THE EFFECTIVENESS OF MISTAKE BUSTER TECHNIQUE TO TEACH THE SIMPLE PAST TENSE
(An Experimental Study with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)

FINAL PROJECT

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

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ADVISOR NOTE

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The Dean of Education and Teacher Training Faculty

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Assalamualaikum Wr. Wb.

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

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

Wassalamu'alaikum wr. wb.

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RATIFICATION

Thesis with the following identity:

Title : **The Effectiveness of Mistake Buster Technique to Teach the Simple Past Tense (An Experimental Study with the Eight Grade Students of SMP Negeri Semarang in the Academic Year of 2017/2018)**
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ABSTRACT

Title : **The Effectiveness of Mistake Buster Technique to Teach the Simple Past Tense (An Experimental Study with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)**

Writer : Apri Eri Setyaningsih

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Mistake buster technique considered efficient to improve students' activeness in teaching learning process and improve students' understanding about grammar in simple past tense. This research was aimed to find out whether mistake buster technique can help students solve their difficulties in learning simple past tense or not. The topic was discussed through the experimental research at the eighth grade of SMP Negeri 31 Semarang in the academic year of 2017/2018. VIII G and VIII F were used as the data sources to find out the effectiveness of mistake buster technique to teach simple past tense. The data was gathered through documentation and test. The researcher used simple random sampling. VIII G was chosen as an experimental class and VIII F as a control class. The experimental class was taught by using mistake buster technique and control class taught by using discussion and lecturing. The test instrument were 20 multiple choice questions of simple past tense. T-test formula was used to analyze the data. The result was obtained through comparing the posttest's average score between experimental class and control class. The average score of experimental class was 71.14 and the average score of control class was 62.43. Meanwhile the pre-test's average score of the experimental class was 32.86 and the average score of control was 33.71. In addition, it is proven that the independent t test result for posttest that the t_{count} is higher than t_{table} (4.445 > 2.000). It means there is significant difference in the achievement between experimental class who were taught by using mistake buster technique and control class who were taught without mistake buster technique.

Key Words: Experimental Study, Mistake Buster Technique, Simple Past Tense,

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

All praises are given to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in finishing this final project entitled **"The Effectiveness of Mistake Buster Technique to Teach Simple Past Tense (An Experimental Study with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)"**. Sholawat and salutation are always offered to the prophet Muhammad SAW.

The researcher realizes that this final project cannot be completed without support, guidance, advice, help, and encouragement from individuals and institutions. Therefore the researcher would like to express the deepest appreciation to:

1. The Dean of Education and Teacher Training Faculty (FITK), Dr. H. Rahatjo, M.Ed. St.

2. The head of English Language Education Department, Dr. H. Ikhrom, M.Ag

3. The Advisor, Siti Tarwiyah, S.S, M.Hum., who had responsibility for her patience in providing careful guidance, helpful correction, good advice as well as suggestion and encouragement during consultation.

4. All of the lectures in English Language Education Department of Education and Teacher Training Faculty.

5. The English teacher of SMP Negeri 31 Semarang, Bapak Darmono, S.Pd.

6. My beloved father and mother (Bapak Dimin (alm) and Ibu Jamini), thanks for everything and love.
7. My beloved brother and sisters (Mas Januri, Mbak Yanti, Mas Joni, Mbak Tutik, Mbak Dini), thanks for your support, motivation, and pray for me.
8. All of the members of kost E5 (Unyil, mba Hana, Teteh Eka, mba Bintul, Nadiul, iik, Apinul, Putri, kak Uum, Epa) thank you for your support.
9. My beloved friends of Dapam Squad and Sholihah Group (Etika Noor Susianti, Nely Ema Agustin, Rizky Bocil, Istianatur Ropiah, Naelil Izzaty, Sanas, Cikong, Pipong, Api, Uyah, Pepin), thanks for the support and togetherness.
10. My friends in Posko 47, especially Kaka Annis, Dikna, Sosom, and Pak Manan, thanks for togetherness and happiness.
11. All my friend in UIN Walisongo Semarang especially the Damps' Squad (PBI B) 2013 who always support and pray for me.

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

Semarang, July 14th 2018
The Writer,

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CHAPTER I

INTRODUCTION

This chapter discusses about background of study, research question, reason for choosing topic, objective of the research, and significance of research.

A. Background of Study

Grammar support the development of English language skill. Jianyun Zang stated that "grammar teaching is essential in language teaching field. Grammar of a machine, without them, worker can only stand by the iron water."[1] It means that English language learners who do not get grammar rules instruction cannot use English language learning process. Students need grammar in completing English language learning.

Grammar is defined as the whole system and structure in language or of language in general, usually taken as consisting of syntax and morphology. It is also considered as a set of perspective notions about correct use of a language (Concise Oxford Dictionary: 7th Edition). Grammar has very complex material so teaching grammar is generally felt boring and even confusing for learner because it needs more analytical ability.

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[1] Jianyun Zhang, Necessity of Grammar Teaching, International Education Studies, (Vol.2, No.2, May/2009), p.1

There are several kinds of grammar, tenses is one of kinds in grammar. Tense is a characteristics of verb that indicates the time of the action or state of being described.[2] Many language use tense to talk about time. In English, the use of tenses is a method use to indicate time; past, present, and future. Hornby state that tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb.[3] The use of verb is how English language learners interpret the term of tense.

In this research the researcher focuses on teaching simple past tense. Past tense is used to talk about actions that happened at a specific time in the past, it happened using a time adverb. Form of the simple past of a verb by adding -ed into the end to regular verb but in irregular verb forms have to be learned. It makes the students difficult to understand the simple past tense. So, many students can't make the sentence in the past and it makes many students get low scores in English.

There are many factors that can influence students' grammatical understanding. The quality during learning process is one of them. How teacher demonstrates the material to students is key of learning process. How interested the way of teacher's explanation can also influence students' achievement. Students'

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[2] Eugene Ehrlich, *Schaum's Outlines English Grammar Second Edition*, p. 49.
[3] A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1989), p.1324

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understanding of grammar is affected by learning process itself. So, in this case the teacher should give the new and interesting method or technique to teach simple past tense in order to make students interested and motived to learning English especially in simple past tense.

There are many methods can make students enjoyable, easy, and memorable about grammar (simple past tense). One of them is mistake buster technique. Mistake buster technique is a language teaching techniques introduced by Hai K.P. Huynh. The technique is used to teach past tense. By applied mistake buster technique, students are expected to be more active in teaching learning process.[4] Because this technique aims to make students active in the learning process.

The researcher chooses mistake buster technique in this research because it is very simple technique but it is very effective in getting students' attention and participation. It can build active students because by this technique the students become mistake corrector which is normally done by teacher while in this case the teacher become mistake maker. Beside that mistake buster technique also can increase students' listening skill.

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[4] Hai K.P. Huynh, *Getting Students Actively Involved Using "The Mistake Buster" Technique, The Internet TESL Journal, Vol. IX, No. 11,* accessed on January 7th 2017at 4:53 PM.

This technique has not been used yet in SMP Negeri 31 Semarang. In this research the writer wants to introduce mistake buster technique to teach simple past tense in eighth grade students of SMP Negeri 31 Semarang. Therefore, the writer wants to help students to improve their mastery about simple past tense.

Based on the problem above, the researcher takes the research entitled **"The Effectiveness of Mistake Buster Technique to Teach the Simple Past Tense (An Experimental Study with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/18)"**.

B. **Reasons for Choosing Topic**
1. Grammar is one of the important components in language that should be learned by students because it becomes basis for written and spoken communication. Meanwhile many students stated that grammar is difficult subject.
2. Simple past tense is kind of grammatical units that usually make students confused in their learning English as a foreign language.
3. Mistake buster technique has not applied yet at the eighth grade students of SMP Negeri 31 Semarang and it is an appropriate ways to make students be more active.

C. **Research Question**
The question of this research is: "How effective is the use of mistake buster technique to teach the simple past tense to the

eighth grade students of SMP Negeri 31 Semarang in the academic year of 20162017/2018?"

D. **Objective of the Research**

Based on the research question, the objective of the research is to investigate the effectiveness of mistake buster technique to teach the simple past tense to the eighth grade students of SMP Negeri 31 Semarang in the academic year of 2017/2018.

E. **Significances of the Research**

The study about the use of mistake buster technique to teach past tense hopefully will give contribution to English teaching and learning, they are:

1. Students`

For students, this study is to give information about the use of mistake buster as a technique in learning past tense. It is hoped that they will be motivated to learn grammar especially in past tense. Moreover, it can develop the students' understanding about past tense.

2. Teacher

For teacher, this study will help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning English. And hopefully, mistake buster technique can be applied in teaching learning past tense and other grammar of language in junior high school.

3. Readers

The result of this study can be used as reference. It is hoped can give more information and contributes the knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about three main points, those are (i) previous study, (ii) theoretical or literature review, and (iii) hypothesis of research.

A. Previous Study

The researcher has some relevant previous research that the research, they are:

a. The thesis entitled "The Use of Mistake Buster Technique to Improve Students' Grammar Mastery", by Lina Fusha (2014) English Departement of Teacher Training and Education Faculty at Muria Kudus University. The aim of this research is to improve the students' grammar mastery for the eighth grade students of MTs NU Miftahul Ma'arif Kaliwungu Kudus. This research uses Classroom Action Research (CAR) as a method. The researcher uses observation, questionnaire, and test to analyze the data. The result of this study showed that mistake buster technique can improve the students' grammar mastery of the students. It can be seem from the average in cycle I is 68,6 and the cycle II is 78.[1] This research gives information that mistake buster technique is a technique

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[1] Lina Fusha, *The Use of Mistake Buster Technique to Improve Students' Grammar Mastery*, Final Project, (Kudus: Universitas Muria Kudus, 2014)

which is makes the students active in evaluating in their own grammatical errors that are made by the teacher. This technique made the students active because by using this technique the students become mistake corrector, which is normally done by teacher, while the teacher become the mistake maker. So this technique can improve the students' grammar mastery of the students, so it suggested for the English teacher uses mistake buster technique as the alternative in teaching English. The similarity of this previous study and this study is using mistake buster technique in teaching past tense. And the difference between this previous research and this research this previous study uses Classroom Action Research as a method and this study uses experimental study.

b. The final project by Noorma Fitriana M Zain (2010) entitled "The Effectiveness of Simple Past Tense Teaching Using English Song as a Medium". This study was experimental study of the eleventh grade of MAN 2 Pekalongan in the academic year of 2010/2011. The research aim to find out whether English song medium is more effective to improve the students' understanding on English simple past tense than non-English song. This research uses quantitative methods, while research design uses experimental research. The researcher analyzes the data using ANOVA's. The conclusion of this study is the

use of English songs as teaching medium is effective way to teach simple past. It showed from the students' achievement of experimental class higher than students' achievement of control class. It can be seen from the average of posttest score. 85.83 is for experimental group and 78.48 for control group.[2] This research gives information that song as an alternative medium can be used in teaching simple past tense in the classroom so that the students are interested and more enthusiastic in learning English in senior high school. Based on this research, song is suitable to improve students understanding on simple past tense. It is because students feel fun and enjoy. Song is one of medium that are able to motivate the students in English learning process especially studying tenses. The similarity of this study and the previous study are: (1) use experimental study in the research, (2) teaching past tense. And the difference of this study and the previous study, they are: (1) the previous study uses a song as a medium to teach simple past tense and this study uses mistake buster technique to teach past tense, (2) the participant of the previous study is the students of senior high school and the participant of this study is junior high school.

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[2] Noorma Fitriana M Zain, *The Effectiveness of Simple Past Tense Teaching Using English Song as a Medium*, Final Project, (Semarang: IAIN Walisongo, 2010)

c. The final project by Siti Kurnia Abinur (2011) Department of English Education, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta, entitled "Developing Students' Ability in Using Simple Past Tense Through Chain Drills". The research aims to develop students' ability in simple past tense through chain drills in the second year of MTs N 17 Jakarta and also to help the English teacher of MTs N 17 Jakarta in teaching simple past tense. In this research, the researcher uses Classroom Action Research (CAR) as a method. The researcher uses the information from interview, observation, and the students' achievement in pre-test and post –test to analyze the data. The result of this study shows that using chain drills in teaching simple past tense in the second year of MTs N 17 Jakarta can motivate students to learn simple past tense and develop their ability in simple past tense.[3] This research gives information that chain drill is one of grammar activity that gave the students an opportunity to talk with high proportion even it is very limited communication. Chain drills are conducted by parallel and make the students hear and say over and over again. Through chain drills the students' ability in using the correct form of simple past

[3] Siti Kurnia Abinur, *Developing Students' Ability in Using Simple Past Tense Through Chain Drills*, Final Project, (Jakarta: UIN Syarif Hidayatullah, 2010)

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tense will make them automatically to use it. The similarity of this previous study and this study is teaching simple past tense in the second year of Junior High School. And the differences between this previous study and this study, they are: (1) this previous study uses a chain drills technique in teaching past tense and this study uses mistake buster technique to teach past tense, (2) this previous study uses Classroom Action Research (CAR) as a method and this study uses experimental study.

B. Theoretical Review

1. Grammar

a. Definition of Grammar

Grammar is a partly of study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. According to harmer, grammar is a description of the rules for forming sentences, including the account of the meaning that these forms convey.[4] Further, he had pointed out that:

> Grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words when they become plural or negative, or

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[4] Scott Thombury, *How To Teach Grammar*, (Malaysia: Longman, 2004), 6th Ed, p.13

what order is used when we make question or join two clauses to make on sentence.[5]

From the definition, it can be inferred that learning grammar is same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom.

Grammar is also the rules of the means of language to construct the sentences and it guides people how to speak and write correctly.

b. **Grammar in Language Teaching**

Language has three major parts: pronunciation (that is sound or pronunciation), vocabulary (that is word), and grammar. In learning certain language, grammar is part of language components that must be learned by the students. By studying grammar of the target language, without neglecting to other components, the learners will understand the language either oral or written. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects

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[5] David Nunan, *Practical English Teaching: Grammar,* (Boston: McGraw Hill,2004), p.2

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of language to teach well. Many people including language teacher, hear the word "grammar" and think of a fixed set of word forms and rules of usage.

Traditional approach to teaching grammar and the design of course books reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, the goal of language teaching was to enable learners to understand how sentences are used to create different kinds of meaning, to help them to master the underlying rules for forming sentences from lower-level grammatical, such as phrases and clauses, and to provide practice in using them as a basis for written and spoken communication.[6] It is essential to avoid misunderstanding when they use the language to communicate.

From the explanation above, grammar is the main component of the language that must be learned and understood because it's very important to communicate with other people oral or written.

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[6] Jack C. Richards, *Key Issues in Language Teaching*, (Cambridge: Cambridge University Press, 2015), p.263.

2. **Past Tense**

   a. **Definition of the Simple Past Tense**

   Tenses is one of the most confusing (and confused) terms in English grammar. Part of the confusion is that tense refers, often quire inconsistently, either to verb form or to verb meaning.[7] English verb are inflected for only two tenses: present and past. But, in this research only focus on one tense, it is past tense. Past tense is seen as a time before the moment of speaking or writing, or as time around a point before the moment of speaking.[8] Past tense most commonly refers to past time via some past point of reference, especially in fictional narrative and description, where the use of past tense to describe imaginary past happenings is a well-established convention.

