_{xc} = \frac{\sum xc}{S_{max}} \times 100\%$$

Where:

M_{xc} : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

b. Measuring the mean

In this research, the researcher also used mean formula to know the average of students' score and to check students' improvement in learning irregular verbs of simple past tense. The mean score of the class can be searched by using this following formula:⁹

$$\bar{x} = \frac{\sum fx}{n}$$

Where: \bar{x} = the mean

f = the sum in a set of score

n = the number of students

⁸ Hadi, Sutrisno, *Statistic, second series*, (Yogyakarta: Andi offset, 2004), p.272.

⁹ Mundir, *Statistik Pendidikan*, (Jember : Pustaka Pelajar, 2013), p. 51.

I. Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators if students' average achievement in understanding irregular verb of simple past tense is equal to or higher than minimum score established by the school (71).

The application of Interactive loops for group game on this study, expected learning outcomes learners reach at least the minimum score (71) are equal to or higher than 80% of total students in the research.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Profile of SMP Nurul Islam Semarang

SMP Nurul Islam Semarang is an Islamic junior high school located in Central Java at Jl. Siliwangi No 54, Purwoyoso Ngaliyan, Semarang. It was built in 1977 by name of SMP Ahmad Yani, then by the time it would change became SMP Nurul Islam in 2002.

SMP Nurul Islam is one of private school that concerns in teaching religiousness and any additional lessons to concept a better human characters, beside that general lessons and religion lessons are the main characteristic of this school that makes different with other schools, exactly here are religion lessons, such as: Aqidah Ahlak, Arabic, Fiqh, BTA (Reading and Writing Al Qur'an) and SKI (The History of Islamic Culture).

Some additional things facilitate this school, such as: classroom activities, library, laboratory and etc. Therefore this school has strategic place beside the street that makes easy to get transportations, learning tools etc. In this school, students have any complex background from economic, professions and parents' educational background so that they have different character in social life.

VISION

“Be superior in achievement, well-mannered in behave based on faith and God-fearing”

MISSION

1. Obey the order and avoid prohibition things because of God.
2. Create a development curriculum based on competence.
3. Create a learning process development in school
4. Create the development of graduation each year.
5. Create the development of reaching academic achievement and non-academic achievement
6. Create a conducive organizations
7. Create generations that have a good human character

Here are the detail list profil of SMP Nurul Islam

1. School Name : SMP Nurul Islam
2. Address : Jl. Siliwangi 574 Purwoyoso Semarang
3. No Phone : (024) 7604405, 7612854
4. Head Master : Mashadi, S.Ag
5. School Status : Private school, B accreditation in 2009
6. Built : in 1997
7. Wide of land : 615 m2
8. Wide of building : 450 m2
9. List of students data in 4 years:

Table 4. 1
List of students data in 4 years

Academic Year	VII Grade		VIII Grade		IX Grade		Total Number of students	
	students	Class	Students	Class	Students	Class	students	class
2012/ 2013	91	3	95	3	101	3	287	9
2013/ 2014	120	4	88	3	94	3	302	10
2014/ 2015	128	4	118	4	84	3	330	11
2015/ 2016	112	4	131	4	111	4	354	12

B. Data Description

The subject of this study is students of VII D of SMP Nurul Islam Semarang, where the total number 30 students. The subject in the research is male and female. Based on the observation, some of the students in VII D class, they did not pay attention to the teacher's explanation. There were only some students active to ask questions to teacher during the teaching learning process, and some students were easy to be bored and talking each other to their friends. The management in this class is not easy, because they have different characteristic of psychological background.

In this chapter, the researcher would like to describe and discuss the finding of the research. This study is classroom action research on the implementation of "Interactive Loops for Group" game to improve students' understanding in using Irregular verbs of simple past tense. Its purpose is to know the improvement of students'

understanding in using Irregular verbs, especially at the seventh D class of SMP Nurul Islam Semarang in the academic year of 2015/2016.

In this study, there were two cycles and before conducting the cycle, the researcher gave preliminary test (Pre Test) then compare with each cycle after being taught using Interactive Loops for group. There were 30 students participated in the research. Each student was labeled by a code as below:

Table 4. 2
List of Students' Code

No	Name	Students' Code
1	Agus Setiawan	D-1
2	Amanda Eko Narvatylova	D-2
3	Amanda Kresna Danil Imsa	D-3
4	Annisa Mutiara Dewi	D-4
5	Arka Adi Sulistya	D-5
6	Cindy Isdayanti P.F.	D-6
7	Dani Indra W.	D-7
8	Dina Rahma Khalida	D-8
9	Edo Firman P.	D-9
10	Evi Dwi Lathifah P.	D-10
11	Herdiana Pramesti A.	D-11
12	Indah Puji Rahmawati	D-12
13	Izzal Ihza Maula	D-13
14	Kinaya Dilla Pramesthi	D-14
15	Much. Kodi Masnah	D-15
16	Muhammad Iqbal	D-16
17	Nabiella Kusumahadi	D-17
18	Nailul Hana S.	D-18
19	Niko Anana Yudhistira	D-19
20	Qoimudin Tajul Fathih	D-20
21	Rian Adi Pamungkas	D-21

22	Rizal Kurnia R.	D-22
23	Risma	D-23
24	Reza Elvanda Putri	D-24
25	Syahrul Fauzi A. K.	D-25
26	Sundari Intan Maulani	D-26
27	Virgiawan Ardiansyah	D-27
28	Witdyawati Mandiri Mamikwijaya	D-28
29	Yusuf Arief Budiman	D-29
30	Zidnan Bintang	D-30

C. Data Analysis per Cycle

The data would be analyzed per cycle. It was done to make easy in describing the implementation of Interactive Loops for Group in teaching learning process to improve students' understanding in using Irregular verbs.

1. Pre – cycle

a. Situation in English teaching learning process.

Pre – cycle was conducted on Monday, November 2nd 2015 at 07.00–08.30 am. In pre – cycle meeting, English teaching learning process was observed. In this meeting, “Interactive Loops for Group” game was not implemented yet. The teacher gave a little explanation about Irregular verbs of simple past.

Besides the teaching learning process, the condition of the class was also being observed. The size of the class was big enough. The class consisted of 30 students, so the condition of teaching learning process was pretty fair of comfortable both for

the teacher and the students.¹ Then facilitates of the class were also good enough too.

Here is form of observation about interaction between students and teacher in the class.

Table 4. 3

Form of observation scheme in Pre cycle

	Indicators	None (0%)	Few (<20%)	Half (20- 49%)	Many (50%- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation		✓				2
2	The students show curiosity by asking the question	✓					1
3	The students are enthusiastic in teaching learning process		✓				2
4	Students are active to present the material		✓				2
5	Students are enthusiastic in doing the test			✓			3

In fact, the data from pre – cycle showed that the students less of interaction to the teacher. The students' interaction can be calculated by using this following formula:

¹ Based on researcher's observation in the class

$$\begin{aligned}
 M_{xc} &= \frac{\sum xc}{S_{max}} \times 100\% \\
 &= \frac{10}{25} \times 100\% \\
 &= 40\%
 \end{aligned}$$

From the table above, we can see the interaction between students and teacher when teaching learning process in the class. The average was 40%. It can be concluded that the students need strategies to convey the lesson easily and their motivation in learning.

b. Observing

Since the condition of the class was conducive in a good teaching learning process, it might be comfortable to learn, but the fact, it was not maximal yet to enhance students' ability in mastering the lessons well, exactly in studying simple past tense. Some students were easy to be bored and some others were talkative.

