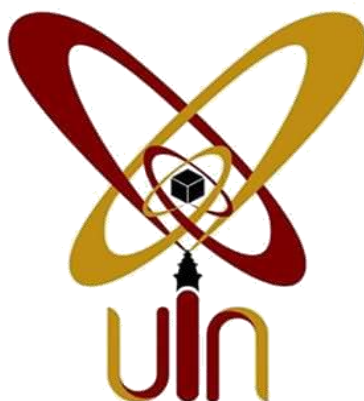


THE EFFECTIVENESS OF FOUR IN ROW VERB GAME IN TEACHING PAST VERB

(A Quasi-Experimental Research at the Tenth Grade of SMA Al Husen
Kabupaten Serang)

A Paper

Submitted to the Department of English Education,
The Faculty of Education and Teacher Training
as a Partial Fulfillment of The Requirements for the “*Sarjana*” Degree



by :

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2017 A.D./ 1438 A.H**

STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, November 13th, 2017



ABSTRACT

ROHEMI. 112301079. 2017. “**The Effectiveness of Four in Row Verb Game in Teaching Past Verb (A Quasi-Experimental Research at the Tenth Grade of SMA Al Husen Kabupaten Serang)**”, Undergraduate Research Paper, Department of English Education, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten. Advisors: Dr. H. Wawan Wahyudin, M.Pd. and Dr. Yuyu Heryatun, M.Pd.

The research is conducted based on the main problem how is the effectiveness of Four in Row Verb Game in teaching past verb at the tenth grade of SMA Al Husen Kabupaten Serang? Based on this problem, the main objective of this study is to find out the empirical data about the effect of Four in Row Verb Game on Student's English Past Verb Mastery.

The research design used in this paper was quasi experimental. The sampling technique used in this study was quota sampling. The sample of this study was 60 students taken from the eleventh grade of SMA Al Husen Kabupaten Serang, which are 30 students as experimental class and 30 students as controlled class. In collecting data, the writer conducted post-test about past verbs which consisted of 20 multiple choices. In this research there were six meetings for treatments excluding pre-test and post-test. The technique to analyze the data is t-test formula.

The result of the research states that H_0 is rejected and H_a is accepted. The use of Four in Row Verb Game is better than those who do not Four in Row Verb Game. By $df = 58$ and analyzed by using t-test, the research stated that there is effectiveness of Four in Row Verb Game on students English past verb mastery, because $t_{observation}$ is bigger than t_{table} in 5% and 1%. The t_{table} with significant level 5% is 2,00 and significant level 1% is 2,66 where as $t_{observation}$ is 6,01. So, it means that $t_{observation}$ is $6,01 > t_{table}$ (2,00) in 5%, and $t_{observation}$ (6,01) $> t_{table}$ (2,66) in 1%. It means using Four in Row Verb Game on students past verb mastery is effective.

Key Word: *Past Verb, Four in Row Verb Game*

THE ADVISERS' APPROVAL

This is to certify

That the undergraduate research paper of **Rohemi**
Entitled “*The Effectiveness of Four in Row Verb Game in Teaching
Past Verb*” (A Quasi Experimental Research at the Tenth Grade of
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DEDICATION

This paper is dedicated to:

My beloved parents, all my beloved brothers and sisters and all my beloved big family who always support me in every moments. Also, I don't forget for my beloved friends, thanks for your support and motivation for me to finish this paper. Thanks a lot for everyone.

MOTTO

“There is no dream that is too high as long as we continue to struggle to make it happen”

A BRIEF BIOGRAPHY

The writer, Rohemi was born in Serang, on August 05th 1992. He is a son from the couple of Mr. SangSang and Mrs. Ranti. He is the fourth son from the five brothers in his family. His brother's name are Didi and Kosim, while his sister's name are Salamah and Aisah.

The writer passed his Elementary Education at SDN Kadugenep, Petir Serang in 2005. Then, he completed his Junior High School Education at SMPN 1 Tunjung Teja Serang which was finished in 2008. Whereas he equipped his Senior High School at SMA Nur El Falah Kubang in 2011. Then, he decided to continue his education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the State Islamic University Sultan Maulana Hasanuddin Banten.

While studying at UIN Sultan Maulana Hasanuddin Banten, he was active in some organization. He joined in Kader Muda Banten as committee in 2011-2012. He also became Vice Chairman of Association of English Students (ASSES) in period 2013. In literacy field, he held the editor of the ASSES Matrix Magazine in 2013 - 2014. The writer is also active in Tahfidz Al-Quran of UPTQ.

Serang, November 13th 2017

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ACKNOWLEDGEMENT

“In the name of Allah, the most Merciful, the most Gracious, and the most Compassionate”

All praise be to Allah, the lord of the world. Who has bestowed us, His mercy and blessing and all things we need. Hence, we should grateful to the lord of Allah SWT for that in order to be good moslem. Furthermore, we congratulate to our prophet Muhammad SAW (peace be upon him). The greatman who has brought us into the safety.