   There are some definitions about simple past tense from several experts that we can use. Thomson and Martined (1986: 161) explains that simple past tense is used for an action whose time is not given but which to occupied a period time of time now

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[7]Mark Lester and Larry Beason, *English Grammar and Use*, (United Stated: 2013), p.73.

[8]Jack C. Richards, *Key Issues in Language Teaching*, (Cambridge: Cambridge University Press, 2015), p.263.

terminated.[9] He also added that simple past tense used for action completed in the past at a definite time. In a simple form, it has structural pattern: $S + V_2 + O$. meanwhile, Azar (1989: 24) stated that simple past tense is a sentence form which indicates that an activity or situation began and ended at a particular time in the past.[10]

Additionally, there are functions of the past tense which related more to present time, but, with an added indication of stance. With verb like *think*, *wonder*, and *want*, past tense can indicate a present time state of mind with a tentativeness that shows the speaker is being especially polite.[11] According to Thomson and Martinet (1986: 162) in their book entitled "A Practical English Grammar" the functions of simple past tense are: for a past action when the time is given, past action when the time is asked about, etc.[12] many functions of simple past tense, but the most common is expressing the action that occurs and ended in the past time.

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[9] A. J, Thomson and A. V. Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1986), p.161

[10] Betty S. Azar, *Understanding and Using English Grammar 2nd Ed*, (New Jersey: Prentice Hall Regent), p.24

[11]Douglas Bieber,Stig Johansson,..et al, *Longman Grammar of Spoken and Written English*, (London: 1999), p.454.

[12] A. J, Thomson and A. V. Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1986), p.162

b. Kinds, Pattern, and Example of the Simple Past Tense

Simple past tense is a common tense in English. There are two kinds of form of past tense. Firstly, past form by adding –ed in a verb[13], it's called verbal sentence. We can adding –ed if we use a regular verb. And if we use an irregular verb, we can change the form of verb[14]. Secondly, past tense using *be* (was/were)[15], it's called nominal sentence. The following is lists of regular and irregular verb[16]:

Regular verbs:

Present Tense	Past Tense
Study	Studied
Play	Played
Walk	Walked
Invite	Invited

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[13]Betty S. Azar, *Basic English Grammar 3rd ed*, 2006, p. 221.

[14]Betty S. Azar, *Basic English Grammar 3rd ed*, …..p. 227.

[15]Betty S. Azar, *Basic English Grammar 3rd ed*, …... p. 213.

[16]W.Y. Gumpol, *Mastery of Sixteen Tenses*, (Yogyakarta: Kanisius, 1995), p.59

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Irregular verbs:

Present Tense	Past Tense
Run	Ran
Send	Sent
Take	Took
See	Saw

1) The Simple Past Tense in Verbal Sentence

(1) Positive sentence

The pattern of positive sentence in verbal:

$$S + Verb_2 + Object$$

Example: I walked to school yesterday

I bought a car three days ago

He lived in Paris for ten years

(2) Negative sentence

In the negative sentence, we should add *didn't* before a verb. After we add *didn't*, the second verb should be change in the form v_1.[17]

$$S + Didn't + V_1 + O$$

Example: I didn't walk to school yesterday

I didn't buy a car three days ago

He didn't live in Paris for ten years

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[17]Pardiyono, *Bahasa Inggris 16 Tenses*, (Yogyakarta: CV Andi Offset, 2007), p.63

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(3) Interrogative sentence

To make an interrogative sentence, we should put the auxiliary *did* on the first sentence, and the second verb, should be change into v_1.

Question	Answer
Did + Subject + V1+ O	Short answer + (long answer)
(a) Did you walk to school yesterday?	(a) Yes, I did. (I walked to school yesterday) No, I didn't. (I didn't walk to school yesterday)
(b) Did you buy a car three days ago?	(b) Yes, I did. (I bought a car three days ago) No, I didn't. (I didn't buy a car three days ago)
(c) Did Aldi live in Paris for ten years?	(c) Yes, he did. (he lived in Paris for the years) No, he didn't. (he didn't live in Paris for ten years)

2) The Simple Past Tense in Nominal Sentence

Nominal sentence in past tense uses *be* (was/were). Where *was* is used to subject I, he, she, it. And *were* is used to subject you, we, they.

(1) Positive Sentence

In positive sentence, be (was/were) followed by adjective, adverb, or noun.[18]

(a) Adjective

- Cindy was very angry with her friend yesterday

- I was very worried with my mother last week

- They were very happy on their holiday last month

(b) Adverb: Place and Time

- I was in Yogyakarta last week

- This book was on this table two days ago

- They were just at home. They didn't go anywhere

(c) Noun

- Silvia was a good singer in the last year

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[18]Pardiyono, *Bahasa Inggris 16 Tenses*, ………p.63

- Mr. Boy was a chairman of the training
- They were teacher in my school last month

(2) Negative Sentence

The negative sentence in nominal form same as with the positive sentence, but we should add *not* after the auxiliary verb (was/were).

Example:

(a) They weren't happy in their holiday last week

(b) They weren't at home last night

(c) She wasn't a good dancer

(3) Interrogative Sentence

To make an interrogative, auxiliary was/were are in the first sentence, and the second verb change into v_1.

Examples:

- Were you very busy yesterday?
- Were you at home last night?
- Was Charlos a teacher last week?

3. Mistake Buster Technique

a. Definition of Mistake Buster Technique

Teaching helps students comprehend materials by conducting teaching activity. Teaching is an activity which is both teacher and students participate.[19] Good teaching is conducted when teacher can choose appropriate activity in learning process.

According to Brown, technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.[20] There are many technique in teaching, one of them is mistake buster technique.

Mistake buster technique is a language teaching techniques that focus on the students' participation to evaluate their own grammatical error that had been made or prepared by the teacher. This technique was introduced by Hai K.P. Huynh and used to teach past tense. Huynh states that mistake buster technique is very effective to direct students to become active and responsible towards learning by

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[19] Dina Mustafa and Maher Abd, *The Impact of Communication in Teaching, An International MultidiciplinaryJournal of Tourism*, (Vol.2, No.1, Spring/2006), p.1

[20] Douglas H. Brown, *Teaching By Principles*, (San Frasisco State University: Longman, 2001), p.16

practice to correct their wrong sentences.[21] This technique is introduced to give opportunities for students to be more active in teaching learning process. Here, students as a mistake corrector and teacher as a mistake maker.

Mistake buster technique is not only helps students to understanding grammatical mistake but also can support their writing skill. So, the students can creative in writing simple past tense.

b. **The Advantages of Mistake Buster Technique**

Mistake buster technique has many advantages for students and teachers in teaching and learning process. Those advantages are: (a) students are interested and excited in learning process. The level of excitement is even increased when the class is divided into some teams to compete with each other in finding and correcting the mistakes, (b) the students have the opportunity to identify the possible mistakes themselves instead from the teacher. So, it makes the students satisfied when they can find the mistake, (c) this technique can help the teacher to

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[21]Ni Made Ratminingsih, *Teknik Mistake Buster Dalam Pembelajaran Grammatika:Upaya Meningkatkan Penguasaan Grammarika dan Partisipasi Siswa Kelas 1 SMP Negeri 1 Sukasada Dalam Pembelajaran Dengan Orientasi Kurikulum Berbasis Kompetensi..ISSN 0215-8250, Journal*, (Bali: Universitas Pendidikan Ganesha).

check the students understanding toward grammatical rule.[22] Besides that, mistake buster technique also helps students to improve their production skill such as writing and pronunciation. This technique is not frightening for students. So, this teaching learning process will enjoy and fun.

c. **The Disadvantages of Mistake Buster Technique**

Beside has advantages, mistake buster technique also has disadvantages. Those disadvantages are: (a) before teaching, the teacher should prepared some wrong sentences, (b) teacher should read the sentences more than once, (c) the class will be crowded because all of the students active in the activities, (d) the students only correct the wrong verb.

d. **Procedure of Teaching the Simple Past Tense Using Mistake Buster Technique**

This technique shows how the mistake buster is employed to check students' ability to identify the mistake sentence and correct with grammatical correctly in a form of recount text. In this case simple past tense is used by the teacher as a basic to make recount text.

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[22] Hai K.P. Huynh, *Getting Students Actively Involved Using "The Mistake Buster" Technique, The Internet TESL Journal, Vol. IX, No. 11,* accessed on January 7th 2017at 4:53 PM

Hyunh mention some steps of mistake buster technique in teaching simple past tense. Those steps are:

a) **Warming Up (Using Verb List)**

Warming up is the first step in the mistake buster technique. This step using verb list. There are some procedures of warming up; the first, teacher divides class into two groups and tells students that they will compete. Second, teacher makes two column in the whiteboard, then asks students in the first group to write the verb in present tense and the second group change the verb into past tense form. This activity aims to improve mastery of students' vocabulary.

b) **The Activity By Using Short and Long Sentences**

Different with the activity in warming up, in this activity, the students change the wrong sentence become correct sentence. This activity also do in group. The steps are; firstly, teacher asks students to listen the short sentences and then long sentences. Then, the students find the mistake verb, after that the students correct the verb in the simple past tense. Secondly, teacher start to read the sentences. Teacher repeat the

sentences if the students didn't understand yet. The last, if students will give the answer, they should raise their hands up, then the teacher give permission. For each correct answer the teacher gives scores in each group.

c) **The Activity By Using Text (Narrative Text)**

Same with before activities, in this activity the students compete with the other group. But here, the students listen the sentences in the text. In this case, the teacher using narrative text. Before start the activity, the teacher tells to students to listen a narrative text that contain some wrong verbs. After that, teacher start to read the text slowly and repeat if it necessary. Then, students raise their hands up if they will give the answer. Teacher asks students to say louder the wrong verb and give the correct answer. The last, because gives scores to each group that have been answered correctly.

d) **Wrapping Up**

The last stages is wrapping up. Here, teacher praise the students efforts and teacher gives

review the important point and gives more explanation about the material. [23]

C. Hypothesis

Hypothesis is temporary answer of research question, where the research question has been stated in the part of this research. Hypothesis is a formal question that will be resolve.[24] It is kind of predictive statement.

In conducting the research, the researcher proposed the working hypothesis; there are possible hypothesis in this research: (Ha) using mistake buster technique is effective to teach simple past tense in junior high school.

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[23] Hai K.P. Huynh, *Getting Students Actively Involved Using "The Mistake Buster" Technique, The Internet TESL Journal, Vol. IX, No. 11,* accessed on January 7th 2017at 4:53 PM

[24] C.R Kothari, *Research Methodology*, (New Delhi: Ansari Road, 2004), p.184

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research setting, population and sample, variables and indicators, data collection technique, and data analysis technique.

A. Research Design

In this study, the design of the research was Experimental Pretest-posttest Control research design. In this scenario of quantitative approach, the researcher tested a theory by conducting a specific hypothesis, and then the collection of data was used to support or refute the hypothesis.

The researcher conducted an experimental study; it determined a specific treatment which influences an outcome. The researcher examined this by providing a specific treatment to one group called experimental class and determined how both group "experiment and control" are scored an outcome.

The research conducted two classes: experimental class and control class. VIII G as experimental class received treatment that mistake buster technique and VIII F as control class received conventional teaching that were lecturing and small group discussion, it was usually used by English teacher of SMP Negeri 31 Semarang. The control class did not receive mistake buster technique.

The research also used pretest and posttest control group design. Before giving the treatment, the researcher conducted pretest to measure the students' achievement in simple past tense. After giving treatment, the researcher conducted posttest to know students' progress and to know how the effectiveness of treatment (mistake buster technique) in experimental group. Control group was used to distinguish between class which got mistake buster technique and class which did not get mistake buster technique.

This is scheme of explanation above:

$$E = O_1 \; X \; O_2$$
$$C = O_3 \; Y \; O_4$$

Where:

E : The symbol of experimental class

C : The symbol of control class

O_1 : Pretest for experimental class

O_2 : Posttest for experimental class

O_3 : Pretest for control class

O_4 : Posttest for control class

X : Mistake buster technique

Y : Conventional teaching

B. Research Setting

This research was conducted in SMP Negeri 31 Semarang. The subject of this research was the eighth grade students of SMP Negeri 31 Semarang in the academic year of 2017/2018. This

research was conducted from April 2th until May 7th on the second semester. In collecting data, there were some procedures of the research, those are the schedule:

No	Activity	Plan	Date
1	Met officer and headmaster	Getting permission	April 2th 2018
2	Met English teacher	Discussion	April 3th 2018
3	Tryout test	Tryout instrument	April 5th 2018
4	Pre test	Pre-test instrument	April 11th 2018
5	Treatment	Lesson plan	April 16th 2018, April 18th 2018, April 23rd 2018, April 25th 2018, April 30th 2018, May 2nd 2018
6	Post test	Post-test instrument	May 7th 2018

Table 3.1 Schedule of Research

C. Population and Sample

According to Sugiyono, population is generalization consisting of; object or subject that has quality and characteristic that is conducted by researcher to be studied and to be gotten a conclusion.[1] The population of this study was taken from all of the eighth grade students of SMP Negeri 31 Semarang in the academic year of 2017/2018 which has eight classes. Each class consist of 35 students. The total population was 280 students.

According to Arikunto, sample is a representative of population which is studied. It is subject of population.[2] Sample was done by taking the subject which is nor based on strata, random, or area but it is based on the consideration of a certain purpose. There are some reasons for using sample:

a. The large among of population.
b. The observation that done for all unit of population may damage.
c. Saving time, power, and money.
d. Be able to give comprehensive output.[3]

In this research, the researcher needed sample because the population was large. As Sugiyono statement that sample is a part

[1] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.80

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineke Cipta, 2010), p. 174

[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ……, p. 176

of population.[4] The researcher used probability sampling which is sampling technique that provides equal opportunities for each member of population that will be selected as a sample.

Technique in taking over sample is called sampling.[5] Donald Ari states "the basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample".[6]

There are many sample techniques that can be used to determine the sample. In this study, the researcher uses simple random sampling to get sample of the research. It is based on lottery. In this case, each of classes' names will written on a piece of paper, and the paper is rolled and put into a bottle. After being well mix, a paper is dropped out of the bottle and those become the sample of the research.[7] The researcher got VIII G and VIII F as the sample.

D. Variables and Indicators

According to Sutrisno as cited by Arikunto, variable is the object of the researcher something that becomes the

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[4] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.81

[5] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D ...*, p.81

[6] Donald Ary, et al, *Introduction to Research in Education*, (Canada: Nealson Education, 2010), p.82

[7] Donald Ary, et al, *Introduction to Research in Educationthe in...*, p.150

concern of research.[8] There are two types of variables in this research:

1. **Independent Variable (X)**

    Independent variable influences the dependent variable. It is cause of change or existence the dependent variable. Sugiyono states that independent variable can be called stimulus, predictor or antecedent.[9] The independent variable of this research was the use of mistake buster technique in learning process, and the indicator were:

    a. Teacher makes a plan and prepares students worksheet, setting, material, and treatment that was used in teaching.

    b. Teacher gives recount text to the students.

    c. Students identify the social function, generic structure, language features of recount text.

    d. Teacher reads the wrong sentences and the students listen, then students correct the sentences grammatically.

    e. Students do worksheet individually, then share and discuss the result in small group.