In the last half hour in pre – cycle meeting, a test was given to the students by giving 10 questions of multiple-choice tests. They were asked to answer 10 questions related to the Irregular verbs of simple past. For each correct answer, the students would get score 10. In fact, the data from pre – cycle showed that the students were not able to comprehend a lesson. Below is a table to simplify the data in pre – cycle:

Table 4. 4
Students' Achievement Score in Pre - Cycle

No	Students' code	Total Score	Percentage of correctness	Category
1	D-1	10	10%	Fail
2	D-2	20	20%	Fail
3	D-3	50	50%	Fail
4	D-4	30	30%	Fail
5	D-5	30	30%	Fail
6	D-6	40	40%	Fail
7	D-7	30	30%	Fail
8	D-8	10	10%	Fail
9	D-9	10	10%	Fail
10	D-10	20	20%	Fail
11	D-11	40	40%	Fail
12	D-12	30	30%	Fail
13	D-13	20	20%	Fail
14	D-14	10	10%	Fail
15	D-15	30	30%	Fail
16	D-16	40	40%	Fail
17	D-17	20	20%	Fail
18	D-18	30	30%	Fail
19	D-19	20	20%	Fail
20	D-20	20	20%	Fail
21	D-21	10	10%	Fail
22	D-22	40	40%	Fail
23	D-23	20	20%	Fail
24	D-24	20	20%	Fail
25	D-25	10	10%	Fail
26	D-26	10	10%	Fail
27	D-27	30	30%	Fail
28	D-28	30	30%	Fail
29	D-29	20	20%	Fail
30	D-30	10	10%	Fail

Table 4. 5
The Category of the Students Score and Their Percentage in Pre-Cycle

No	Interval	Freq.	Percentage	Category
1.	71– 100	-	-	Passed
2.	< 70	30	100%	Fail
Total		30	100%	

For the mean of the score, the total score of the students was calculated using the formula below:

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{n} \\ \bar{x} &= \frac{710}{30} \\ &= 23\end{aligned}$$

After getting the mean of each element in understanding irregular verbs of simple past, the researcher formulated the result to get the total mean as follows.

$$\begin{aligned}M_{xt} &= \frac{\sum xt}{Smax} \times 100\% \\ &= \frac{23}{100} \times 100\% \\ &= 23\%\end{aligned}$$

From the data above all of students are failed, there were of 30 students got fail grade, or 100% are failed. And the mean of students' score is only 23 or 23%. So it was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade) that is 71.

c. Reflecting

From the table above, we can see the students' ability in understanding irregular verb is still low. The standard minimum score of the school is 71. The average of students' achievements was 23. The lowest score was 10, and the highest score was 50. This score was still under from the minimum standard score (KKM), it was 71. The researcher got understanding of the situation, it caused that was the first time they study about Simple past tense, exactly in understanding of any irregular verbs.

All students got bad score, the score was under the KKM. The interaction between students and teacher when teaching learning process in the class was also observed. The average was 40%. From the description above, it could be concluded that the students' interaction were still low from the indicator of achievement. In another words, the students need strategies to convey the lesson easily and upgrade their motivation in learning. That's why a research should be conducted to cope with this problem, since irregular verbs of simple past is important thing to help the students understand the tenses and hopefully can use English practically. In this case Interactive loops for group game was chosen to be implemented in the research.

2. Cycle 1

The first cycle of this research was conducted on Monday, November 9th 2015. The implementation of “Interactive loops for group” in this meeting was taught in Simple past. There were 4 steps in conducting the first cycle, they were planning, acting, observing, and reflecting.

a. Planning

There were some things done in planning this stage, they were:

- 1) Preparing lesson plan to be used in the meeting, including teaching learning design, choosing method and technique used, and teaching materials. In 1st cycle, Interactive loops for group game was chosen to empower teaching learning process.
- 2) Preparing tests to the students. Written test were used in this cycle, by giving 10 questions of multiple choice.
- 3) Preparing media to teach simple past tense. The use of media was very important to gain students’ attention and to support teaching learning process, data collection, and make documentation.

b. Acting

There were some things done in acting stage, they were:

- 1) Delivering the materials to the students. Students were taught about what simple past, how to make a sentence in simple past, what irregular verbs are, and how irregular verbs are.

2) Giving the tests to the students. The test was given after delivering the materials to the students.

3) Collecting the data.

c. Observing

There were 2 aspects monitored in this stage:

1) Students' attention and participation in learning.

While conducting teaching learning process, students' attention and participation were observed. Open observation strategy was used in conducting the observation. Observation was done by the researcher and the collaborators. After the teaching learning process, the results were being discussed.

Table 4. 6

Form of students' interaction scheme in cycle 1

	Indicators	None (0%)	Few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			✓			3
2	The students show curiosity by asking the question			✓			3
3	The students are enthusiastic in teaching learning process		✓				2
4	Students are active to present the				✓		4

	material						
5	Students are enthusiastic in doing the test			✓			3

In fact, the data from cycle 1 showed that the students still lack of interaction to the teacher. The students' interaction could be calculated by using this following formula:

$$\begin{aligned}
 M_{xc} &= \frac{\sum xc}{s_{max}} \times 100\% \\
 &= \frac{15}{25} \times 100\% \\
 &= 60\%
 \end{aligned}$$

In beginning, students were still confused with the strategies, since the strategies were new to them. The mean of students' interaction in the class during first cycle was only 60%. It means that students' interaction were still low. But, after several examples, they began to understand. Some of them paid attention to the material, and some of them ignored the teacher and didn't pay attention to the material. They played by themselves, and day dreamed.

2) Students' achievements.

After learning irregular verbs of simple past tense through Interactive loops for group, test was given to student. They were asked to answer 10 questions of multiple choice tests.

It got a increasing of students' achievements from preliminary test, as simplified in the table below:

Table 4. 7
Students' achievements score in Cycle 1

No	Students' code	Total Score	Percentage of correctness	Category
1	D-1	70	70%	Failed
2	D-2	80	80%	Passed
3	D-3	60	60%	Failed
4	D-4	80	80%	Passed
5	D-5	40	40%	Failed
6	D-6	60	60%	Failed
7	D-7	80	80%	Passed
8	D-8	60	60%	Failed
9	D-9	30	30%	Failed
10	D-10	60	60%	Failed
11	D-11	40	40%	Failed
12	D-12	80	80%	Passed
13	D-13	80	80%	Passed
14	D-14	40	40%	Failed
15	D-15	50	50%	Failed
16	D-16	50	50%	Failed
17	D-17	40	40%	Failed
18	D-18	90	90%	Passed
19	D-19	80	80%	Passed
20	D-20	90	90%	Passed
21	D-21	60	60%	Failed
22	D-22	50	50%	Failed
23	D-23	60	60%	Failed
24	D-24	80	80%	Passed
25	D-25	60	60%	Failed
26	D-26	50	50%	Failed
27	D-27	70	70%	Failed
28	D-28	80	80%	Passed
29	D-29	60	60%	Failed

No	Students' code	Total Score	Percentage of correctness	Category
30	D-30	70	70%	Failed

Table 4. 8
The Category of the Students Score
and their percentage in cycle 1

No	Interval	Freq	Percentage	Category
1.	71 – 100	10	34%	Passed
2.	< 70	20	66%	Fail
Total		30	100%	

From the data above there were only ten students passed the test. And there were 20 or 66% were failed.

The mean of students' score in the cycle I, the researcher used formula as follows:

$$\bar{x} = \frac{\sum fx}{n}$$

$$\bar{x} = \frac{1900}{30}$$

$$= 63,3$$

After getting the mean of each element in understanding irregular verbs of simple past in cycle 1, the researcher formulated the result to get the total mean as follows.

$$Mxt = \frac{\sum xt}{Smax} \times 100\%$$

$$Mxt = \frac{63,3}{100} \times 100\%$$

$$= 63,3 \%$$

d. Reflecting

From the table above, we can see the students' ability in understanding irregular verbs. The average score was 63,3. The minimum score was 30, and the maximum score was 80. There was an increasing from the pre-test average score that was 23% became 63,3%. It could be concluded that Interactive loop for group game can help them understand irregular verbs, even it was not all irregular verbs were taught and it was not entirely understood by students. However, the average score was still below of minimum standard score (71). Then finally the research in 1st cycle is still failed.

Since pre test until test in the first cycle, the increasing of students' average score was shown as below:

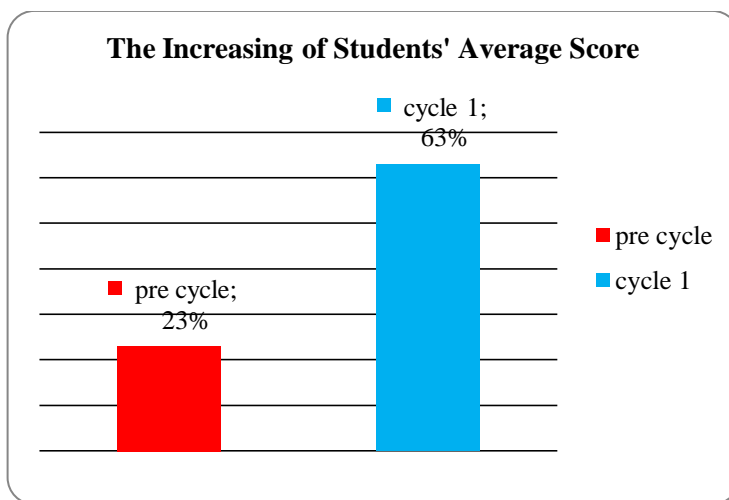


Chart 4. 1 The Increasing of Students' Average Score

From the diagram above, the researcher can conclude that there was an improvement on students' achievement in understanding irregular verbs of simple past by using interactive loops for group. From pre cycle showed that students' achievement was 23, therefore all students were failed, then in the first cycle students got 63, it means that still low ability in some students, because the standard from KKM was 71.

The interaction between students and teacher when teaching learning process in the class was also observed in this cycle. The average was 60%. From the description above, it can be concluded that the students' interaction were still low from the indicator of achievement.

In cycle 1 showed that there was increasing students' achievement from 36,7% became 63,3%. It means there was improvement from pre cycle until cycle 1 after using interactive loops for group. So, second cycle would be conducted

3. Cycle 2

The second cycle of this research was conducted on Monday, November 16th 2015. The implementation of interactive loops for group was continued in teaching irregular verbs of simple past and some additional technic were involved. There were 4 steps in conducting the second cycle, they were planning, acting, observing, and reflecting.

a. Planning

There were some things done in planning stage, they were:

- 1) Preparing lesson plan to be used in the meeting, including teaching learning design, choosing method and technique used, then teaching materials. In 2nd cycle, traditional method such as memorization, repetition and some exercises were chosen to empower teaching learning process.
- 2) Preparing test to the students. The test in cycle 2 uses the same technique as test in cycle 1 but it has different content of questions.
- 3) Preparing media to teach. Whiteboard as the point of material were chosen and make documentation.

b. Acting

There were some things done in acting stage, they were:

- 1) Delivering the materials to the students. Students were taught about kinds of irregular verbs and how to make positive, negative and interrogative sentence of simple past. Then student should memorize and repeat it and finally students had exercises about irregular verbs of simple past to make them clearly understand.
- 2) Giving the test to the students. The test was given after delivering the materials to the students that was 10 multiple choice test.
- 3) Collecting the data.

c. Observing

There were 2 aspects monitored in this stage:

1) Students' attention and participation in learning.

The method of observation was the same as which had been done the first cycle. Observation was done by the researcher and the collaborators, English teacher (Mr. Waliyadin, S.Pd.)

Table 4. 9

Form of students' interaction scheme in cycle II

	Indicators	None (0%)	Few (<20%)	Half (20- 49%)	Many (50%- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation					✓	5
2	The students show curiosity by asking the question				✓		4
3	The students are enthusiastic in teaching learning process				✓		4
4	Students are active to present the material					✓	5
5	Students are enthusiastic doing the test			✓			3

In second cycle, percentage of students' attention to got increasing. The students paid better attention to the teacher, because the teacher used strategy in teaching learning process. The students were more highly motivated to learn, and they were more actively involved in the class.

The students' interaction could be calculated by using this following formula:

$$\begin{aligned}
 M_{xc} &= \frac{\sum xc}{S_{max}} \times 100\% \\
 &= \frac{21}{25} \times 100\% \\
 &= 84\%
 \end{aligned}$$

- 2) Students' achievements in understanding irregular verb of simple past.

After learning irregular verbs of simple past using Interactive loops for group game in addition teacher gave exercises and made students memorized irregular verbs, test was given. The students were asked to answer 10 questions of multiple choices. Here is the list of students' score:

Table 4. 10
Students' achievements in Cycle II

No	Students' code	Total Score	Percentage of correctness	Category
1	D-1	90	90%	Passed
2	D-2	90	90%	Passed
3	D-3	70	70%	Failed
4	D-4	90	90%	Passed
5	D-5	80	80%	Passed

No	Students' code	Total Score	Percentage of correctness	Category
6	D-6	90	90%	Passed
7	D-7	80	80%	Passed
8	D-8	70	70%	Failed
9	D-9	80	80%	Passed
10	D-10	80	80%	Passed
11	D-11	70	70%	Failed
12	D-12	90	90%	Passed
13	D-13	80	80%	Passed
14	D-14	70	70%	Failed
15	D-15	80	80%	Passed
16	D-16	90	90%	Passed
17	D-17	80	80%	Passed
18	D-18	100	100%	Passed
19	D-19	80	80%	Passed
20	D-20	100	100%	Passed
21	D-21	80	80%	Passed
22	D-22	80	80%	Passed
23	D-23	80	80%	Passed
24	D-24	60	60%	Failed
25	D-25	80	80%	Passed
26	D-26	90	90%	Passed
27	D-27	90	90%	Passed
28	D-28	70	70%	Failed
29	D-29	80	80%	Passed
30	D-30	80	80%	Passed

Table 4. 11
The Category of the Students' Scores and Their
Percentage in cycle II

No	Interval	Freq.	Percentage	Category
1.	71 – 100	24	80%	Passed
2.	< 71	6	20%	Fail
Total		30	100%	

From the data above there were 24 students or 80% were passed the test and only 6 students or 20% were failed. Then the mean of students' score in the cycle II, the researcher used formula as follows.

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{n} \\ \bar{x} &= \frac{2450}{30} \\ &= 82\end{aligned}$$

After getting the mean of each element in understanding irregular verbs of simple past in 2nd cycle, the researcher formulated the result to get the total mean as follows.

$$\begin{aligned}\text{Mxt} &= \frac{\sum xt}{smax} \times 100\% \\ \text{Mxt} &= \frac{82}{100} \times 100\% \\ &= 82\%\end{aligned}$$

d. Reflecting

From the table above, it seemed that there were 24 students were passed the tests, and 6 students were failed. The average score was 82. The minimum score was 60, and the maximum score was 100. There was an increasing of the scores, from 63 become 82. It could be concluded that memorizing and repetition in addition of “interactive loops for group” was effective to make students understand about irregular verb of simple past. And because of the score was higher than minimum

standard score, the problem of understanding irregular verb was solved.

The interaction between students and teacher in this cycle was also increased. The mean of students' interaction during second cycle was 84% of total students. It means that students' participation was excellent.