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineke Cipta, 2010), p. 159
[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.39

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2. Dependent Variable (Y)

Dependent variable is influenced or become affected by independent variable.[10] The dependent variable of this research was the studnets' understanding of simple past tense. The researcher measure it by testing, and the indicators were:

a. Students distinguish the pattern and the function of simple past tense.

b. Students explain the use of simple past tense.

c. Students make sentences by using simple past tense.

d. Students use simple past tense in an appropriate context.

E. Data Collection Technique

In this research, the sources of data collection technique were:

1. Test

Test was the one of technique to collect the data in this research. Test was a set of questions or exercises that were used to measure the achievement or knowledge of the group of individual.[11] In the other book, Arikunto stated that test is a procedure that is used to measure

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[10] Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2008), p.4

[11] Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, (New York: A Person Education Company, 2001), p.384

something by using some rules.[12] The purposes of the test is several, for example to diagnose a students' strength, weakness and difficulties, to measure achievement, to identify readiness for a program. In this research, test was used to know the achievement of students before and after getting treatment and to know is there any differences between experimental class and control class achievement. There were two kinds of test:

a. **Pre test**

Before the teacher taught new material by using mistake buster technique, the teacher gave a test for students. It was used to know the differences between the experimental group and the control group. It was also used to measure students' achievement of simple past tense before getting treatment. Pre-test was given to experimental class and control class in the same way. Pre-test consist of 20 multiple choice questions of simple past tense.

b. **Post test**

The post test was given after the teacher gave treatment. It was used to know was there any differences between the experimental group and control group, after the experimental got treatment. It

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[12] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), p.67

was also used to measure the students' understanding and comprehending of simple past tense after getting treatment or without mistake buster technique in the control group. Posttest consist of 20 multiple choices questions of simple past tense.

2. Documentation

Documentation is a way to collect the data through written relics, including archives, book of theories, opinions, and soon related with research. In the quantitative research, documentation is used to gather materials selectively in preparing theoretical basis and making hypothesis.[13] The researcher got the data from English teacher. The documents was students' name list.

F. Data Analysis Technique

There were three kinds of test that held in experimental research, they were instrument test, pre-request test, and hypothesis test. So there could be three process of analyzing the data collected from test.

1. Try Out Instrument Test

The researcher prepared 25 multiple choice questions. This test was given to the ninth grade students in SMP Negeri 31 Semarang. From this tryout test, the researcher knew which questions were good to be used in pretest and posttest.

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[13] Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, (Jakrta: PT Bumi Aksara, 2006), p.191

The test was taken by considering validity, reliability, degrees of difficulties and discriminating power.

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, a test is valid if it measures what it purpose to be measured.[14] The validity of an item can be known by doing item analysis by using bi serial formula[15]:

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Where:

γ_{pbi} : Correlation coefficient biserial

Mp : The sum of the object item

Mt : The average of total score

St : Resut value of test item

p : Students proportion that answer true in question

$$p = \frac{total\ of\ student\ who\ can\ answer\ right}{total\ of\ whole\ students}$$

q : Students proportion that answer false in question (q= 1-p)

The test was valid if the result was higher than r table of product moment by 5% degree significant.

[14]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), p.76

[15] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ……, p.79

b. Reliability

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability. The formula is used to know the reliability of test is K-R 20[16]:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \Sigma pq}{S^2}\right)$$

Where :

r_{11} : reliability coefficient of items

p : the proportion of students who give the right answer

q : the proportion of students who give the wrong answer (q= 1-p)

Σpq : the total result of multiplication between p and q

n : number of items in the test

S^2 : total variances

Interval	Criteria
$r_{11} \leq 0.2$	Very low
$0.2 < r_{11} \leq 0.4$	Low
$0.4 < r_{11} \leq 0.6$	Medium
$0.6 < r_{11} \leq 0.8$	High
$0.8 < r_{11} \leq 1.0$	Very high

Table 3.2 Criteria of

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[16] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ..., p.115

c. Difficulty Level

Level test of difficulty is the degree of test items difficulty which researcher has given in the try out test. The categories of the level of test items difficulty included of easy, medium, and difficulty category. To know the item difficulty, the researcher used formula[17]:

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

Where :

P : Index of difficulty

B : The number of students who answer an item correctly

JS : The total number of students

Level	Criteria
$0,00 < P \leq 0,30$	Difficulty question
$0,30 < P \leq 0,70$	Medium
$0,70 < P \leq 1,00$	Easy question

Table 3.3 Criteria of Difficulty Test

d. Discriminating Power

The discriminating power is a measure of the effectiveness of whole test. The higher and low values of discriminating power are the more effective the test will

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[17] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ..., p.208

be. To calculate the index of discriminating power, the research used formula[18]:

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

Where :

JA : Number of all students in the upper group

JB : Number of all students in the lower group

BA : Number of students in the upper group who answer the item correctly

BB : Number of students in the lower group who answer the item correctly.

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

Table 3.4 Criteria of Discriminating Index

2. Pre-requested Test (Pre-Test and Post Test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data. To get the normality and homogeneity test the researcher used pre-test score.

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[18] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ……, p.223

a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi-Square. To calculate Chi-Square test is as follows[19]:

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

Where :

X^2 : Chi-Square

O_i : Frequency that was obtained from data

E_i : Frequency that was hoped

k : The sum of interval class

The calculation result of X^2 is compared with X^2_{table} by 5% degree of significance, if $X^2_{count} < X^2_{table}$ the data is not normal distribution and if $X^2_{table} < X^2_{count}$. So, the distribution list is normal.

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the homogeneity of data, researcher used two variant similarity tests, are:

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[19] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273

$$Fcount = \frac{Vb}{Vk}$$

Where :

Vb   : biggest variant

Vk   : smaller variant

The calculation of result of $F_{count} < F_{table}$ with α = 5% degree of significances, so Ho is accepted, it means the data is homogeneous and have same variance.

c. Test of Average

It is used to examine average whether experimental and control group that has been decided having significant different average. The formula is[20]:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_{1+}n_2 - 2}$$

Where :

$\overline{X_1}$: The mean score of experimental group

$\overline{X_2}$: The mean score of control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The deviation standard of experimental group

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[20] Sudjana, *Metode Statistika*, ……. p.239

$S_2{}^2$: The deviation standard of control group

3. **Hypothesis**

This test was used to measure students' achievement after the experimental class and control class was given treatments and explanation. The result test is analyzed statistically.

In this research, the researcher used t-test to analyze the data. The statistical used t-test. T-test is one of statistic experiments which are used to know whether there is significance difference between two groups, experimental and control group or not. And the formula is[21]:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_{1+}n_2 - 2}$$

Where :

$\overline{X}_1$: The mean score of experimental group

$\overline{X}_2$: The mean score of control group

n_1 : The number of experimental group

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[21] Sudjana, *Metode Statistika*, ……. p.239

n_2 : The number of control group

$S_1{}^2$: The deviation standard of experimental group

$S_2{}^2$: The deviation standard of control group

The hypotheses are:

     Ho   : $\mu_1 = \mu_2$

     Ha   : $\mu_1 \neq \mu_2$

     μ_1 : average data of experimental group

     μ_2 : average data of control group

If $t_{count} > t_{table}$ Ho is rejected and there is significance difference of average value from both of groups, it means mistake buster technique is effective to teach simple past tense (Ha). Moreover, the other way if the $t_{count} < t_{table}$ Ho is accepted and there is no significance different of average value from both of groups, it means mistake buster technique is not effective to teach simple past tense.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter discusses about description of research, analysis data, hypothesis test and discussion of research findings.

A. Description of Research

This research used quantitative method to analyze the data. The finding of this research describes that there were different result between the students who were taught using mistake buster technique and the students who no taught using mistake buster technique. The data was obtained by giving pre-test and posttest. Before the items of pretest and posttest was given to the students, the researcher gave try out test for tryout class (XI E) to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher 25 items as the instrument of test.

In this research findings, of try out test, the researcher used biserial formula analyze validity and reliability of item test, the degree of test difficulty used difficulty level formula by considered five levels of difficulty. Then the discriminating power is divided into two groups. They are lower group and upper group.

Pretest was given in experimental and control class. The question consist of 20 items were stated valid according to try out test analysis. After giving pre-test, the researcher determined the materials and lesson plan of the teaching learning activities. Pre-

test was conducted to experimental and control class to know that two classes were normal and homogeny.

After knowing the experimental class and control class had same variant, the researcher prepared material and make lesson plan before giving treatment for experimental class and conventional method for control class in teaching learning activity.

After the treatment was given, the researcher gave posttest to both experimental and control class. Posttest was given to know that there were significant result between experimental and control class by hypothesis test which is showed the value of t-test is higher than t table.

B. Data Analysis and Hypothesis Test

1. The Data Analysis of Tryout Test
   a. Validity of Instrument

      It was mentioned in chapter three; this analysis of validity was used to measure which one of appropriate test instrument. The researcher used bi-serial formula to analyze the data.

      It was obtained that from 25 test items; there were 20 test items which were valid and 5 test items which were invalid. The items were invalid because computation result of their r_{xy} value (the correlation of score each item) is lower than their r table value.

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Criteria	R_{table}	Number of Question	Total
Valid	0,367	1, 2, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25	20
Invalid		3, 7, 8, 11, 19	5

Table 4.5 total validity of instrument

The following is the analysis of validity item 1, and the other items use the same formula.

No	Code	X	Y	X^2	Y^2	XY
1	A.01	0	10	0	100	0
2	A.02	1	16	1	256	16
3	A.03	0	12	0	144	0
4	A.04	0	9	0	81	0
5	A.05	1	18	1	324	18
6	A.06	1	15	1	225	15
7	A.07	1	15	1	225	15
8	A.08	1	20	1	400	20
9	A.09	0	6	0	36	0
10	A.10	1	19	1	361	19
11	A.11	1	12	1	144	12
12	A.12	0	13	0	169	0
13	A.13	1	11	1	121	11
14	A.14	0	8	0	64	0
15	A.15	0	8	0	64	0

16	A.16	1	12	1	144	12
17	A.17	0	10	0	100	0
18	A.19	0	5	0	25	0
19	A.19	1	15	1	225	15
20	A.20	0	14	0	196	0
21	A.21	1	10	1	100	10
22	A.22	0	10	0	100	0
23	A.23	1	18	1	324	18
24	A.24	1	17	1	289	17
25	A.25	0	8	0	64	0
26	A.26	0	13	0	169	0
27	A.27	0	11	0	121	0
28	A.28	1	15	1	225	15
29	A.29	0	8	0	64	0
30	A.30	0	8	0	64	0
31	A.31	0	11	0	121	0
32	A.32	1	15	1	225	15
33	A.33	1	20	1	400	20
34	A.34	0	14	0	196	0
JUMLAH		16	426	16	5866	248

Table 4.6 score of tryout test number 1

Based on the table:

$$\text{Mp} = \frac{total\ score\ of\ student\ who\ get\ right\ answer\ on\ item\ number\ 1}{total\ student\ who\ get\ right\ answers\ on\ item\ number\ 1}$$

$$M_p = \frac{248}{16} = 15.5$$

$$M_t = \frac{total\ score\ of\ whole\ student}{total\ of\ students}$$

$$= \frac{426}{34} = 12{,}20$$

$$P = \frac{total\ students\ who\ get\ right\ answer\ on\ item\ number\ 1}{total\ of\ students}$$

$$= \frac{16}{34}$$

$$= 0,53$$

$$q = 1 - p$$

$$q = 1 - 0,53 = 0,47$$

$$S_t = \sqrt{\frac{5866 - \frac{(426)^2}{34}}{34}}$$

$$= \sqrt{15,54}$$

$$= 3, 98$$

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

$$= \frac{15,5 - 12,20}{3,98} \sqrt{\frac{0,53}{0,47}}$$

$$= 0,887$$

From table of $r_{xy,}$ for $\alpha = 5\%$ with N = 34, it would be obtained 0,367. Because $r_{count} > r_{table}$, so the item of number 1 is valid.

b. Reliability of Instrument

A good test must be valid and reliable. Reliability refers to the nation that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good.[1] Reliability was done after validity of item; it was done to find out whether a test had higher critical score and gave the ability or consistency of the test score. The researcher uses the K-R20

formula to measure the reliability of the instrument with the formula below:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Based on the analysis of test obtained:

n   = 25

$\sum pq$ = 0,1771

S^2 $= \dfrac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$

       $= \dfrac{5866 - \frac{(426)^2}{34}}{34}$

       $= 15,2933$

r_{11} $= \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$

       $= \left(\frac{25}{25-1}\right)\left(\frac{15,2933 - 0,1771}{15,2933}\right)$

       $= (1,0416)\,(0,99)$

       $= 1,01708$

From the computation shows that r_{11} was 1,01708 and the number of subject was 25 and r_{table} with significance level 5% was 0,361. The result shows that r_{11} was higher than r_{table}. It means that the instrument is reliable. Then r_{11} was equal to 1,0 based on the criteria, it means that the reliability of instrument is very high.

c. Difficulty Level of Instrument

Level of test difficulty is the degree of test items difficulty which researcher has given in the tryout test.

The categories of the level of test items difficulty included of easy, medium, and difficult category.

The following of the computation of the level difficulty for item number 1 and for the other items use the same formula.

B = 14

JS = 30

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

$$= \frac{14}{30}$$

P = 0,47

So, the difficulty level of item number 1 was medium, based on the criteria.

d. Discriminating Power of Instrument

Discriminating power is an ability of question to discriminate between smart students (high ability) and the students who has less ability (low ability).[2]

Before analyze the discriminating power of the instrument, the researcher divided the number of tryout subject become two groups, upper and lower group. The following is the computation of discriminating power of item number 1.

B_A = 14 $\qquad$ J_A = 15

B_B = 9 $\qquad$ J_B = 15

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.215

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

$$= \frac{14}{15} - \frac{9}{15}$$

$$= 0,93 - 0,6$$

$$= 0,33$$

Because the result is between 0.20-0.40, so the discriminating power of number 1 is enough, based on the criteria.

2. Pretest Analysis

This pre-test was used to measure students' achievement before being taught by using mistake buster technique for the experimental class and conventional teaching that was small discussion and lecturing for control class.

VIII G was conducted as experimental class and consist of 35 students. VIII F conducted as control class and consist of 35 students. The following is the table of pre-test score of experimental and control class.