Since test in the first cycle until second cycle, the increase of students' average score was shown as below:

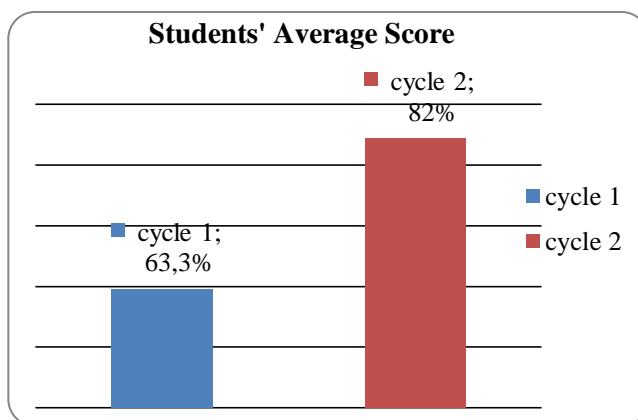


Chart 4. 2 The increasing of students' average score

From the diagram above, the researcher can conclude that there was an improvement on students' achievement in understanding irregular verb of simple past after taught using interactive loops for group game. From first cycle showed that students' achievement score was 63,3%. In cycle 2 showed that there was increasing students' achievement up to 82%.

D. Final Data Analysis

In final data analysis would be shown the summary of students' improvements and student's interaction during the study. Since pre-test until test in the second cycle, the increase of students' average score was shown as below:

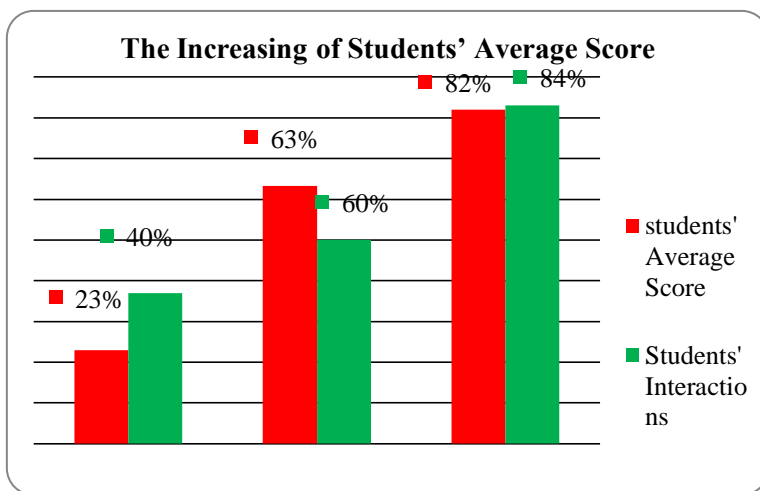


Chart 4. 3 The Increasing of Students' Average Score

In the pre cycle, all of the students have been doing the test, and the average result was 23. In this activity, the teacher still uses conventional method and didn't implement teaching strategy. Researcher did not use any games as teaching aid. The students' interaction was 40%. It means that students' interaction were still low. In teaching learning process, a few students were active and enthusiastic to the lesson. And the others did not give response maximally, especially the students who sit at backside. They liked to talk with their pairs.

In the first cycle, the average result increased, and the students' interaction was 60%. The teacher began to use "interactive loops for group" game to teach students. In beginning, students were still confused with the game. But, after several examples, they began to understand. In teaching learning process, there were many students joined the class enthusiastically. They sometimes paid attention, and sometimes didn't pay attention.

In the second cycle, the average result was 82. It was higher than result in pre cycle and first cycle. It showed that there was some significant improvement in students' achievement. The students' interaction in the class was also increased became 84%. Furthermore, there was also improvement from cycle 1 until cycle 2.

The researcher felt that applying interactive loops for group could improve students' understanding in using irregular verb of simple past. Therefore, that game could encourage students to reflect on thought processes and to plan, monitor, and evaluate aspect of their learning.

E. Limitation of the Research

The researcher realized that this research had not been optimally. There were constraints and obstacles faced during research process. Some limitations of this research were:

1. Relative of the implementation process of this research had short time, that made this research could not be done

maximally. The time to conduct this research was limited for three weeks (for one preliminary cycle and two cycles). But it was enough to fulfill the requirement of a research. This research was conducted to solve only the specific problem, which was to improve students' understanding in using irregular verbs of simple past tense. Therefore, the result of this study only solved that specific problem.

2. In this research, the researcher was checked the students' interaction in the class. The interaction between students and teacher when teaching learning process was still low. Not all the students paid attention to the teacher. There were only some students active to ask question to the teacher during the teaching learning process, and some students were easy to be bored. So, this research had lack of response.
3. The research is limited at SMP Nurul Islam Purwoyoso Semarang and just used seventh grade of D class as the sample, so that when some research is conducted in other school it still possible that different result will be gain.

Considering all those limitations, there is a need to do more research about the way in teaching irregular verbs of simple past tense with the same or different media. Hopefully, it will get more optimal result.

CHAPTER V

CONCLUSION

A. Conclusions

From the discussion mentioned in the previous chapter, the researcher draws some conclusions as the result of the study at the Seventh D class of SMP Nurul Islam Semarang in the academic year of 2015/2016 in understanding irregular verb of simple past tense. After this research completed, it could be concluded as below:

1. The use of “Interactive loops for group” game to teach irregular verbs of simple past can improve students’ understanding about simple past. Whereas in each cycle consist of four steps, they were: planning, acting, observing, and reflecting. In observing there were two aspect of monitoring, there were about students’ score on the test result and students’ interaction to the teacher in learning process in the class.
2. Based on the research that have been done in two cycles (cycle I and cycle II), it can be taken to the conclusion that there is an improvement of students’ understanding in using irregular verbs of simple past by using interactive loops for group. The implementation of interactive loops for group as learning media to improve students’ ability in simple past was effective. It was supposed by the result of

students' score in pre cycle (23), cycle I (63,3), cycle II (82).for the students' interaction to the teacher it showed that on pre-cycle (40%), cycle I (60%), cycle II (84%).

3. The students' interaction to the teacher was also got an improvement. Referring to the research finding, the class was conducted in friendly situation, even few of them were talkative and ignore to the lesson. But, finally they got to try in involving the learning process. Generally the use of interactive loops for group game can improve students' understanding in using irregular verb of simple past, differentiate verb 1, verb 2 and verb 3. This activity had encouraged them to get grammatical better.

B. Suggestions

Based on the conclusions above, here are some suggestions to the teachers, students, and next researchers:

1. For the teachers
 - a. As a professional, the teachers might choose the proper strategies in their teaching. Choosing the right strategy might support the learning atmosphere and gain more attention from the students. It could also help the teachers in maintaining teaching learning process, from the preparation until assessment stage.
 - b. Interactive loops for group could be a reference as a strategy to teach the rules of grammar to the students,

especially to teach irregular verb of simple past tense. This strategy is simple, effective, and easy to be implemented in class.

- c. The portion of oral language learning and written language learning should be equal. The teacher should not use 100% just for studying grammar, but could use an integrated learning that combines some skills: listening, writing, reading and speaking. So, students would not be bored in class. Hopefully, it could increase students' ability not only in understanding English text, but also in using English as a means of communication.

2. For the students

They have to study more about irregular verbs in composing some texts, so that they can understand the use of verbs in any tenses. They should improve their vocabulary about irregular verbs. The researcher believes that it is not difficult to improve grammatical competence since they keep study hard.

3. For the headmaster

Interactive loops for group may become alternative strategy to teach vocabularies especially in irregular verbs. Using this game is a good innovation track. It can improve students' achievement in understanding irregular verbs of

simple past tense. So, hopefully, headmaster can support the teacher to use this new strategy.

C. Closing

All praise unto Allah SWT, which has been giving protection and guidance so that this thesis can be finished. This thesis is served to the readers. The researcher realized that it's still less far from perfect. The researcher also hopes that it can be useful for the readers and all readers in general.

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LIST OF APPENDICES

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2. Appendix 2 Students' Attendance List
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6. Appendix 6 Pretest
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8. Appendix 8 Test in Cycle II
9. Appendix 9 Documentation

Appendix 1. Students' Name List

STUDENTS' NAME LIST

No	Name	Student's code
1	Agus Setiawan	D-1
2	Amanda Eko Narvatylova	D-2
3	Amanda Kresna Danil Imsa	D-3
4	Annisa Mutiara Dewi	D-4
5	Arka Adi Sulistya	D-5
6	Cindy Isdayanti P.F.	D-6
7	Dani Indra W.	D-7
8	Dina Rahma Khalida	D-8
9	Edo Firman P.	D-9
10	Evi Dwi Lathifah P.	D-10
11	Herdiana Pramesti A.	D-11
12	Indah Puji Rahmawati	D-12
13	Izzal Ihza Maula	D-13
14	Kinaya Dilla Pramesthi	D-14
15	Much. Kodi Masnah	D-15
16	Muhammad Iqbal	D-16
17	Nabiella Kusumahadi	D-17
18	Nailul Hana S.	D-18
19	Niko Anana Yudhistira	D-19
20	Qoimudin Tajul Fathih	D-20
21	Rian Adi Pamungkas	D-21
22	Rizal Kurnia R.	D-22
23	Risma	D-23
24	Reza Elvanda Putri	D-24
25	Syahrul Fauzi A. K.	D-25
26	Sundari Intan Maulani	D-26
27	Virgiawan Ardiansyah	D-27
28	Witdyawati Mandiri M.	D-28
29	Yusuf Arief Budiman	D-29
30	Zidnan Bintang	D-30

Appendix 2. Students' Attendance List

Students' Attendance of SMP Nurul Islam Semarang

Class : VII D

Month : November 2016

[illegible]

Appendix 3. Students' Score

STUDENTS' SCORE

No	Students' Name	Pre-Cycle	Cycle 1	Cycle 2
1	Agus Setiawan	10	70	90
2	Amanda Eko Narvatylova	20	80	90
3	Amanda Kresna Danil Imsa	50	60	70
4	Annisa Mutiara Dewi	30	80	90
5	Arka Adi Sulistya	30	40	80
6	Cindy Isdayanti P.F.	40	60	90
7	Dani Indra W.	30	80	80
8	Dina Rahma Khalida	10	60	70
9	Edo Firman P.	10	30	80
10	Evi Dwi Lathifah P.	20	60	80
11	Herdiana Pramesti A.	40	40	70
12	Indah Puji Rahmawati	30	80	90
13	Izzal Ihza Maula	20	80	80
14	Kinaya Dilla Pramesthi	10	40	70
15	Much. Kodi Masnah	30	50	80
16	Muhammad Iqbal	40	50	90
17	Nabiella Kusumahadi	20	40	80
18	Nailul Hana S.	30	90	100
19	Niko Anana Yudhistira	20	80	80
20	Qoimudin Tajul Fathih	20	90	100
21	Rian Adi Pamungkas	10	60	80
22	Rizal Kurnia R.	40	50	80
23	Risma	20	60	80
24	Reza Elvanda Putri	20	80	60
25	Syahrul Fauzi A. K.	10	60	80
26	Sundari Intan Maulani	10	50	90
27	Virgiawan Ardiansyah	30	70	90
28	Witdyawati Mandiri M.	30	80	70
29	Yusuf Arief Budiman	20	60	80
30	Zidnan Bintang	10	70	80

LESSON PLAN IN CYCLE I

School	: SMP NURUL ISLAM Semarang
Class/ Semester	: VII/I
Subject	: English
Materi	: Simple Past Tense
Allocate	: 2x40 Minutes
Standard Competence	: 1. Understanding the meaning in transactional conversation and simple interpersonal conversation to interact in closest environment.
Basic Competence	: 1.1 Express the idea in simple short functional writing text using various languages writing accurately, fluently and able to communicate in closest environment.

I. Indicators

- a. Understand the use of simple past tense.
- b. Communicating in the closest environment using simple past tense.
- b. Understand the form of irregular verb of simple past tense.

II. Learning Objectives

1. Students are able to understand the use of simple past
2. Students are able to communicate in closest environment using simple past
3. Students are able to understand the form of irregular verb

III. Teaching Material

1. Definition of Simple Past

Simple past tense is a form of sentence that show event, conditions and things happen in the past.

Subject + Verb 2 + Object

2. The use of simple past tense

- a. To show the activity or condition in the past
Example : We visited our grandmother last week
- b. To express something happen that had been done in the past
Example : My cat slept on the sofa last night
- c. To show the event in the past
Example : We went to London last year

3. Form of negative (-) and interrogative (?) sentence

- a. Negative sentence

Subject + did+ not + Verb 1

Example : she didn't go to school

b. Interrogative sentence

Subject + did+ not + Verb 1

4. Simple past tense with question word (who, what, when, where, why, how)

Question word + did+ subject + Verb 1 +

Example : Where did he buy a car last night

5. Time signal

- yesterday - an hour ago - yesterday morning
- last night - this morning - last week
- just now - ago - last

6. The game of Interactive Loops for Group

Went

What's the past
form of ride?

Rode

What's the past
form of tell?

Told

What's the past form
of understand?

Forgot

What's the past
form of find?

Found

What's the past
form of fight?

Fought

What's the past
form of think?

Knew

What's the past
form of choose?

Chose

What's the past
form of write?

Wrote

What's the past
form of give?

Took

What's the past
form of sleep?

Slept

What's the past
form of see?

Saw

What's the past
form of do?

Broke

What's the past
form of read?

Read

What's the past
form of draw?

What's the past
form of get?

Drank

What's the past
form of eat?

Ate

What's the past
form of sing?

Sang

What's the past
form of drive?

Understood

What's the past
form of begin?

Began

What's the past
form of forget?

Came

What's the past
form of take?

Thought

What's the past
form of know?

Got

What's the past
form of ?

Gave

What's the past
form of come?

Did

What's the past
form of put?

Put

What's the past
form of break?

Drove

What's the
past form of

<p>Drew</p> <p>What's the past form of speak?</p>	<p>Spoke</p> <p>What's the past form of drink?</p>	<p>Cut</p> <p>What's the past form of come?</p>
---	--	---

IV. Teaching Method

Communicative learning

V. Learning Activities

a. Pre Activities

1. Teacher opens the class and greets the students
2. Teacher invites students to recite Basmalah together
3. Teacher checks students' attendance.

b. Main Activities

(Exploration)

1. Teacher explains about Simple past tense; the form and the use of simple past tense.
2. Teacher explain about the form of simple past tense.
3. Teacher asks students to make the example of simple past tense
4. Teacher gets students to observe sentences on the whiteboard
5. Teacher explores students' knowledge about "Irregular verb" of simple past

6. Teacher gets students to pay attention on teacher explanation about the change of verb.

(Elaboration)

1. Teacher asks students to understand the change of irregular verb of simple past tense
2. Teacher gives each student a pieces of paper.
3. Teacher gives instruction about the rules of “interactive loops for group” game.
4. Teacher invites students to play the game

(Confirmation)

5. Teacher gives correction the students’ respond
6. Teacher invites students to understand the material
7. Teacher asks students to give comments and feedback about irregular verb of simple past

c. Post Activity

1. Teacher reviews the material that has been taught
2. Teacher closes the class by reciting hamdalah

VI. Media

Paper, whiteboard, boardmaker.