PRE-TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

EXPERIMENTAL			CONTROL		
No	Code	Score	No	Code	Score
1	E-1	15	1	C-1	15
2	E-2	20	2	C-2	15
3	E-3	30	3	C-3	15
4	E-4	40	4	C-4	30

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5	E-5	45	5	C-5	50
6	E-6	15	6	C-6	55
7	E-7	30	7	C-7	40
8	E-8	25	8	C-8	50
9	E-9	35	9	C-9	35
10	E-20	60	10	C-10	15
11	E-11	20	11	C-11	30
12	E-12	40	12	C-12	25
13	E-13	50	13	C-13	30
14	E-14	35	14	C-14	40
15	E-15	30	15	C-15	30
16	E-16	40	16	C-16	30
17	E-17	25	17	C-17	15
18	E-18	30	18	C-18	50
19	E-19	15	19	C-19	30
20	E-20	55	20	C-20	20
21	E-21	30	21	C-21	55
22	E-22	15	22	C-22	50
23	E-23	25	23	C-23	25
24	E-24	40	24	C-24	25
25	E-25	30	25	C-25	15
26	E-26	45	26	C-26	65
27	E-27	30	27	C-27	25
28	E-28	25	28	C-28	65
29	E-29	40	29	C-29	50
30	E-30	30	30	C-30	15
31	E-31	35	31	C-31	40
32	E-32	35	32	C-32	50
33	E-33	30	33	C-33	30

34	E-34	45	34	C-34	30
35	E-35	40	35	C-35	20
Sum		1150	Sum		1180
N		35	N		35
Average		32.857	Average		33.71
Variance (S^2)		123.95	Variance (S^2)		229.92
Standard Deviation (S)		11.133	Standard Deviation (S)		15.162

Table 4.7 score of pretest

a. Normality Test of class VIII G (Experimental Class)

Based on the result of pretest of class VIII G (experimental class), the highest score achieved was 60 and the lowest was 15. It means that range (R) was 45, the number of class was 8 and the interval of the class was 6. The standard deviation (S) was 11.133. The result of the calculation above was inputted into the frequency distribution table as follow:

Class interval			Class Limit	Z for Class Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
15.00	-	22.00	14.50	-1.65	0.4504	0.1265	4.4283	6	0.558
23.00	-	30.00	22.50	-0.93	0.3239	0.2401	8.4018	13	2.517
31.00	-	38.00	30.50	-0.21	0.0838	0.2777	9.7197	4	3.366
39.00	-	46.00	38.50	0.51	0.1939	0.1959	6.8573	9	0.670
47.00	-	54.00	46.50	1.23	0.3898	0.0843	2.9491	1	1.288
55.00	-	62.00	54.50	1.94	0.4741	0.0221	0.7725	2	1.951
			62.50	2.66	0.4961				
							x^2	=	10.3485

Table 4.8 Frequency Distribution of Normality Pretest Experimental Class

By using the computation in the Chi Square table, (X^2 $_{table}$) for 5% alpha significance with dk = 6-1= 5. It was found (X^2_{table}) = 11.07. Because of X^2 $_{score}$ < X^2_{table} (10.3485 < 11.07), it means that the data distributed normally.

b. Normality Test of class VIII F (Control Class)

Based on the result of pretest of class VIII F (control class), the highest score achieved 65 and the lowest score was 15. It means that the range (R) was 50, the number of class was 9 and the interval class was 6. The standard deviation was 15.162. The result of the calculation above was inputted into the frequency distribution table as follow:

Class interval			Class Limit	Z for Class Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
15.00	-	23.00	14.50	-1.27	0.3975	0.1477	5.1705	9	2.836
24.00	-	32.00	23.50	-0.67	0.2497	0.2178	7.6235	12	2.512
33.00	-	41.00	32.50	-0.08	0.0319	0.2281	7.9836	4	1.988
42.00	-	50.00	41.50	0.51	0.1962	0.1697	5.9384	6	0.001
51.00	-	59.00	50.50	1.11	0.3659	0.0896	3.1371	2	0.412
60.00	-	68.00	59.50	1.70	0.4555	0.0336	1.1767	2	0.576
			68.50	2.29	0.4891				
							x^2	=	8.3254

Table 4.9 Frequency Distribution of Normality Pretest Control Class

By using the computation in the Chi Square table (X^2 $_{table}$) for 5% alpha significance with dk = 6-1= 5. It was found (X^2_{table}) = 11.07. Because of X^2 $_{score}$ < X^2_{table} (8.3254 < 11.07), it means that the data distributed normally.

c. Homogeneity Test

The analysis of homogeneity test could be seen in the table below:

Variation source	Experimental	control
Sum	1150	1180
N	35	35
$\bar{x}$	32.86	33.71
Standard Deviation (s)	11.13	15.16
Variance (s^2)	123.95	229.92

Table 4.10 analysis of pretest homogeneity

$$F = \frac{Vb}{Vk} = \frac{123.95}{229.92} = 0.54$$

With α = 5% and dk for numerator nb − 1 = 35-1= 34, dk denominator nk − 1 = 35-1= 34, obtained F_{table} = 1.77. Because F_{count} is lower than F_{table} (0.54 < 1.77). so, the two classes have the same variant/ homogeneous.

3. Posttest Analysis

This posttest was used to measure students' achievement after being taught by using mistake buster technique for experimental class and being taught by using conventional teaching that is group discussion and lecturing for control class. VIII G was conducted as experimental class and consist of 35 students. VIII F was conducted as control class and consist of 35 students. The following is the table of posttest score of experimental and control class:

POST TEST SCORE BETWEEN EXPERIMENTAL
CLASS AND CONTROL CLASS

EXPERIMENTAL			CONTROL		
No	Code	Score	No	Code	Score
1	E-1	55	1	C-1	60
2	E-2	70	2	C-2	65
3	E-3	75	3	C-3	65
4	E-4	80	4	C-4	65
5	E-5	75	5	C-5	70
6	E-6	75	6	C-6	60
7	E-7	65	7	C-7	65
8	E-8	55	8	C-8	50
9	E-9	75	9	C-9	65
10	E-20	85	10	C-10	55
11	E-11	55	11	C-11	60
12	E-12	75	12	C-12	65
13	E-13	80	13	C-13	70
14	E-14	80	14	C-14	65
15	E-15	75	15	C-15	70
16	E-16	85	16	C-16	70
17	E-17	60	17	C-17	65
18	E-18	75	18	C-18	65
19	E-19	60	19	C-19	65
20	E-20	85	20	C-20	55
21	E-21	75	21	C-21	65
22	E-22	55	22	C-22	65
23	E-23	60	23	C-23	65
24	E-24	85	24	C-24	65

25	E-25	65	25	C-25	50
26	E-26	75	26	C-26	70
27	E-27	65	27	C-27	60
28	E-28	70	28	C-28	70
29	E-29	65	29	C-29	70
30	E-30	70	30	C-30	55
31	E-31	70	31	C-31	70
32	E-32	75	32	C-32	70
33	E-33	65	33	C-33	50
34	E-34	80	34	C-34	60
35	E-35	75	35	C-35	50
Sum		2490	Sum		2185
N		35	N		35
Average		71.14	Average		62.43
Variance (S^2)		83.95	Variance (S^2)		50.55
Standard Deviation (S)		9.16	Standard Deviation (S)		7.11

Table 4.11 post test score

a. Normality Test for Class VIII G (Experimental Class)

Based on the result of posttest of class VIII G, the highest score was 85, and the lowest was 55. It means that the range (R) was 30, the number of class was 6, and the interval class was 6. The standard deviation (S) was 9.16. The result of the calculation above is inputted into the frequency distribution table as follow:

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Class interval			Class Limit	Z for Class Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	(Oi-Ei)² / Ei
55.00	-	60.00	54.50	-1.82	0.4653	0.0881	3.0818	7	4.982
61.00	-	65.00	60.50	-1.16	0.3773	0.1463	5.1200	5	0.003
66.00	-	70.00	65.50	-0.62	0.2310	0.2030	7.1065	4	1.358
71.00	-	75.00	70.50	-0.07	0.0280	0.2108	7.3769	11	1.779
76.00	-	80.00	75.50	0.48	0.1828	0.1636	5.7271	4	0.521
81.00	-	85.00	80.50	1.02	0.3464	0.0950	3.3252	4	0.137
			85.50	1.57	0.4414				
							x^2	=	8.7797

Table 4.12 frequency distribution of normality posttest experimental class

By using the computation in the Chi Square table, (X^2 $_{table}$) for 5% alpha significance with dk = 6-1= 5. It was found (X^2 $_{table}$) = 11.07. Because of X^2 $_{score}$ < X^2 $_{table}$ (8.7797 < 11.07), it means that the data distributed normally.

b. Normality Test for Class VIII F (Control Class)

Based on the result of posttest of class VIII F, the highest score was 70, and the lowest was 50. It means that the range (R) was 25, the number of class was 5, and the interval class was 6. The standard deviation (S) was 9.16. The result of the calculation above is inputted into the frequency distribution table as follow:

Class interval			Class Limit	Z for Clss Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	(Oi-Ei)² / Ei
45.00	-	49.00	44.50	-2.52	0.4942	0.0287	1.0030	1	0.000
50.00	-	54.00	49.50	-1.82	0.4655	0.0979	3.4261	4	0.096
55.00	-	58.00	54.50	-1.12	0.3676	0.1579	5.5263	3	1.155
59.00	-	62.00	58.50	-0.55	0.2097	0.2137	7.4806	5	0.823
63.00	-	66.00	62.50	0.01	0.0040	0.2126	7.4395	13	4.156
67.00	-	70.00	66.50	0.57	0.2166	0.1553	5.4358	9	2.337
			70.50	1.14	0.3719				
							x^2	=	8.5667

Table 4.13 frequency distribution of normality posttest control class

By using the computation in the Chi Square table, (X^2_{table}) for 5% alpha significance with dk = 6-1= 5. It was found (X^2_{table}) = 11.07. Because of $X^2_{score} < X^2_{table}$ (8.5667 < 11.07), it means that the data distributed normally.

c. Homogeneity Test

The analysis of homogeneity test could be seen in the table below:

Variation source	Experimental	control
Sum	2490	2185
N	35	35
$\bar{x}$	71.14	62.43
Standard Deviation (s)	9.16	7.11
Variance (s^2)	83.95	50.55

Table 4.14 analysis of posttest homogeneity

$$F = \frac{Vb}{Vk} = \frac{83.95}{50.55} = 1,66$$

With α = 5% and dk for numerator nb − 1 = 35-1= 34, dk denominator nk − 1 = 35-1= 34, obtained F_{table} = 1.77. Because F_{count} is lower than F_{table} (1.66 < 1.77). So, the two classes have the same variant/ homogeneous.

4. Hypothesis Test

a. The Similarity of Pre-test

This hypothesis test used Two Tail test, the hypothesis is:

Ho : $\mu_1 = \mu_2$ (there is no significant difference of achievement between experimental and control class)

Ha : $\mu_1 \neq \mu_2$ (there is significant difference of achievement between experimental and control class)

So, the t-test formula:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_{1+}n_2 - 2}$$

$$= \sqrt{\frac{(35-1)123,95+(35-1)229.92}{35+35-2}}$$

$$= 13.302$$

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

$$t = \frac{32.86-33.71}{13.302\sqrt{\frac{1}{35}+\frac{1}{35}}}$$

$$= -0.2696$$

Using $\alpha = 5\%$ and dk = 35+35-2= 68, obtained t table = 2,000, because t count was lower than t table (-0.2696 < 2.000), so it could be conclude that there is no significance of difference between the experimental and control class. It means that both of class had same ability before getting treatment.

b. The significant Different of Posttest

This hypothesis test used Two Tail test, the hypothesis is:

Ho : $\mu_1 = \mu_2$ (there is no significant difference of achievement between experimental and control class)

Ha : $\mu_1 \neq \mu_2$ (there is significant difference of achievement between experimental and control class)

So, the t-test formula:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_{1+}n_2 - 2}$$

$$= \sqrt{\frac{(35-1)83.95 + (35-1)50.546}{35+35-2}}$$

$$= 8.200$$

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

$$t = \frac{71.143 - 62.429}{8.200\sqrt{\frac{1}{35} + \frac{1}{35}}}$$

$$= 4.445$$

Using $\alpha = 5\%$ and dk $= 35+35-2 = 68$, obtained t table $= 2,000$, because t count was lower than t table (4.445 > 2.000), so it could be conclude that there is significance of difference between the experimental and control class. It means that experimental class progressed after getting treatment.

C. Discussion of the Research Finding

The pre-test and posttest students' average score of control class and experimental class

No	Class	The Average of Pre-test	The Average of Posttest
1	Experimental	32.86	71.14
2	Control	33.71	62.43

Table 4.15 pre-test posttest average score

The score showed that the students' achievement was increased. The percentage in posttest score of experimental class was higher than control class.

The analysis of normality test showed that experimental and control classes are distributed normally. The homogeneity test data on the pretest was also homogeneous. It concludes that the ability of the students both of class was similar before getting the treatment.

The result of analysis data is obtained the posttests' average score f experimental class was 71.14 which were higher than average of control class.

From the result of hypothesis test obtained that t = 4.445, while the standard error table 5% with df = 68 is 2.000. it showed $t_{count} > t_{table}$. So, there was a significant difference between the result of learning process between experimental class and control class. Ha is accepted, it means mistake buster technique is effective to teach simple past tense.

From the description of result above, it can be concluded that mistake buster technique gives positive effect on the students learning outcomes. So, teaching English grammar by using mistake buster technique can be used as an alternative.

From the result of mistake buster technique, it can check and help students in understanding grammar and listening. Beside that in applying this technique the students have the opportunity to identify the possible mistake, so it becomes the point to exercise the performance when they can find mistake something.

D. Limitation of Research

The researcher realized that this research had not been optimally, there were some berries faced during the research process, some limitations of this research are:

1. The research was limited at SMP Negeri 31 Semarang and only used two classes as sample. So, it is possible that different result will be gained when similar research is conducted in other school.

2. This research is implemented in short time. It makes this research could not be done maximally. But it was enough to fulfill all requirements for a research.

3. Because of the lack of experience and knowledge from the researcher, the implementation process of this research was less smooth. But the researcher tried to do this study as optimal as possible accordance with guidance from advisor.

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Considering all those limitation, it is necessary to do more research related mistake buster technique in the next. By the hope it will be more great and success in developing English teaching and learning.

CHAPTER V

CONCLUSION

This chapter discusses about conclusion of research and some suggestions for English teacher and the next researcher.

A. Conclusion

The researcher had done the research in SMP Negeri 31 Semarang in the academic year of 2017/2018 related to the effect of teaching method mistake buster technique toward students' mastery of simple past tense.

Based on the finding and discussion in chapter IV, it can be concluded that the use mistake buster technique in teaching simple past tense is effective. It is proved by the result of t-test. The t-test showed that t_{count} is higher than t_{table} (4.445 > 2.000). It means that Ha is accepted and Ho rejected. Since the t_{count} is higher than t_{table}, there is a significant difference in the achievement between students in class VIII G who were taught by using mistake buster technique and students in class VIII F who were taught without mistake buster technique.

The average score of experimental class was 71.14 and the average score of control class was 62.43 in posttest. Meanwhile the pre-test average score for the experimental class was 32.86 and for the control was 33.71. Although the score of both classes were increased, the experimental class shows greater on overall simple past tense knowledge in posttest.

B. Suggestion

Based on the result of this research, it indicates that there is positive effect of using mistake buster technique to teach simple past tense. There are some benefits for the teaching learning English are proposed as follows:

1. For the Teacher

   There are some recommendations in teaching learning English. First, the English teacher must be creative when she/he transfers the knowledge of English to the students, so the students can easily receive and understand the material. Second, it is necessity for the English teacher give motivation to the students. Third, it will be better if English teacher find out the appropriate and interesting technique related to the material. Besides, to give contribution to English teacher that teaching simple past tense using mistake buster technique is more interesting.