VII. Source of Material

Students’ handbook, of English at Seventh Grade “Zamrud SMP”, dictionary

Puchta Herbert, *Multiple Intelligence in EFL*, London:
Helbling Language, 2005

VIII. Evaluation

- a. Instrument : Written Test
- b. Form : Multiple choice test
1. She (to be) _____ very happy for a wonderful moment last year.
a. is c. was
b. are d. were
 2. Last Sunday, I (get) _____ up at 4am.
a. got c. goted
b. goting d. goes
 3. I (take) _____ a bath an hour ago.
a. taking c. took
b. taked d. taker
 4. Anna (to be) _____ happy in wedding party last night.
a. were c. are
b. be d. was
 5. They (come) _____ to my house last week.
a. coming c. came
b. come d. camed
 6. The ceremony (begin) _____ at 9am yesterday.

- a. began c. begun
b. beging d. bagong
7. Many people (enjoy) _____our wedding party last month.
a. enjoying c. enjoyable
b. enjoyed d. enjoys
8. There (to be)_____a lot of kinds of foods and drinks on the table two hours ago.
a. is c. have
b. were d. been
9. They (sing) _____for us yesterday morning.
a. singing c. sunging
b. sang d. seng
10. On my wedding party last night, All of them (wish) _____we would be happily ever after.
a. wished c. wishing
b. wish d. wishes


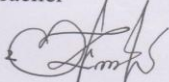


c. Answer key :

- | | |
|-----|------|
| 1 C | 6 A |
| 2 A | 7 B |
| 3 C | 8 B |
| 4 D | 9 B |
| 5 C | 10 A |

- d. Technique : Students are assigned to choose the correct answer in multiple choice test
- e. Assessment guidance :
1. Each of the right answer will get 10 score
 2. Maximum score = 100
 3. Total score = correct answer x 10
 4. Form of students' score

No	Students' Name	Score
1		
2		
3		
4		
5		

Semarang, November 9th, 2015

<p>Advisor Teacher</p>  <p>Waliyadin, S.Pd.</p>	<p>Teacher</p>  <p>Ifadatil Ma'adah</p>
 <p>Headmaster of SMP Nurul Islam</p>  <p>Mashadi, S.Ag.</p>	

LESSON PLAN IN CYCLE II

School	: SMP NURUL ISLAM Semarang
Class/ Semester	: VII/I
Subject	: English
Material	: Simple Past Tense Time
Allocate	: 2x40 Minutes
Standard Competence	: 1. Understanding the meaning in transactional conversation and simple interpersonal conversation to interact in closest environment.
Basic Competence	: 1.1 Express the idea in simple short functional writing text using various languages writing accurately, fluently and able to communicate in closest environment.

I. Indicators

- a. Understand the use of simple past
- b. Communicating in the closest environment using simple past
- b. Understand the form of irregular verb of simple past

II. Learning Objectives

1. Students are able to understand the use of simple past
2. Students are able to communicate in closest environment using simple past
3. Students are able to understand the form of irregular verb

III. Teaching Material

1. Definition of Simple Past

Simple past tense is a form of sentence that show event, conditions and things happen in the past.

Subject + Verb 2 + Object

2. The use of simple past tense

- a. To show the activity or condition in the past
Example : We visited our grandmother last week
- b. To express something happen that had been done in the past

Example : My cat slept on the sofa last night

- c. To show the event in the past

Example : We went to London for 3 months

3. Form of negative (-) and iinterrogative (?) sentence

- a. Negative sentence

Subject + did+ not + Verb 1

example : she didn't go to school

b. Interrogative sentence

Subject + did+ not + Verb 1

4. Simple past tense with question word (who, what, when, where, why, how)

Question word + did+ subject + Verb 1 +

example : Where did he buy a car last night

5. Time signal

- yesterday - an hour ago - yesterday morning
- last night - this morning - last week
- just now - ago - last

6. List of irregular Verb

No	V1	V2	V3	Meaning
1	Go	Went	Gone	Pergi
2	Sing	Sang	Sung	Beryanyi
3	Drive	Drove	Driven	Menyetir
4	Speak	Spoke	Spoken	Berbicara
5	Put	Put	Put	Meletakkan
6	Do	Did	Done	Melakukan
7	Draw	Drew	Drown	menggambar
8	Give	Gave	Given	Memberi
9	Break	Broke	Broken	Merusak
10	Forget	Forgot	Forgotten	Melupakan
11	Tell	Told	Told	Bercerita
12	Choose	Chose	Chosen	Memilih
13	Write	Wrote	Written	Menulis
14	Find	Found	Found	Menemukan

15	See	Saw	Seen	Melihat
16	Sleep	Slept	Slept	Tidur
17	Understand	Understood	Understood	Memahami
18	Begin	Began	Begun	Memulai
19	Read	Read	Read	Membaca
20	Think	Thought	Thought	Berpikir
21	Cut	Cut	Cut	Memotong
22	Know	Knew	Known	Mengenal
23	Eat	Ate	Eaten	Makan
24	Drink	Drank	Drunk	Minum
25	Take	Took	Taken	Mengambil
26	Come	Came	Come	Datang
27	Get	Got	Got/Gotten	Mendapatkan

IV. Teaching Method

Three-PasTechnique (Presentation, Practice and Production)

V. Learning Activities

a. Pre Activities

1. Teacher opens the class and greets the students
2. Teacher invites students to recite Basmalah together
3. Teacher checks students' attendance.

b. Main Activities

(Exploration)

1. Teacher explains about Simple past tense; the form and the use of simple past.
2. Teacher explain about the form of simple past.

3. Teacher asks students to answer the exercises on the whiteboard about irregular verb.
4. Teacher explores students' knowledge about "Irregular verb" of simple past .

(Elaboration)

1. Teacher asks students to understand the change of irregular verb of simple past tense
2. Teacher gives each student a piece of paper.
3. Teacher gets students to read it aloud in the class
4. Teacher gets students to memorize irregular verb of simple past tense.
5. Teacher invites students to repeat to say irregular verb

(Confirmation)

1. Teacher gives correction the students' respond
2. Teacher invites students to understand the material
3. Teacher asks students to give comments and feedback about irregular verb of simple past

c. Post Activity

1. Teacher reviews the material that has been taught
2. Teacher closes the class by reciting hamdalah

VI. Media

Paper, whiteboard, boardmaker.

VII. Source of Material

Students' handbook, of English at Seventh Grade "Zamrud SMP"

VIII. Evaluation

a. Instrument : Written Test

b. Form : Multiple choice test

1. Yesterday Radit (speak) _____ loudly in the class.
a. speaked
b. speaking
c. spoke
d. spoken
2. When I was child, I (sing) _____ many songs in the bathroom.
a. sang
b. song
c. singing
d. seng
3. I looked at them just now, and fortunately they (know) _____ me well.
a. know
b. knew
c. knowing
d. known
4. I (get) _____ up very late last Sunday.
a. got
b. gotten
c. getting
d. goes
5. Last night My sister (sleep) _____ on the floor.
a. slept
b. sleped
c. sleeping
d. sleeper

6. My family (go) _____ to Singapore last year.
- a. goes c. gone
b. went d. going
7. Last week my teacher (give) _____ me a difficult test.
- a. given c. gives
b. gave d. gave
8. Sisca (is) _____ lazy student when she was child.
- a. was c. are
b. be d. been
9. They (do) _____ a great job last week.
- a. does c. did
b. doing d. done
10. My mother (buy) _____ a new bicycle for me yesterday.
- a. buys c. buyed
b. bought d. buying