2. For the Students

   The use of mistake buster technique makes the students active and help students understand simple past tense easily. So, the students can improve their achievement in mastering English grammar.

3. For the Reader

   The researcher hopes that this final project can be useful for the readers include the next researcher. Because this research need more other research to get optimal result on

mistake buster technique's research. For the next researcher expected can conduct a research with the same technique but in different genres or in opposite way.

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LESSON PLAN (RPP) FOR THE EXPERIMENTAL CLASS

School   : SMP Negeri 31 Semarang

Subject   : Bahasa Inggris

Class/ Semester   : VIII/ Genap

Material   : Recount Text

Skill   : Writing

Time Allocation   : 6x45 Minutes

A. Core Competence

1. Comprehending and applying religious value.
2. Showing the values of honest, discipline, responsibility, care (tolerance, mutual aid), polite, confidence, and interact effectively with social and natural environment in the reach of the association and its existence.
3. Comprehending and applying the knowledge (factual, conceptual, and procedural) based on the curiosity in science, technology, art, culture, related to phenomena and visual events.
4. Exploring, associating, and communicating of the concrete domain (using, analyzing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, arranging) appropriate with what have been learned in the school with the other sources which have same point of view/ theory.

B. Basic Competence and Indicators

No.	Basic Competence	Indicator
1.	3.10 Applying the social function, text structures, and language features of spoken and written interaction that involve giving and asking information related situations/ actions/ activities/ events that occurred, routine or not, or become	3.10.1 Students identify the social function, generic structure, and language feature of recount text. 3.10.2 Students identify and distinguish the pattern and the

	the common truth in the past, appropriate with the context in use. (give attention to the language feature of past tense)	function of simple past tense.
2.	4.10 Arranging short and simple text of oral and written transactional interaction that involve giving and asking information act related situation/ action/ activities/ events that occurred or not, or become the common truth in the past, by paying attention the social function, text structure, and language feature appropriate with the context.	4.10.1 Students change the sentences to negative and interrogative form 4. 10.2 students make recount text

C. Learning Aims

1. Students are able to identify the social function, generic structure, and language feature of recount text.
2. Students are able to distinguish the pattern of simple past tense.
3. Students are able to change the sentences to negative and interrogative form.
4. Students are able to make sentences using simple past tense.
5. Students are able to make recount text

D. Learning Approach and Method

Approach : scientific approach

Method   : mistake buster technique

E. Learning Material

1. Regular Material
   a. Definition of Recount Text

      Recount text is a text that telling the reader about a story, action, or activity in the past.

   b. Social function of Recount Text

      The social function of recount text is to retell the events for the purpose of informing or entertaining.

c. Generic structure of Recount Text

  (1) Orientation

       Tells who was involved, what happened, where the events took place, and when it happened

  (2) Event

     Describing series of event that happened in the past

  (3) Re-orientation

     Stating personal comment of the writer to the story or closure of events.

d. Language feature

  (1) The recount has a title, which usually summarizes the text.

  (2) Focus on specific participant.

  (3) Use of relational processes and mental processes.

  (4) Use of chronological connection to do with the time.

  (5) Using linking verb.

  (6) Use of verbal processes.

  (7) Use of material processes.

  (8) Use of past tense.

    Patterns:

    Verbal pattern

> (+) S + V2 + C
>
> (-) S + did not + V1 + C
>
> (?) Did + S + V1 + C?

    Example :

    (+) My family and I went to Bali yesterday

    (-) My family and I did not go to Bali yesterday

    (?) Did my family and I go to Bali yesterday?

Nominal pattern

> (+) S + was/were + C
>
> (-) S + was/were + not + V1 + C
>
> (?) Was/were + S + V1 + C?

    Example :

    (+) She was surprised

(-) She was not surprised

(?) Was she surprised?

Example of recount text:

Meeting Class Competition	Title
Last week, we had a meeting class competition. The school held the competition to refresh our mind after having a middle semester test.	Orientation
I joined singing competition. There were many students and teacher watched the competition. I was very nervous.	Event 1
When my turn to sing, I tried to give my best performance. I was still nervous actually. But my friends supported me.	Event 2
In the end of the competition, the jury announced the score of every participant of the competition. We listened to the announcement curiously. We wanted to know the winner of the competition.	Event 3
Finally, the jury announced their decision. She called the winner one by one. I hoped, they would call me. But I was disappointed.	Re-orientation

2. Remedial Material

Language feature used in recount text:

a. The recount has a title, which usually summarizes the text.

b. Focus on specific participant.

   E.g.: *I, we, and my family*

c. Use of relational processes and mental processes.

   E.g.: *I was very happy*

d. Use of chronological connection to do with the time.

   E.g.: *On Wednesday, at the same time, first, then, later, and finally*

e. Using linking verb.

   E.g.: *was, were*

f. Use of verbal processes.

E.g.: *came, told, took*

g. Use of material processes.

E.g.: *the sun rised*

h. Use of past tense.

E.g.: *I went to the beach, He pointed, I was excited*

Patterns:

Verbal pattern

```
(+) S + V2 + C

(-) S + did not + V1 + C

(?) Did + S + V1 + C?
```

Example :

(+) My family and I went to Bali yesterday

(-) My family and I did not go to Bali yesterday

(?) Did my family and I go to Bali yesterday?

Nominal pattern

```
(+) S + was/were + C

(-) S + was/were + not + V1 + C

(?) Was/were + S + V1 + C?
```

Example :

(+) She was surprised

(-) She was not surprised

(?) Was she surprised?

Choose the appropriate verb below to complete the text!

Visiting to Semirang Waterfall

Last Sunday, my best friend and I (1)……….. Semirang Waterfall in Ungaran. It was first time for me to visit waterfall.

When we (2)………… at the hill I felt so fresh. I (3)……….. the scene. The air was so pure and I (4)………. so many green plants.

In Ungaran we (5)………. a little bit trekking to find Semirang Waterfall. It was too tired for me because the distance was so far.

After we (6)………. about an hour we (7)………... Semirang waterfall. "What a beautiful waterfall!". We (8)………... clean and fresh water in the rain forest surrounding it.

Hearing the sound or falling water (9)……… me peace and relax. It was also excellent drowning out background. We played and (10)……… in the water until two hours.

Finally, the times was over. It was time for us to go home. I was so happy because it was unforgettable experience for me.

a) Made

b) Swam

c) Took

d) Walked

e) Visited

f) Enjoyed

g) Arrived

h) Enjoyed

i) Saw

j) Found

3. Enrichment Material

Change these sentences become positive, negative, or interrogative form!

a. She lived with her mother and sister

b. He didn't come to school yesterday

c. Did you send a letter to your brother last month?

d. Mr. Robert wasn't in New York last week

e. Were you go to the zoo yesterday?

f. I was call Roger at 9 last night

Make sentences by using your own word!

a. Enjoyed   g. Made

b. Arrived   h. Swam

c. Enjoyed   i. Took

d. Saw   j. Walk

e. Found   k. Visited

F. Source, Media, and Aids

1. Source

- Entika Fani Prasastikawati and Siti Musarokah, Writing 3 (Handouts and Assigment), IKIP PGRI Semarang 2010

- Artono Wardiman, dkk, English in Focus for Grade VIII Junior High School (SMP/MTs)

- Suryadi Junaida, Complete English Grammar, (Yogyakarta: Pustaka Pelajar, 2008)

- Betty S. Azar, Understanding and Using English Grammar 2nd edition

- http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html

2. Media

Power point

3. Aids

White board, marker

G. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students • Teacher guides students to pray before learning • Teacher checks student's attendance • Teacher gives some stimulating questions as a warm up before learning • Teacher explains the purpose of learning	**5 minutes**
Main activity	**Observing** • Teacher gives an example of recount text to the students, then students read and comprehend the content of the text, generic structure, and language features of the text **Questioning** • Students makes question about content, generic structure, and language feature of the text • Teacher and students discuss about the content, generic structure, and language feature of the text **Exploring** • Teacher divides students become two groups. The first group students write verb in present tense and the second group students change the present verb become past tense verb • Teacher and students discuss the students' work and teacher reviews about past tense	**80 minutes**

Phase	Activities	Time
	Associating	
	• Teacher divides students in groups of six	
	• Students list sentences with the wrong verbs mentioned by the teacher and correct the sentences (in group)	
	Communicating	
	• To share their answer, the students raise their hand quickly to get the permission to give an answer	
	• The teacher gives scores the students who can correct the mistake	
	Creating	
	• Students makes their own sentences by using the corrected verbs (in associating stage)	
Post Activity	• Teacher gives reflection**:** ✓ Teacher asks material that have been learned ✓ Teacher reviews about the materials • Teacher and students concludes the material • Teacher explains the material for the next meeting	**5 minutes**

2. **Second Meeting**

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students • Teacher guides students to pray before learning • Teacher checks student's attendance • Teacher reviews the materials in the	**5 minutes**

		previous meeting	
	• Teacher explains the purpose of learning		
Main activity	**Observing**	**80 minutes**	
	• Teacher gives review about students sentences in creating activity in the previous meeting		
	• Teacher gives sentence in positive form past tense then students change the sentence become negative and interrogative form (orally)		
	Questioning		
	• Students makes question about past tense		
	• Teacher and students discuss about the answer of student's question		
	Exploring		
	• Teacher divides students into some groups		
	• Students listen short and long sentences which are wrong, then students correct them with correct grammatical		
	• Students raise their hands first before answer the question		
	• Teacher gives confirmation to students who will answer		
	Associating		
	• Students changes the sentences into negative and interrogative sentences (enrichment learning group)		
	• Students complete the text by using preference verbs (remedial learning		

	group)	
	Communicating	
	• Each student share his work with his group	
	• Teacher control and confirm the students' work	
	Creating	
	• Students makes their own sentences by using the corrected verbs (in associating stage)	
Post Activity	• Teacher gives reflection**:** ✓ Teacher asks students the material that have been learned ✓ Teacher asks the material that have been understood ✓ Teacher asks the material that have been not understood • Teacher and students conclude the material • Teacher explains the material in the next meeting	**5 minutes**

3. **Third meeting**

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students • Teacher guides students to pray before learning • Teacher checks student's attendance • Teacher reviews the materials in the previous meeting	**5 minutes**

Main activity	**Observing**	**80 minutes**
	• Teacher reviews students sentences in the previous meeting	
	• Students changes the sentences become negative and interrogative form (orally)	
	Questioning	
	• Students makes question about past tense	
	• Teacher and students discuss about the answer of student's question	
	Exploring	
	• Teacher and students discuss about the students difficulties in the previous meeting	
	Associating	
	• Teacher reads recount text with wrong sentences, then students correct the wrong sentences in the recount text. Then students raise their hand first before answer the question.	
	• Teacher asks students to change the positive sentences into negative and interrogative form. (remedial learning)	
	• Teacher asks students to makes the sentences using their own word. (enrichment learning)	
	Communicating	
	• Teacher asks students to share their work to their group	
	• Teacher gives review	
	Creating	
Main activity		80 minutes

	• Students writes a recount text about personal experience (all students)	
Post Activity	• Teacher gives reflection**:** ✓ Teacher asks students the material that have been learned ✓ Teacher asks the material that have been understood ✓ Teacher asks the material that have been not understood • Teacher closes the class by praying together	**5 minutes**

H. Assessment

1. Attitude Assessment

Form   : performance

Aspect   : self confidence

Technique : self-assessment

Scoring rubric:

Indicator	Score			
	1	**2**	**3**	**4**
Students ask or answer question related to the material	Never asks or answers question	Once asks or answers question	Twice asks or answers question	Three times asks or answers question
Students gives opinion without any doubt	Never gives opinion	Once gives opinion	Twice gives opinion	Three times gives opinion

2. Knowledge Assessment

Form   : Written

Aspect   : the accuracy of students' answer

Technique   :

a. Students choose the appropriate verb to complete the text

b. Students changes the sentences of past tense in negative, and interrogative form

Instrument for the first meeting   :

a. Please listen these sentences, then correct the the wrong verbs!

1. I **meet** my friend in 1983.
2. I **go** to England last holiday.
3. I **don't see** you yesterday.
4. They always **enjoy** visiting their friends.
5. I **live** abroad for ten years.
6. She **play** a lot of tennis when she was younger.
7. **Do she play** tennis when she was younger?
8. When I was a boy I **walk** a mile to school every day.
9. Where **do you go** for your holidays?
10. She **doesn't go** to the Jakarta, but she **go to** the Malang.

Instrument for the second meeting   :

a. Choose the appropriate verb below to complete the text!

Visiting to Semirang Waterfall

Last Sunday, my best friend and I (1)……….. Semirang Waterfall in Ungaran. It was first time for me to visit waterfall.

When we (2)………… at the hill I felt so fresh. I (3)……….. the scene. The air was so pure and I (4)………. so many green plants.

In Ungaran we (5)………. a little bit trekking to find Semirang Waterfall. It was too tired for me because the distance was so far.

After we (6)………. about an hour we (7)………... Semirang waterfall. "What a beautiful waterfall!". We (8)………... clean and fresh water in the rain forest surrounding it.

Hearing the sound or falling water (9)……… me peace and relax. It was also excellent drowning out background. We played and (10)……… in the water until two hours.

Finally, the times was over. It was time for us to go home. I was so happy because it was unforgettable experience for me.

f) Made

g) Swam

h) Took

i) Walked

j) Visited

k) Enjoyed

l) Arrived

m) Enjoyed

n) Saw

o) Found

b. Change the sentences below become negative and interrogative form of simple past tense!

1) I played with my brother

(-) ………………………

(?) ………………………

2) The bird was dead

(-) ………………………

(?) ………………………

3) We swept the floor yesterday

(-) ………………………

(?) ………………………

4) The managers were busy

(-) ………………………

(?) ………………………

5) He lived in Paris last year

(-) ………………………

(?) ………………………

Scoring rubric   **:** the number of question is 5

Each correct answer is score 2

Maximum score 10

Total score 100

Students score : acquired score X 10

3. Skill Assessment

Form   : written test

Aspect   : content, organization, grammar, vocabulary, mechanics

Technique   : students write a recount text about personal experience

Instrument   : **please write a recount text about your personal experience!**

Instrument for the third meeting:

1. Please write a recount text about your personal experience at least 3 paragraph!

………………………………………….…………………………………...…

……………………………………………………………………………………

……………………………………………………………………………………

Scoring rubrics   :

Aspect	Performance	Score
Content	Relevant and adequate answer to task set	4
	For the most part answers the tasks set, though there may be some gaps or redundant information	3
	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/ or pointless repetition.	2
	The answer bear almost no relation to the task set totally inadequate answer	1
Organization	Overall shape and internal pattern clear. Organizational skills adequately controlled	4
	Some organizational skills in evidence, but not adequately controlled	3
	Very little organization of content. Underlying structure not sufficiently controlled	2
	No apparent organization of content	1
Grammar	Almost no grammatical inaccuracies	4
	Some grammatical inaccuracies	3

	Frequent grammatical inaccuracies	2
	Almost all grammatical pattern inaccurate	1
Vocabulary	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/ or circumlocution	4
	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/ or circumlocution	3
	Frequent inadequacies in vocabulary for the task. Perhaps frequent inappropriacies and/ or circumlocution	2
	Vocabulary inadequate even for the most basic parts of the intended communication	1
Mechanics	Almost no inaccuracies in spelling and punctuation	4
	Some inaccuracies in spelling and punctuation	3
	Low standard of accuracy in spelling and punctuation	2
	Almost all spelling inaccurate and ignorance of conventions of punctuation	1

Students score:

	Students' name	Content				Organization				Grammar				Vocabulary				Mechanic				Average
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																						
2.																						
3.																						
….																						

4. Description of activity in remedial learning and enrichment learning

Teacher divided remedial and enrichment group after they had done the first activity. It is change the wrong sentence that was given from teacher. In remedial learning, teacher gives more explanation about language feature of recount text. Then, teacher gives blank recount text to the students. Based on the text, the teacher asks students to complete the text using appropriate verb that was given by the teacher individually. In enrichment learning, the teacher gives some positive sentences to the students and asks students to change the sentences into negative and interrogative form. The next activity in enrichment learning is students make recount text about personal experience at least 3 paragraphs.

Approved by:

English Teacher   Researcher

Darmono, S.Pd   **Apri Eri Setyaningsih**
NIP. -   **NIM. 133411076**

LESSON PLAN (RPP) FOR THE CONTROL CLASS

School   : SMP Negeri 31 Semarang

Subject   : Bahasa Inggris

Class/ Semester   : VIII/ Genap

Material   : Recount Text

Skill   : Writing

Time Allocation   : 6x45 Minutes

A. Core Competence

1. Comprehending and applying religious value.
2. Showing the values of honest, discipline, responsibility, care (tolerance, mutual aid), polite, confidence, and interact effectively with social and natural environment in the reach of the association and its existence.
3. Comprehending and applying the knowledge (factual, conceptual, and procedural) based on the curiosity in science, technology, art, culture, related to phenomena and visual events.
4. Exploring, associating, and communicating of the concrete domain (using, analyzing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, arranging) appropriate with what have been learned in the school with the other sources which have same point of view/ theory.

B. Basic Competence and Indicators

No.	Basic Competence	Indicator
1.	3.10 Applying the social function, text structures, and language features of spoken and written interaction that involve giving and asking information related situations/ actions/ activities/ events that occurred, routine or not, or become	3.10.1 Students identify the social function, generic structure of, and language feature of recount text. 3.10.2 Students identify and distinguish the pattern and the function of simple past tense.

		the common truth in the past, appropriate with the context in use. (give attention to the language feature of past tense)	
2.	4.10 Arranging short and simple text of oral and written transactional interaction that involve giving and asking information act related situation/ action/ activities/ events that occurred or not, or become the common truth in the past, by paying attention the social function, text structure, and language feature appropriate with the context.	4.10.1 Students change the sentences to negative, interrogative, negative interrogative form 4. 10.2 students make recount text

C. Learning Aims

1. Students are able to identify the social function, generic structure, and language feature of recount text.
2. Students are able to identify and distinguish the pattern and the function of simple past tense.
3. Students are able to change the sentences to negative and interrogative form.
4. Students are able to make sentences using simple past tense.
5. Students are able to make recount text

D. Learning Approach and Method

Approach : scientific approach

Method   : lecturing and small group discussion

E. Learning Material

1. Regular Material
   a. Definition of Recount Text

      Recount text is a text that telling the reader about a story, action, or activity in the past.

   b. Social function of Recount Text

The social function of recount text is to retell the events for the purpose of informing or entertaining.

c. Generic structure of Recount Text

- Orientation

    Tells who was involved, what happened, where the events took place, and when it happened

- Event

    Describing series of event that happened in the past

- Re-orientation

    Stating personal comment of the writer to the story or closure of events.

d. Language feature

- The recount has a title, which usually summarizes the text.
- Focus on specific participant.

    E.g.: *I, we, and my family*

- Use of relational processes and mental processes.

    E.g.: *I was very happy*

- Use of chronological connection to do with the time.

    E.g.: *On Wednesday, at the same time, first, then, later, and finally*

- Using linking verb.

    E.g.: *was, were*

- Use of verbal processes.

    E.g.: *came, told, took*

- Use of material processes.

    E.g.: *the sun rised*

- Use of past tense.

    E.g.: *I went to the beach, He pointed, I was excited*

    Patterns:

    Verbal pattern

(+) S + V2 + C
(-) S + did not + V1 + C
(?) Did + S + V1 + C?

    Example :

(+) My family and I went to Bali yesterday

(-) My family and I did not go to Bali yesterday

(?) Did my family and I go to Bali yesterday?

Nominal pattern

> (+) S + was/were + C
>
> (-) S + was/were + not + V1 + C
>
> (?) Was/were + S + V1 + C?

Example :

(+) She was surprised

(-) She was not surprised

(?) Was she surprised?

Example of recount text:

Meeting Class Competition	Title
Last week, we had a meeting class competition. The school held the competition to refresh our mind after having a middle semester test.	Orientation
I joined singing competition. There were many students and teacher watched the competition. I was very nervous.	Event 1
When my turn to sing, I tried to give my best performance. I was still nervous actually. But my friends supported me.	Event 2
In the end of the competition, the jury announced the score of every participant of the competition. We listened to the announcement curiously. We wanted to know the winner of the competition.	Event 3
Finally, the jury announced their decision. She called the winner one by one. I hoped, they would call me. But I was disappointed.	Re-orientation

2. Remidial Material

Find the generic structure then underline the verb which is showing the past tense's form!

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government

3. Enrichment Material

Change these sentences become positive, negative, or interrogative form!

a. She lived with her mother and sister

b. He didn't come to school yesterday

c. Did you send a letter to your brother last month?

d. Mr. Robert wasn't in New York last week

e. Were you go to the zoo yesterday?

f. I was call Roger at 9 last night

F. Source, Media, and Aids

1. Source

- Entika Fani Prasastikawati and Siti Musarokah, Writing 3 (Handouts and Assigment), IKIP PGRI Semarang 2010

- Artono Wardiman, dkk, English in Focus for Grade VIII Junior High School (SMP/MTs)

- Suryadi Junaida, Complete English Grammar, (Yogyakarta: Pustaka Pelajar, 2008)
- Betty S. Azar, Understanding and Using English Grammar 2nd edition
- http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html

2. Media

   Power point

3. Aids

   White board, marker

G. Teaching Activities

1. First meeting

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students • Teacher guides students to pray before learning • Teacher checks student's attendance • Teacher gives some stimulating questions as a warm up before learning • Teacher explains the purpose of learning	**5 minutes**
Main activity	**Observing** • Teacher gives an example of recount text to the students and asks students to read and understand about content of the text, generic structure, and language features of the text **Questioning** • Students makes question about content, generic structure, and language feature of the text • Teacher and students discuss about	**80 minutes**

	the content, generic structure, and language feature of the text	
	Exploring	
	• Students underline verb (past tense) in recount text with their pair	
	• Teacher and students discuss the students' work and teacher review about past tense	
	Associating	
	• Students choose the appropriate verb to complete recount text individually	
	Communicating	
	• Students share their work to their group	
	Creating	
	• Students makes sentence by using verb in the activity before	
Post Activity	• Teacher gives reflection**:**	**5 minutes**
	✓ Teacher asks material that have been learned	
	✓ Teacher reviews about the materials	
	• Teacher and students concludes the material	
	• Teacher explains the material for the next meeting	

2. Second Meeting

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students	**5 minutes**
	• Teacher guides students to pray before learning	
	• Teacher checks student's attendance	

		Teacher reviews the materials in the previous meeting	
		• Teacher explains the purpose of learning	
Main activity	**Observing** • Teacher gives sentence in positive form past tense then students change the sentence become negative and interrogative form (orally) **Questioning** • Students makes question about past tense • Teacher and students discuss about the answer of student's question **Exploring** • Teacher and students discuss about simple past tense form that have been learned in previous meeting **Associating** • Students changes the sentences that teacher gave into positive, negative and interrogative form **Communicating** • Teacher asks students to share their work to their group **Creating** • Teacher gives some verb, then the students make sentences using the verb	**80 minutes**	
Post Activity	• Teacher gives reflection**:** ✓ Teacher asks students the material that have been learned ✓	**5 minutes**

Phase	Activities	Time
	✓ Teacher asks the material that have been understood	
	✓ Teacher asks the material that have been not understood	
	• Teacher and students conclude the material	
	• Teacher explains the material in the next meeting	

3. Third meeting

Phase	Activities	Time
Pre-activity	• Teacher gives greet to the students • Teacher guides students to pray before learning • Teacher checks student's attendance • Teacher reviews the materials in the previous meeting	**5 minutes**
Main activity	**Observing** • Teacher gives sentence in positive form past tense then students change the sentence become negative and interrogative form (orally) **Questioning** • Students makes question about past tense • Teacher and students discuss about the answer of student's question **Exploring** • Teacher and students discuss about past tense form that have been learned in the previous meeting **Associating** • Teacher gives some sentences to	**80 minutes**

	students, then students changes the sentences into negative, interrogative, and negative interrogative sentences	
	Communicating • Teacher asks students share their work to their friends in class **Creating** • Teacher asks students to make a recount text about personal experience	
Post Activity	• Teacher gives reflection**:** ✓ Teacher asks students the material that have been learned ✓ Teacher asks the material that have been understood ✓ Teacher asks the material that have been not understood • Teacher closes the class by praying together	**5 minutes**

H. Assessment

1. Attitude Assessment

Form   : performance

Aspect   : self confidence

Technique   : teacher observation

Scoring rubric:

Indicator	Score			
	1	**2**	**3**	**4**
Students ask or answer question related to the material	Never asks or answers question	Once asks or answers question	Twice asks or answers question	Three times asks or answers

				question
Students gives opinion without any doubt	Never gives opinion	Once gives opinion	Twice gives opinion	Three times gives opinion

2. **Knowledge Assessment**

Form   : Written

Aspect   : students' answer

Technique   :

a. Students choose the appropriate verb to complete the text

b. Students changes the sentences of past tense in negative and interrogative form

Instrument   :

a. **Choose the appropriate verb below to complete the text!**

Visiting to Semirang Waterfall

Last Sunday, my best friend and I (1)……….. Semirang Waterfall in Ungaran. It was first time for me to visit waterfall.

When we (2)………… at the hill I felt so fresh. I (3)……….. the scene. The air was so pure and I (4)………. so many green plants.

In Ungaran we (5)………. a little bit trekking to find Semirang Waterfall. It was too tired for me because the distance was so far.

After we (6)………. about an hour we (7)………... Semirang waterfall. "What a beautiful waterfall!". We (8)………... clean and fresh water in the rain forest surrounding it.

Hearing the sound or falling water (9)……… me peace and relax. It was also excellent drowning out background. We played and (10)……… in the water until two hours.

Finally, the times was over. It was time for us to go home. I was so happy because it was unforgettable experience for me.

h. Took

i. Walked

f. Made

g. Swam

      c. Saw   j. Visited

      d. Enjoyed   a. Enjoyed

      e. Found   b. Arrived

b. **Change the sentences below become negative and interrogative form of simple past tense!**

  1) I played with my brother

    (-)   ………………………

    (?)   ………………………

  2) The bird was dead

    (-)   ………………………

    (?)   ………………………

  3) We swept the floor yesterday

    (-)   ………………………

    (?)   ………………………

  4) The managers were busy

    (-)   ………………………

    (?)   ………………………

  5) He lived in Paris last year

    (-)   ………………………

    (?)   ………………………

  Scoring rubric **:** the number of question is 5

                          Each correct answer is score 2

                          Maximum score 10

                          Total score 100

                          Students score : $\dfrac{\text{acquired score X 10}}{\text{Maximum score}}$

3. **Skill Assessment**

  Form   : written test

  Aspect   : all components of writing

  Technique   : students make a recount text by using topic that teacher gave

  Instrument   **: please write a recount text about personal experience at least 3 paragraphs!**

Scoring rubric   :

Aspect	Performance	Score
Content	Relevant and adequate answer to task set	4
	For the most part answers the tasks set, though there may be some gaps or redundant information	3
	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/ or pointless repetition.	2
	The answer bear almost no relation to the task set totally inadequate answer	1
Organization	Overall shape and internal pattern clear. Organizational skills adequately controlled	4
	Some organizational skills in evidence, but not adequately controlled	3
	Very little organization of content. Underlying structure not sufficiently controlled	2
	No apparent organization of content	1
Grammar	Almost no grammatical inaccuracies	4
	Some grammatical inaccuracies	3
	Frequent grammatical inaccuracies	2
	Almost all grammatical pattern inaccurate	1
Vocabulary	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/ or circumlocution	4
	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/ or circumlocution	3
	Frequent inadequacies in vocabulary for the task. Perhaps frequent inappropriacies and/ or circumlocution	2
	Vocabulary inadequate even for the most basic parts of the intended communication	1
Mechanics	Almost no inaccuracies in spelling and punctuation	4
	Some inaccuracies in spelling and punctuation	3
	Low standard of accuracy in spelling and punctuation	2
	Almost all spelling inaccurate and ignorance of conventions of punctuation	1

Students' score:

	Students' name	Content				Organization				Grammar				vocabulary				Mechanic				Average
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																							
2.																							
3.																							
….																							