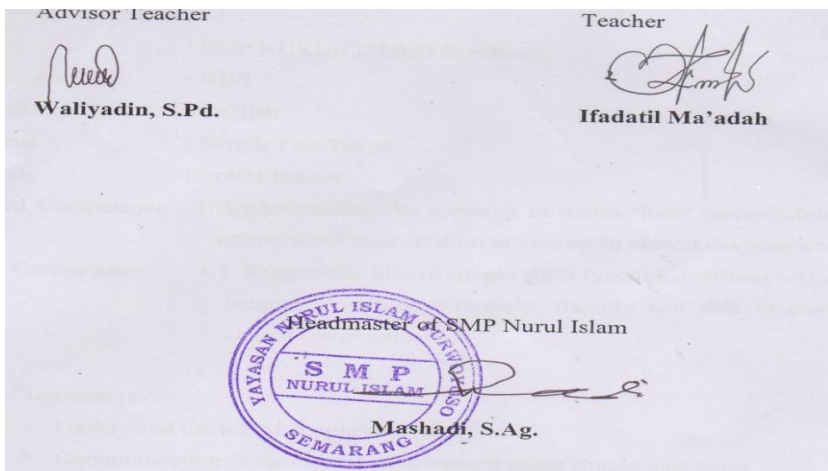
c. Answer key :

- | | |
|------|------|
| 6 C | 6 B |
| 7 A | 7 D |
| 8 B | 8 A |
| 9 A | 9 C |
| 10 A | 10 B |

- d. Technique : Students are assigned to choose the correct answer in multiple choice test.
- e. Assessment guidance :
1. Each of the right answer will get 10 score
 2. Maximum score = 100
 3. Total score = correct answer x 10
 4. Form of students' score

No	Students' Name	Score
1		
2		
3		
4		
5		

Semarang, November 16th, 2015



Appendix 6. Pretest

Nama : Dani Indra w kelas 7D

1. My rabbit (sleep) on the grass last night.
~~a. slept~~ c. slept
 b. slept d. sleeping
2. I (take) the gift from my best friends last Sunday.
 a. Took c. taken
~~b. Takes~~ d. taking
3. Tata (break) my chair several hours ago.
~~a. Break~~ c. broken
 b. Breaking d. broke
4. Last wee, they (go) to south korea for honeymoon.
 a. Gone c. went
~~b. Get~~ d. going
5. She (see) me but she did not call me. 30
 a. Seen c. sun
 b. Sees ~~d. saw~~
6. I (read) Andrea Hirata's book, Laskkar Pelangi, Last month.
~~a. Readed~~ c. reading
 b. Reader d. read
7. He (know) that she was so kind.
 a. Knowing ~~b. knew~~ d. known
 b. Knew
8. Did you (write) a letter for your father?
 a. Write c. written
~~b. Wrote~~ d. writing
9. He (forget) our anniversary last year.
 a. Forgot ~~b. forgetting~~ d. forgive
 b. Forgotten
10. When he was child, he (steal) my heart because of their cuteness.
 a. Staled c. stolen
 b. Stole ~~d. stealing~~

Nama : Amanda Aresna Danil Imsei

50

1. My rabbit (sleep) on the grass last night.
 - a. slep ~~✗~~
 - b. slept
 - c. sleeping
 - d. sleeping
2. I (take) the gift from my best friends last sunday.
 - a. Took
 - b. Takes ~~✗~~
 - c. taken
 - d. taking
3. Tata (break) my chair several hours ago.
 - a. Break
 - b. Breaking ~~✗~~
 - c. broken
 - d. broke
4. Last wee, they (go) to south korea for honeymoon.
 - a. Gone
 - b. Get
 - c. went
 - d. going ~~✗~~
5. She (see) me but she did not call me.
 - a. Seen
 - b. Sees
 - c. sun
 - d. saw ~~✗~~
6. I (read) Andrea Hirata's book, Laskkar Pelangi, Last month.
 - a. Readed
 - b. Reader
 - c. reading ~~✗~~
 - d. read
7. He (know) that she was so kind.
 - a. Knowing
 - b. Knew
 - c. knowed ~~✗~~
 - d. known
8. Did you (write) a letter for your father?
 - a. Write
 - b. Wrote ~~✗~~
 - c. written
 - d. writing
9. He..... (forget) our anniversary last year.
 - a. Forgot ~~✗~~
 - b. Forgotten
 - c. forgetting
 - d. forgive
10. When he was child, he (steal) my heart because of their cuteness.
 - a. Stealed
 - b. Stole
 - c. stolen
 - d. stealing ~~✗~~

Appendix 7. Test in Cycle I

Name : virgiana A.

1. She (to be) _____ very happy for a wonderful moment last year.
 a. is ~~✗~~ was
 b. are d. were
2. Last Sunday, I (get) _____ up at 4am.
~~✗~~ got c. goted
 b. goting d. goes
3. I (take) _____ a bath an hour ago.
 a. taking ~~✗~~ took
 b. taked d. taker
4. Anna (to be) _____ happy in wedding party last night.
 a. were c. are
 b. be ~~✗~~ was
5. They (come) _____ to my house last week.
 a. coming ~~✗~~ came
 b. come d. camed
6. The ceremony (begin) _____ at 9am yesterday.
~~✗~~ began c. begun
 b. beging d. bagong
- ~~7.~~ Many people (enjoy) _____ our wedding party last month.
~~✗~~ enjoying c. enjoyable
 b. enjoyed d. enjoys
- ~~8.~~ There (to be) _____ a lot of kinds of foods and drinks on the table two hours ago.
 a. is ~~✗~~ have
 b. were d. been
9. They (sing) _____ for us yesterday morning.
 a. singing c. sunging
~~✗~~ sang d. seng
- ~~10.~~ On my weeding party last night, All of them (wish) _____ we would be happily ever after.
 a. wished ~~✗~~ wishing
 b. wish d. wishes

Name : Rian adi Pamungkas

1. She (to be) _____ very happy for a wonderful moment last year.
a. is ~~was~~
b. are ~~were~~
2. Last Sunday, I (get) _____ up at 4am.
~~got~~ ~~goted~~
b. goting d. goes
3. I (take) _____ a bath an hour ago.
a. taking ~~took~~
b. taked d. taker
4. Anna (to be) _____ happy in wedding party last night.
a. were ~~are~~
b. be ~~was~~
5. They (come) _____ to my house last week.
~~a. coming~~ c. came
~~b. come~~ d. camed
6. The ceremony (begin) _____ at 9am yesterday.
~~a. began~~ c. begun
~~b. beging~~ d. bagong
7. Many people (enjoy) _____ our wedding party last month.
~~a. enjoying~~ c. enjoyable
b. enjoyed d. enjoys
8. There (to be) _____ a lot of kinds of foods and drinks on the table two hours ago.
a. is ~~have~~
b. were d. been
9. They (sing) _____ for us yesterday morning.
a. singing c. sunging
~~b. sang~~ d. seng
10. On my wedding party last night, All of them (wish) _____ we would be happily ever after.
a. wished ~~wishing~~
b. wish d. wishes