Approved by:

English Teacher   **Researcher**

Darmono, S.Pd   **Apri Eri Setyaningsih**
NIP. -   **NIM. 133411076**

Appendix 3

The Subject List of Try Out Class (IX E)

No	Name	Code
1	Ahmad Dzikron	T-1
2	Akbar Rizky R	T-2
3	Arga Dwi Nugroho	T-3
4	Arka Byantara A	T-4
5	Choerul Rizal	T-5
6	Denny Rangga A S	T-6
7	Devi A	T-7
8	Diah Nawa	T-8
9	Fifi Alya	T-9
10	Firdaus Putra	T-10
11	Gracyla Fernanda P	T-11
12	Grifani Aisyah S	T-12
13	Imelga Mutiara B	T-13
14	Istia Ayu K	T-14
15	Juang Satya W	T-15
16	Labiba Ulmalika P	T-16
17	M. Fikri Andra W	T-17
18	Miko A	T-18
19	Najwa Aurelia F	T-19
20	Novia Ramadhani	T-20
21	Novia Triastuti	T-21
22	Puput Palupi P	T-22
23	Putri Amelia A	T-23
24	Putri Dyah Andini	T-24
25	Rakha Sholeh A	T-25
26	Saphira Cahya D	T-26
27	Septiawan Sukma W D	T-27
28	Shafira Mayada	T-28
29	Sherly Rosi L	T-29
30	Syahrizal N	T-30
31	Tsania Nadia R	T-31
32	Viola Anjani B	T-32
33	Wahyu M. Darro	T-33
34	Wisnu Wahyu U	T-34
35	Yulia Friska Andini	T-35

Appendix 4

The Subject List of Experimental Class (VIII G)

No	Name	Code
1	Afi Nuruddin	E-1
2	Ahmad Giovani	E-2
3	Ananda F H	E-3
4	Anggita Devi	E-4
5	Arenta Putri W	E-5
6	Chesario G	E-6
7	Daffa Rafci B	E-7
8	Difany Nur Safiyanto	E-8
9	Faradika Hasna A	E-9
10	Gusti Ayu Jeniusa	E-10
11	Heri Setiawan	E-11
12	Ilham Nurdiansyah N	E-12
13	Indriyani	E-13
14	Liana Putri Amanda	E-14
15	M. Naufal Perdana	E-15
16	Muhammad Ajib W	E-16
17	M. Irvan H W	E-17
18	Muhammad Reza M S	E-18
19	Najwa Aurelia F	E-19
20	Novia Ramadhani	E-20
21	Novia Triastuti	E-21
22	Puput Palupi P	E-22
23	Putri Amelia A	E-23
24	Putri Dyah Andini	E-24
25	Rakha Sholeh A	E-25
26	Saphira Cahya D	E-26
27	Septiawan Sukma W D	E-27
28	Shafira Mayada	E-28
29	Sherly Rosi L	E-29
30	Syahrizal N	E-30
31	Tsania Nadia R	E-31
32	Viola Anjani B	E-32
33	Wahyu M. Darro	E-33
34	Wisnu Wahyu U	E-34
35	Yulia Friska Andini	E-35

Appendix 5

The Subject List of Control Class (VIII F)

No	Name	Code
1	Aisyah Machmudah	C-1
2	Aldo Muhammad S	C-2
3	Anastasya Dina H.P	C-3
4	Aprilia Wulandari	C-4
5	Arvisya Lusi A	C-5
6	Aulia Lulu C. P	C-6
7	Aurelia Zahra W. P	C-7
8	Azahra Yasmine S	C-8
9	Dika Fajar Rahma	C-9
10	Dita Aulia	C-10
11	Fajar Puspita S	C-11
12	Febina Putri S	C-12
13	Galih Falerian	C-13
14	Ikes Fitria	C-14
15	Ilal Nur K	C-15
16	Irangga Ibra M	C-16
17	Kartika Woro F	C-17
18	Lutfiana	C-18
19	Luthfi A	C-19
20	M. Rahi Febrian A	C-20
21	Muhammad Nanda Bintang P	C-21
22	M. Bagir Manan	C-22
23	Muhammad Wildan Q	C-23
24	Nathan P	C-24
25	Naufal Eka P	C-25
26	Pravasta Levia D	C-26
27	R. Aditya Valen A. J	C-27
28	Raditya Bintang S	C-28
29	Rafi Mahesa P	C-29
30	Rahmat Budin	C-30
31	Raka Bramaditya	C-31
32	Salsabila F. A	C-32
33	Siti Khafidhotul K	C-33
34	Talitha Agna S	C-34
35	Tegar Satria A	C-35

Appendix 6

Try Out Test

Choose a, b, c, or d for the correct answer!

1. Dyana ………… coffee yesterday.
   a. Drink   c. Drank
   b. Drunk   d. Drinking

2. They…………at home two days ago.
   a. Were not   c. Are not
   b. Was not   d. Do not

3. ………… she at home yesterday.
   a. Am   c. Was
   b. Is   d. Were

4. I ……… visit my friend in Semarang last holiday.
   a. Is not   c. Were not
   b. Do not   d. Was not

5. She……….. a piece of bread last week.
   a. Eaten   c. Ate
   b. Eating   d. Eat

6. They……… in London for two years ago.
   a. Was living   c. Live
   b. Lived   d. Living

7. The little girl……….. the glass of milk on the table last night.
   a. Put   c. Was putting
   b. Putted   d. Were putting

8. I ……… a letter last Sunday.
   a. Writing   c. Written
   b. Write   d. Wrote

9. Alex did not ………. last weekend.
   d. Was working   c. Working

b. Worked   a. Work

10. I …….. a football match on television yesterday.

   a. Am not watching   c. Not watching

   b. Did not watch   d. Do not watch

11. I ……… to school yesterday.

   a. Were walk   c. Were walking

   b. Was walk   d. Was walking

12. ………. Marry in the laboratory?

   a. Were   c. Is

   b. Was   d. Am

13. She………..an English song last night.

   a. Sang   c. Sang

   b. Sung   d. Singing

14. ………… she swim in the sea last week?

   a. Does   c. Did

   b. Were   d. Do

15. It ………..cold, so I………. the window last Sunday.

   a. Were, shutted   c. Was, shut

   b. Were, shut   d. Was, shutted

16. She………to the mall after school last Wednesday.

   a. Goes   c. Go

   b. Gone   d. Went

17. We……….in New York very late yesterday.

   a. Were arrived   c. Was arrived

   b. Were arrive   d. Was arrive

18. My father………… motorcycle last month.

   a. Bought   c. Buy

   b. Was bought   d. Buying

19. I………. lion and tiger in the zoo last week.

   a. Seen   c. Saw

   b. Was saw   d. See

20. He…………not learn Italian culture when you ………in Italy three years ago.

a. Do, were   c. Did, were

b. Does, was   d. Did, was

21. I ………… a new camera in Jakarta last year.

a. Loosed   c. Loosen

b. Lose   d. Lost

22. The students …………..the book to the library.

a. Returning   c. Returned

b. Was returned   d. Return

23. She……….her shoes yesterday.

a. Does not wash   c. Do not was

b. Did not washing   d. Did not wash

24. My uncle ……….a big house last year.

a. Were built   c. Build

b. Built   d. Was built

25. John ……… me to come to the party.

a. Invite   c. Was invite

b. Inviting   d. Were invite

Appendix 7

Name   :

Student's number :

PRE TEST

Choose a, b, c, or d for the correct answer!

1. They………. at home two days ago.

   a. Were not   c. Are not

   b. Was not   d. Do not

2. Dyana ……….. coffee yesterday.

   a. Drunk   c. Drank

   b. Drink   d. Drinking

Question for number 3-5!

Lita : what did you do last night?

Nana : I (3)……… my homework.

Lita : It was difficult. I did not do my homework.

Nana : My brother (4)……… me to do it.

Lita : by the way, did you watch Snoopy cartoon yesterday afternoon?

Nana : No,(5)……….. I cooked with my mom yesterday afternoon.

Lita : oh.. Okay, I will go now. Bye

Nana : bye..

3. a. Do   c. Done

   b. Did   d. Does

4. a. Help   c. Helped

   b. Helps   d. Was helps

5. a. You did not   c. I do

   b. I did not   d. you do

6. I…............. my primary school when I …………. seven years old.

   a. Started, was   c. Started, were

   b. Start, was   d. Start, were

7. …………… Marry in the laboratory?

    a. Am   c. Were

    b. Is   d. Was

8. I .... a football match on television yesterday.

    a. Am not watch   c. Did not watch

    b. Not watching   d. Do not watch

Question for number 9-13!

        I learned many new things in primary school. I (9)……… to write and to read in grade 1 and 2. My favorite teacher (10)……… Mrs. Ningrum. She was very smart. She (11)……… us traditional dances and songs. She also (12)……… us to plant trees and take care of the garden. One day she (13)……… us to the local library to borrow books.

9. a. Learned   c. Learning

    b. Learn   d. Learns

10. a. Is   c. Was

    b. Am   d. Were

11. a. Teach   c. Teaching

    b. Taught   d. Teaches

12. a. Teaching   c. Taught

    b. Teaches   d. Teach

13. a. Take   c. Was taken

    b. Taken   d. Took

14. Shinta : Were they go to the beach last Sunday?

    Rara   : ………………They went to the beach last Sunday.

    a. No, they wasn't   c. Yes, they was

    b. No, they weren't   d. Yes, they were

15. Jack : Did you meet Sarah?

    Lina : Yes, …………… She looked very sad when she left the Principal's office.

    a. She does   c. She did

    b. She didn't   d. She do

16. Ratih   : Did you eat banana last morning?

    Dilla   : No,……………….

    a. I did   b. You didn't

  c. You did   d. I didn't

17. It ………….cold, so I ………… the window last Sunday.

  a. Was close   c. Were closed

  b. Was closed   d. Were close

Question for number 18-20!

  Jhon : I heared that you (18)……… to Bali last week?

  Alex : That's true, how do you know?

  Jhon : Do you forget that you call me when you (19)……… in Bali?

  Alex : Oh yes, sorry Jhon!

  Jhon : What do you do there?

  Alex : I spent my holiday there with my family, I visited pandawa beach and saw the sunset, it was so beautiful.

  Jhon : Where are you spend your night?

  Alex : I spent my night in a hotel near the beach.

  Jhon : Wow! It (20)……… so cool!

  Alex : Yes, and I hope we will go there together.

  Jhon : Of course, next holiday we can go there together.

18. a. Go   c. Saw

  b. Come   d. Went

19. a. Are   c. Was

  b. Is   d. Were

20. a. Was   c. Is

  b. Were   d. Am

Appendix 8

Name   :

Student's number :

POST TEST

Choose a, b, c, or d for the correct answer!

1. …………… Marry in the laboratory?

   a. Was   c. Were

   b. Is   d. Am

2. Ratih   : Did you eat banana last morning?

   Dilla   : No,……………….

   a. I did   c. You did

   b. I didn't   d. You did

3. I…............... my primary school when I …………. seven years old.

   a. Started, were   c. Started, was

   b. Start, were   d. Start, was

Question for number 4-6!

Lita   : what did you do last night?

Nana : I (4)……… my homework.

Lita   : It was difficult. I did not do my homework.

Nana : My brother (5)………. me to do it.

Lita   : by the way, did you watch Snoopy cartoon yesterday afternoon?

Nana : No,(6)……….. I cooked with my mom yesterday afternoon.

Lita   : oh.. Okay, I will go now. Bye

Nana : bye..

4. a. Does   c. Did

   b. Done   d. Do

5. a. Help   c. Helped

   b. Helps   d. Was helps

6. a. You did not   c. I do

   b. I did not   d. you do

7. I .... a football match on television yesterday.

   a. Am not watch   c. Did not watch

   b. Not watching   d. Do not watch

8. Dyana ……….. coffee yesterday.

   a. Drunk   c. Drank

   b. Drink   d. Drinking

Question for number 9-11!

   Jhon : I heared that you (9)……… to Bali last week?

   Alex : That's true, how do you know?

   Jhon : Do you forget that you call me when you (10)……… in Bali?

   Alex : Oh yes, sorry Jhon!

   Jhon : What do you do there?

   Alex : I spent my holiday there with my family, I visited pandawa beach and saw the sunset, it was so beautiful.

   Jhon : Where are you spend your night?

   Alex : I spent my night in a hotel near the beach.

   Jhon : Wow! It (11)……… so cool!

   Alex : Yes, and I hope we will go there together.

   Jhon : Of course, next holiday we can go there together.

9. a. Go   c. Saw

   b. Come   d. Went

10. a. Are   c. Was

    b. Is   d. Were

11. a. Was   c. Is

    b. Were   d. Am

12. Jack : Did you meet Sarah?

    Lina : Yes, …………… She looked very sad when she left the Principal's office.

    a. She does   c. She did

    b. She didn't   d. She do

13. It ………….cold, so I ………… the window last Sunday.

a. Was close	c. Were closed
b. Was closed	d. Were close

Question for number 14-16!

I learned many new things in primary school. I (14)……… to write and to read in grade 1 and 2. My favorite teacher (15)……… Mrs. Ningrum. She was very smart. She (16)……… us traditional dances and songs. She also taught us to plant trees and take care of the garden. One day she (17)……… us to the local library to borrow books.

14. a. Learn   c. Learned

    b. Learns   d. Learning

15. a. Is   c. Was

    b. Am   d. Were

16. a. Taught   c. Teaching

    b. Teach   d. Teaches

17. a. Take   c. Was taken

    b. Taken   d. Took

18. Shinta : Were they go to the beach last Sunday?

    Rara   : ………………They went to the beach last Sunday.

a. No, they wasn't	c. Yes, they was
b. No, they weren't	d. Yes, they were

19. They………. at home two days ago.

a. Were not	c. Are not
b. Was not	d. Do not

20. Alex did not ………. last weekend.

a. Work	c. Working
b. Worked	d. Was working

Appendix 9
Answer key of try out test

1. A	10. B	19. C
2. A	11. B	20. C
3. C	12. A	21. D
4. D	13. C	22. D
5. D	14. A	23. B
6. D	15. C	24. C
7. A	16. B	25. B
8. B	17. C	
9. A	18. D	

Answer key of pre-test

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

Answer key of post test

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

PRE-TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

EXPERIMENTAL			CONTROL		
No	**Code**	**Score**	**No**	**Code**	**Score**
1	E-1	15	1	C-1	15
2	E-2	20	2	C-2	15
3	E-3	30	3	C-3	15
4	E-4	40	4	C-4	30
5	E-5	45	5	C-5	50
6	E-6	15	6	C-6	55
7	E-7	30	7	C-7	40
8	E-8	25	8	C-8	50
9	E-9	35	9	C-9	35
10	E-20	60	10	C-10	15
11	E-11	20	11	C-11	30
12	E-12	40	12	C-12	25
13	E-13	50	13	C-13	30
14	E-14	35	14	C-14	40
15	E-15	30	15	C-15	30
16	E-16	40	16	C-16	30
17	E-17	25	17	C-17	15
18	E-18	30	18	C-18	50
19	E-19	15	19	C-19	30
20	E-20	55	20	C-20	20
21	E-21	30	21	C-21	55
22	E-22	15	22	C-22	50
23	E-23	25	23	C-23	25
24	E-24	40	24	C-24	25
25	E-25	30	25	C-25	15
26	E-26	45	26	C-26	65
27	E-27	30	27	C-27	25
28	E-28	25	28	C-28	65
29	E-29	40	29	C-29	50
30	E-30	30	30	C-30	15
31	E-31	35	31	C-31	40
32	E-32	35	32	C-32	50
33	E-33	30	33	C-33	30

34	E-34	45	34	C-34	30
35	E-35	40	35	C-35	20
Sum		1150	Sum		1180
N		35	N		35
Average		32.857	Average		33.71
Variance (S^2)		123.95	Variance (S^2)		229.92
Standard Deviation (S)		11.133	Standard Deviation (S)		15.162

POST TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

	EXPERIMENTAL			CONTROL	
No	**Code**	**Score**	**No**	**Code**	**Score**
1	E-1	55	1	C-1	60
2	E-2	70	2	C-2	65
3	E-3	75	3	C-3	65
4	E-4	80	4	C-4	65
5	E-5	75	5	C-5	70
6	E-6	75	6	C-6	60
7	E-7	65	7	C-7	65
8	E-8	55	8	C-8	50
9	E-9	75	9	C-9	65
10	E-20	85	10	C-10	55
11	E-11	55	11	C-11	60
12	E-12	75	12	C-12	65
13	E-13	80	13	C-13	70
14	E-14	80	14	C-14	65
15	E-15	75	15	C-15	70
16	E-16	85	16	C-16	70
17	E-17	60	17	C-17	65
18	E-18	75	18	C-18	65
19	E-19	60	19	C-19	65
20	E-20	85	20	C-20	55
21	E-21	75	21	C-21	65
22	E-22	55	22	C-22	65
23	E-23	60	23	C-23	65
24	E-24	85	24	C-24	65
25	E-25	65	25	C-25	50
26	E-26	75	26	C-26	70
27	E-27	65	27	C-27	60
28	E-28	70	28	C-28	70
29	E-29	65	29	C-29	70
30	E-30	70	30	C-30	55
31	E-31	70	31	C-31	70
32	E-32	75	32	C-32	70
33	E-33	65	33	C-33	50

34	E-34	80	34	C-34	60
35	E-35	75	35	C-35	50
Sum		2490	Sum		2185
N		35	N		35
Average		71.14	Average		62.43
Variance (S^2)		83.95	Variance (S^2)		50.55
Standard Deviation (S)		9.16	Standard Deviation (S)		7.11

APPENDIX 12

ANSWER SHEET OF PRE TEST

Name : ILal Nur k

Class : 8F

(30)

No	Choose			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

No	Choose			
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

ANSWER SHEET OF PRE TEST

Name : Nathan P.