60

Appendix 8. Test in Cycle II

Name : Nabriella Kusmahadi

80

1. Yesterday Radit (speak) _____ loudly in the class.
a. speaked ~~c. spoke~~
b. speaking d. spoken
2. When I was child, I (sing) _____ many songs in the bathroom.
~~a. sang~~ c. singing
b. song d. seng
3. I looked at them just now, and fortunately they (know) _____ me well.
a. know c. knowing
~~b. knew~~ d. known
4. I (get) _____ up very late last Sunday.
~~a. got~~ c. getting
b. gotten d. goes
5. Last night My sister (sleep) _____ on the floor.
~~a. slept~~ c. sleeping
b. sleped d. sleeper
6. My family (go) _____ to Singapore last year.
~~a. goes~~ c. gone
b. went d. going
7. Last week my teacher (give) _____ me a difficult test.
a. given c. gives
b. gove ~~d. gave~~
8. Sisca (is) _____ lazy student when she was child.
~~a. was~~ c. are
b. be d. been
9. They (do) _____ a great job last week.
a. does ~~c. did~~
~~b. doing~~ d. done
10. My mother (buy) _____ a new bicycle for me yesterday.
~~a. buys~~ c. buyed
b. bought d. buying

Name : QOMTUDIN TAJUL FATHIH

1. Yesterday Radit (speak) _____ loudly in the class.
a. speaked ~~b. speaking~~ ~~c. spoke~~ d. spoken
2. When I was child, I (sing) _____ many songs in the bathroom.
~~a. sang~~ b. song c. singing d. seng
3. I looked at them just now, and fortunately they (know) _____ me well.
a. know ~~b. knew~~ c. knowing d. known
4. I (get) _____ up very late last Sunday.
~~a. got~~ b. gotten c. getting d. goes
5. Last night My sister (sleep) _____ on the floor.
~~a. slept~~ b. sleped c. sleeping d. sleeper
6. My family (go) _____ to Singapore last year.
a. goes ~~b. went~~ c. gone d. going
7. Last week my teacher (give) _____ me a difficult test.
a. given b. gove ~~c. gives~~ ~~d. gave~~
8. Sisca (is) _____ lazy student when she was child.
~~a. was~~ b. be c. are d. beep
9. They (do) _____ a great job last week.
a. does ~~b. doing~~ ~~c. did~~ d. done
10. My mother (buy) _____ a new bicycle for me yesterday.
a. buys ~~b. bought~~ c. buyed d. buying

Appendix 9. Documentation

Students pay attention to the lesson



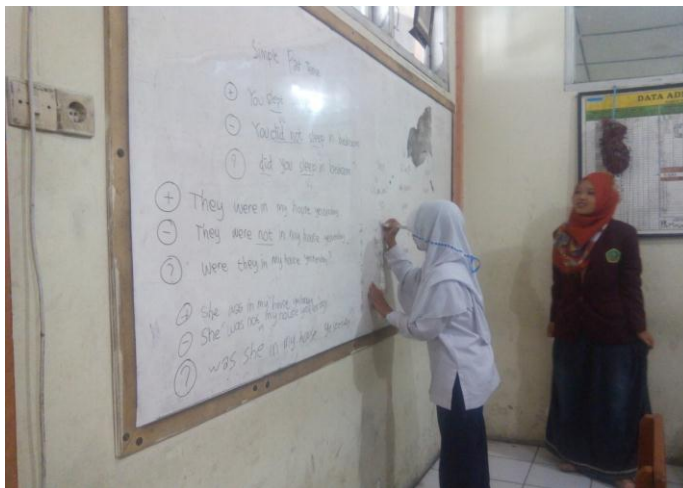
Researcher gave Pre Test for students



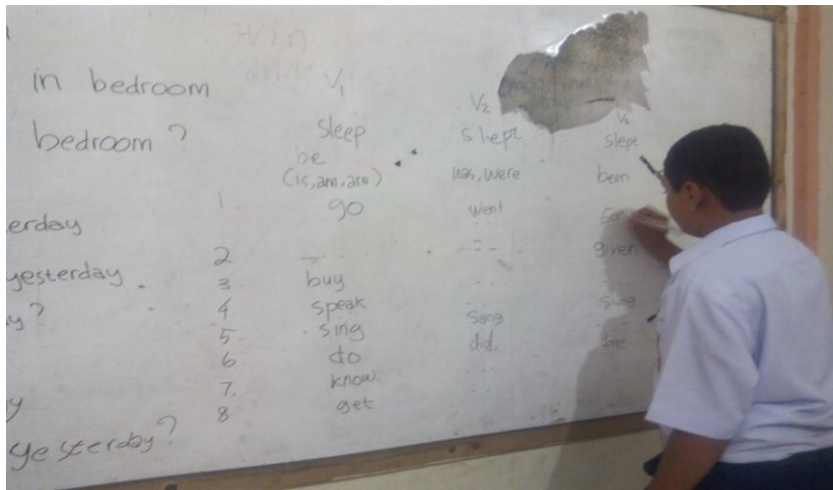
Students ask more explanation related to the lateral



Students were enthusiastic in doing the assignment



Students completed irregular verb on the whiteboard



Students' task are being corrected by teacher





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
MA'HAD WALISONGO

Kantor: Ma'had Walisongo Jl. Prof Hamka Kampus II IAIN Walisongo, Semarang 50185

Sertifikat

Nomor : 67/MA'HAD/VII/2012

Diberikan Kepada :

IFADATIL MA'ADAH

Lahir di DEMAK Tanggal 22 JANUARI 1992 telah menyelesaikan studinya dengan predikat:

VERY GOOD

dalam menempuh evaluasi belajar di MA'HAD WALISONGO Institut Agama Islam Negeri (IAIN) Walisongo
Semarang Jawa Tengah pada tahun 2011/2012

Demikian sertifikat ini diberikan, semoga dapat digunakan sebagaimana mestinya.

Semarang, 18 Juli 2012



Rektor/Bag Akademik,

Dr. Abdul Basith Z
198570504 198303 1 003

Pengasuh Ma'had Walisongo,

Dr. KH. Fadliolan Musyaffa', Lc. MA



Workshop 2014

PIAGAM

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Diberikan kepada :

Ifadatil Ma'adah

Atas partisipasinya pada

Workshop “Pelayanan Bidang Kemahasiswaan”

yang diselenggarakan oleh IAIN Walisongo pada tanggal 31 Oktober – 1 November 2014
di Hotel Surya Yudha Banjarnegara sebagai :

PESERTA

Banjarnegara, 31 Oktober 2014

An. Rektor,

Wakil Rektor Bid. Kemahasiswaan dan Kerjasama



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UIN Walisongo Semarang

atas partisipasinya sebagai

PESERTA

dalam kegiatan

**SARASEHAN PERAN PEREMPUAN DALAM PENINGKATAN KUB
TAHUN 2015**

yang dilaksanakan di

HOTEL MURIA, JL. Dr. CIPTO NO. 73 SEMARANG

pada tanggal

3 - 5 Juni 2015

SEMARANG, 5 Juni 2015

KEPALA

KANTOR WILAYAH KEMENTERIAN AGAMA
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جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

CERTIFICATE OF APPRECIATION

Awarded to

Ifadatil Maadah

FOR SUCCESSFULLY COMPLETING

STUDENT ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

ON 15th – 17th DECEMBER 2014

UNIVERSITI SAINS ISLAM MALAYSIA

Assoc. Prof. Dr. Amir Bin Shaharuddin
Dean, Faculty of Economics and Muamalat
Universiti Sains Islam Malaysia (USIM)

Date: 16/12/2014

CURRICULUM VITAE

I am with the following identity:

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Original Address : Desa Jali RT: 07 RW: 03
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1. SDN JALI 1
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3. MA NU BANAT KUDUS.
4. Student of English Education Department of Education and Teacher Training Fakultas of UIN Walisongo Semarang in 2011 periode.

Organization Experience:

No	Organization	Year	Position
2	English Student Community	2012	Officer
3	HMJ Tadris	2013	Officer
4	Walisongo English Club (WEC)	2014	Officer
5	Dewan Eksekutif Mahasiswa (DEMA)	2015	Officer

Semarang, January 15th, 2016

Researcher,

(Ifadatil Ma'adah)