Class : 8F

(25)

No	Choose			
1	A	B	X	D
2	A	B	X	D
3	A	X	C	D
4	X	B	C	D
5	X	B	C	D
6	A	B	C	X
7	A	B	X	D
8	A	X	C	D
9	A	B	C	X
10	X	B	C	D

No	Choose			
11	A	B	X	D
12	A	B	X	D
13	A	X	C	D
14	A	B	C	X
15	A	B	C	X
16	X	B	C	D
17	X	B	C	D
18	X	B	C	D
19	A	B	X	D
20	X	B	C	D

ANSWER SHEET OF PRE TEST

Name : Aulia Lulu C.P

Class : VIII F

(55)

No	Choose			
1	A	B	~~C~~	D
2	A	B	~~C~~	D
3	A	~~B~~	C	D
4	A	B	~~C~~	D
5	A	~~B~~	C	D
6	A	B	~~C~~	D
7	A	B	C	~~D~~
8	A	B	C	~~D~~
9	A	~~B~~	C	D
10	A	B	~~C~~	D

No	Choose			
11	A	~~B~~	C	D
12	A	B	C	~~D~~
13	A	~~B~~	C	D
14	A	B	~~C~~	D
15	A	B	~~C~~	D
16	A	~~B~~	C	D
17	~~A~~	B	C	D
18	A	B	~~C~~	D
19	A	B	C	~~D~~
20	~~A~~	B	C	D

ANSWER SHEET OF POST TEST

Name : Gusti Ayu Jeniusa

Class : 86

(85)

No	Choose			
1	X	B	C	D
2	A	X	C	D
3	X	B	C	D
4	A	B	X	D
5	A	B	X	D
6	A	X	C	D
7	A	B	X	D
8	A	B	X	X
9	A	B	C	X
10	A	B	C	X

No	Choose			
11	X	B	C	D
12	A	B	X	D
13	A	X	C	D
14	A	B	X	D
15	A	B	X	D
16	X	B	C	D
17	X	B	C	D
18	A	B	C	X
19	X	B	C	D
20	A	X	C	D

ANSWER SHEET OF POST TEST

Name : Ananda F.H

Class : 86

(75)

No	Choose			
1	~~A~~	B	C	D
2	A	~~B~~	C	D
3	A	~~B~~	C	D
4	A	B	C	~~D~~
5	A	B	~~C~~	D
6	A	~~B~~	C	D
7	A	B	~~C~~	D
8	A	B	~~C~~	D
9	~~A~~	B	C	D
10	A	B	C	~~D~~

No	Choose			
11	~~A~~	B	C	D
12	A	B	C	~~D~~
13	A	~~B~~	C	D
14	A	B	~~C~~	D
15	~~A~~	B	C	D
16	~~A~~	B	C	D
17	A	B	C	~~D~~
18	A	~~B~~	C	D
19	~~A~~	B	C	D
20	~~A~~	B	C	D

ANSWER SHEET OF POST TEST

Name : Afi Nurruddin

Class : 8G

(55)

No	Choose			
1	✗A	B	C	D
2	A	B	✗C	D
3	A	B	✗C	D
4	A	B	✗C	D
5	A	✗B	C	D
6	✗A	B	C	D
7	A	B	C	✗D
8	A	B	✗C	D
9	✗A	B	C	D
10	A	B	C	✗D

No	Choose			
11	✗A	B	C	D
12	A	B	✗C	D
13	A	B	✗C	D
14	A	B	✗C	D
15	A	B	C	✗D
16	A	✗B	C	D
17	A	B	C	✗D
18	A	B	C	✗D
19	✗A	B	C	D
20	A	✗B	C	D

Appendix 14
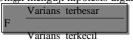
The Result of Homogenity Pre Test Between Experimental and Control Class

Hypothesis

Ho : σ_1^2 = σ_2^2

Ha : σ_1^2 $\neq$ σ_2^2

Hypothesis test

Untuk menguji hipotesis digunakan rumus:

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

Ho accepted if $F_{hitung} \leq F_{tabel}$

Variation source	Experimental	control
Sum	1150	1180
n	35	35
x̄	32.86	33.71
Standard Deviation (s)	11.13	15.16
Varians (s²)	123.95	229.92
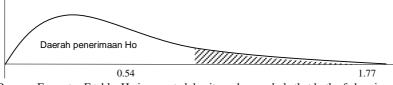
Berdasarkan rumus di atas diperoleh:

$$F = \frac{123.95}{229.92} = 0.54$$

Taraf signifikansi 5% dengan:

dk pembilang = nb -1   =   (35-1) (35-   =   34

dk penyebut = nk -1   =   1)   =   34

F_{tabel} =   1.77

Daerah penerimaan Ho

0.54   1.77

Because F count < F table, Ho is accepted dan it can be conclude that both of class is homogeneous.

Appendix 15
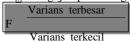
The Result of Homogenity Post Test Between Experimental and Control Class

Hypothesis

Ho : σ_1^2 = σ_2^2

Ha : σ_1^2 ≠ σ_2^2

Hypothesis test

Untuk menguji hipotesis digunakan rumus:

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

Ho accepted if $F_{hitung} \leq F_{tabel}$
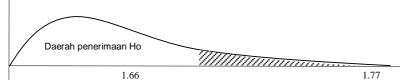
Variation source	Experimental	control
Sum	2490	2185
n	35	35
x̄	71.14	62.43
Standard Deviation (s)	9.16	7.11
Varians (s²)	83.95	50.55

Berdasarkan rumus di atas diperoleh:

$$F = \frac{83.95}{50.55} = 1.66$$

Taraf signifikansi 5% dengan:

dk pembilang = nb -1	=	(35-1) (35-	=	34
dk penyebut = nk -1	=	1)	=	34
F tabel			=	1.77

Daerah penerimaan Ho

1.66   1.77

Because F count < F table, Ho is accepted dan it can be conclude that both of class is homogeneous.

Appendix 16

<div align="center">

**The Result of Normality Test of Pre-test of
Experimental Class**

</div>

Hipotesis

Ho : The data distributes normally Ha :
The data does not distribute normally

Hypothesis test :

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

with the criteria Ho
diterima jika $x^2 < x^2_{tabel}$
Hypothesis test:

Maximum score	= 60.00	length of the class (P)	= 7.50
Minimum score	= 15.00	Avarege x	= 32.86
Range	= 45.00	s	= 11.13
Class interval (k)	= 6	n	= 35

Class interval		Class Limit	Z for Class Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
15.00	22.00	14.50	-1.65	0.4504	0.1265	4.4283	6	0.558
23.00	30.00	22.50	-0.93	0.3239	0.2401	8.4018	13	2.517
31.00	38.00	30.50	-0.21	0.0838	0.2777	9.7197	4	3.366
39.00	46.00	38.50	0.51	0.1939	0.1959	6.8573	9	0.670
47.00	54.00	46.50	1.23	0.3898	0.0843	2.9491	1	1.288
-	62.00	54.50	1.94	0.4741	0.0221	0.7725	2	1.951
55.00	-	62.50	2.66	0.4961				

$$x^2 \quad = \quad 10.3485$$

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

10.34853339   11.07

Karena x^2 berada pada daerah penerimaan Ho, maka data tersebut berdistribusi normal

Daerah penerimaan Ho

Daerah penolakan Ho

Appendix 17

<div align="center">

**The Result of Normality Test of Pre-test of
Control Class**

</div>

Hypothesis

Ho   :   The data distributes normally Ha   :
The data does not distribute normally

Hypothesis test :

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

with the criteria
        Ho diterima jika $x^2 < x^2_{tabel}$

Hypothesis test:

Maximum score	=	65.00	length of the class (P)	=	8.33	=
Minimum score	=	15.00	Avarege x	=	33.71
Range	=	50.00	s	=	15.16
Class interval (k)	=	6	n	=	35

Class interval		Class Limit	Z for Class Limit	P (Zi)	Large Class for Z (Ld)	Ei	Oi	$\frac{(O_i-E_i)^2}{E_i}$
15.00	23.00	14.50	-1.27	0.3975	0.1477	5.1705	9	2.836
24.00	32.00	23.50	-0.67	0.2497	0.2178	7.6235	12	2.512
33.00	41.00	32.50	-0.08	0.0319	0.2281	7.9836	4	1.988
42.00	50.00	41.50	0.51	0.1962	0.1697	5.9384	6	0.001
51.00 -	59.00	50.50	1.11	0.3659	0.0896	3.1371	2	0.412
60.00 -	68.00	59.50	1.70	0.4555	0.0336	1.1767	2	0.576
		68.50	2.29	0.4891				

| | | | x² | = | 8.3254 |

Untuk $\alpha = 5\%$, dengan dk = 6 - 1 = 5 diperoleh x² tabel = 11.07049769

8.325382158   11.07

Karena x² berada pada daerah penerimaan Ho, maka data tersebut berdistribusi normal

Daerah penerimaan Ho

Daerah penolakan Ho

Appendix 18

The Result of Normality Test of Post-test of
Experimental Class

Hypothesis

Ho   :   The data distributes normally Ha   :
The data does not distribute normally

Hypothesis test :

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

with the criteria
Ho diterima jika $x^2 < x^2_{tabel}$ **Hypothesis test:**

Maximum score	=	85.00	length of the class (P)	=	5.00	= 6
Minimum score	=	55.00	Avarege x	=	71.14	
Range	=	30.00	s	=	9.16	
Class interval (k)	=	6	n	=	35	

Class interval		BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi-Ei)² Ei
55.00	60.00	54.50	-1.82	0.4653	0.0881	3.0818	7	4.982
61.00	65.00	60.50	-1.16	0.3773	0.1463	5.1200	5	0.003
66.00	70.00	65.50	-0.62	0.2310	0.2030	7.1065	4	1.358
71.00	75.00	70.50	-0.07	0.0280	0.2108	7.3769	11	1.779
76.00 -	80.00	75.50	0.48	0.1828	0.1636	5.7271	4	0.521
81.00 -	85.00	80.50	1.02	0.3464	0.0950	3.3252	4	0.137
		85.50	1.57	0.4414				

		x^2	$=$	8.7797

Untuk $\alpha = 5\%$, dengan dk = 6 - 1 = 5 diperoleh x^2 tabel = 11.0704977

8.779667903   11.07

Karena x^2 berada pada daerah penerimaan Ho, maka data tersebut berdistribusi normal

Daerah penerimaan Ho

Daerah penolakan Ho

Appendix 19

<div align="center">

The Result of Normality Test of Post-test of
Control Class

</div>

Hypothesis

Ho   :   The data distributes normally Ha   :
The data does not distribute normally

Hypothesis test :

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

with the criteria Ho
diterima jika $c^2 < c^2\ {}_{tabel}$

Hypothesis test:

Maximum score	=	70.00	length of the class (P)	=	4.17
Minimum score	=	45.00	Avarege x	=	62.43
Range	=	25.00	s	=	7.11
Class interval (k)	=	6	n	=	35

Class interval		BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
45.00 50.00	49.00	44.50	-2.52	0.4942	0.0287	1.0030	1	0.000
55.00	54.00	49.50	-1.82	0.4655	0.0979	3.4261	4	0.096
59.00	58.00	54.50	-1.12	0.3676	0.1579	5.5263	3	1.155
63.00	62.00	58.50	-	0.2097	0.2137	7.4806	5	0.823
-	66.00	62.50	0.5	0.0040	0.2126	7.4395	13	4.156
67.00 -	70.00	66.50	5	0.2166	0.1553	5.4358	9	2.337
		70.50	0.0	0.3719				
			1					

		0.5 7 1.14					
					x^2	=	8.5667

Untuk $\alpha = 5\%$, dengan dk = 6 - 1 = 5 diperoleh x^2 tabel = 11.0704977

8.566742552   11.07

Karena x^2 berada pada daerah penerimaan Ho, maka data tersebut berdistribusi normal

Daerah penerimaan   Daerah penolakan

Appendix 20

<div align="center">

T-Test

Post test score of Experimental and Control Class

</div>

Hypothesis

Ho : m_1 $=$ m_2

Ha : $m_1 \neq m_2$

Hypothesis test :

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

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$
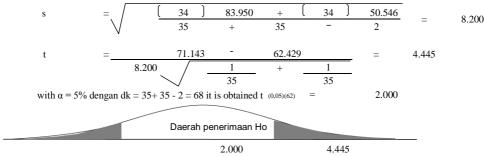
Ho accepted if $t < t_{(1-a)(n1+n2-2)}$

Dari data diperoleh:

Variation source	Experimental	Control
sum	2490	2185
n x	35	35
$\overline{}$	71.143	62.429
Varians (S^2)	83.950	50.546
Standart deviasi (S)	9.162	7.110

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(34)\,83.950 + (34)\,50.546}{35 + 35 - 2}} = 8.200$$

$$t = \frac{71.143 - 62.429}{8.200\sqrt{\dfrac{1}{35} + \dfrac{1}{35}}} = 4.445$$

with α = 5% dengan dk = 35+ 35 - 2 = 68 it is obtained t $_{(0,05)(62)}$ =   2.000

Daerah penerimaan Ho

2.000   4.445

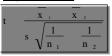because of t count > t table, it is mean that there is significantdifference between experiment post test score and control post test score, Ha is accepted.

Appendix 20

<div align="center">

T-Test
Pre test score of Experimental and Control Class

</div>

Hypothesis

Ho : $\mu1$ **=** $\mu2$
Ha : $\mu1$ $\neq$ $\mu2$

Hypothesis test :

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

Where,

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

Ho accepted if $t < t_{(1-a)(n1+n2-2)}$

$$s = \sqrt{\frac{\left(34\right)123.950 + \left(34\right)229.92}{35 + 35 - 2}} = 13.302$$

$$t = \frac{32.86 - 33.71}{13.302\sqrt{\dfrac{1}{35} + \dfrac{1}{35}}} = -0.2696$$

with $\alpha = 5\%$ dengan dk $= 35 + 35 - 2 = 68$ it is obtained t $_{(0,05)(62)}$ =   2.000

Daerah penerimaan Ho

-0.270   2.000

Dari data diperoleh:

Variation source	Experimental	Control
sum	1150	1180
n	35	35
$\overline{x}$	32.86	33.71
Varians (S^2)	123.950	229.916
Standart deviasi (S)	11.133	15.163

Berdasarkan rumus di atas diperoleh:

Because t count < t table, i means there is no significant diferent of the average pre test between experiment and control class. Ho is accepted.

Appendix 21

Documentation of Research

Pre-test in Control Class   **Pre-test in Experimental**

Treatment in Experimental Class

Treatment in Control Class

Posttest in Control Class

Posttest in Experimental Class