Alhamdulillah by helping of Allah SWT, the writer has already finish in writing this this paper by title *“The Effectiveness of Four in Row Verb Game in Teaching Past Verbs (A Quasi-Experimental Research at the Tenth Grade of SMA Al Husen Kabupaten Serang)”* to fulfill the requirement of getting S1 degree in teaching.

On this opportunity, the writer also would like to express the deepest gratitude to those help the writer in finishing writing this paper, they are:

1. Prof. Dr. H. Fauzul Iman, M.A as the Rector of the State Islamic University Sultan Maulana Hasanuddin Banten, who brings the campus to the advance.
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10. His beloved family, Mom and Dad, Ibu Ranti and Bapak Sang Sang who always praying and funding me to finishing my study. And her beloved brother and sister, Didi, Salamah, Kosim and Aisyah.
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Finally, the writer realize that this paper is still far from being perfect. Therefore, the writer expects the constructive critics and suggestion from the readers to make the paper better in the future. The writer hopes this paper will be useful for English teachers and students as well as for those read this paper.

Serang, November 13th 2017
The Writer

Rohemi

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language and human beings are two unseparated components. We can communicate with each other by using language. It brings ideas, opinions, thoughts, and feelings. It is intimately tied to man's feelings and activity. It is bound up with nationality, religion, and feelings of self.¹ It is used for work, worship, and play by everyone, be he a beggar or banker, savage or civilized. It is clear that we can make relationship with others and do activities by language. It is as a system of vocal conventional signs characteristic of the interaction of one or more communities of human beings.

In Islam, language is essentially given by Allah when man is in the spirit realm and becomes the mediator of communication between Allah as khaliq with human beings as His creatures. Allah declares in Al-Quran Al-Araf verse 172 as follows:

¹ Albert C. Baugh and Thomas Cable, *A History of the English Language*, (UK: Pearson, 2002), 3.

وَإِذْ أَخَذَ رَبُّكَ مِنْ بَنِي آدَمَ مِنْ ظُهُورِهِمْ ذُرِّيَّتَهُمْ وَأَشْهَدَهُمْ عَلَى أَنْفُسِهِمْ
أَلَسْتُ بِرَبِّكُمْ قَالُوا بَلَى شَهِدْنَا أَنْ تَقُولُوا يَوْمَ الْقِيَامَةِ إِنَّا كُنَّا عَنْ هَذَا
غَافِلِينَ

“And (remember) when your Lord brought forth from the Children of Adam. From their loins, their seed (or from Adam’s loin his offspring) and made them testify as to themselves (saying): “Am I not your Lord?” They said: “Yes! We testify,” lest you should say on the Day of Resurrection: “Verily, we have been unaware of this.” (Surah Al-A’raf verse: 172)²

This verse directly explains the role of language as a tool for human learning; and the most basic and important science is the science of knowing Allah. Through language, humans have acquired knowledge of the divinity of Allah. Humans are required to maintain the knowledge of God through the creed of the creed and carry out his life in accordance with the provisions and laws of Allah. By using language also humans can acquire knowledge in various fields that are essentially sourced from Allah.

² Taqî al-Dîn Hilâlî and Muhammad Mushin Kahn, *Translation of the Meanings of The Noble Qur’an in the English Language*, (Madinah: Maktaba Daar-us Salam, 1994), 226.

English is one of the most important languages of the world.³ It has important role in communication among various parts of the world. English is used as means of international communication. On the other hand, English has a function as a tool to access information in the daily life, to maintain an interpersonal relationship, to exchange the information, and to learn culture in English.

In learning English, grammar takes important aspect. Without it, the arrangement of some words become meaningless. In other words, it can be defined as the way that words can be put together in order to make meaningful and understandable utterances either spoken or written. As stated by Thornbury as follows:

*“Grammar is partly the 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 sentence. Thus a grammar is a description of the rules that govern how language’s sentences are formed. Grammar attempts to explain why the following sentences are acceptable.”*⁴

³ Baugh, *A History of the English Language*, 3.

⁴ Scott Thornbury, *How to Teach Grammar*, (London: Pearson ESL, 2000), 1.

According to Brown⁵, he states that “grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc)”. When we can construct sentences, we can construct texts that can be produced in spoken and written form.

Therefore, grammar takes significant role in learning English. From this fact, it can be concluded, that understanding of grammar needs the rules that govern how language’s sentences are formed must be mastered by language learners besides mastering the four skills in English language. As Penny Ur said, “There is no doubt that knowledge implicit or explicit of grammatical rules is essential for the master of language; you cannot use word unless you know how they put together.”⁶ Thus, it should be taught for English language learners, so they are able to comprehend the grammatical rule of English.

As regard the reality, learning new vocabulary or past verbs is not easy. It is a fact when the researcher taught at one of school in Kabupaten Serang there were some students get many difficulties and

⁵ H. Douglas Brown,.. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (New York: Pearson Education, 2001), 362.

⁶ Penny Ur, *Grammar Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press, 2006), 4.

mistakes when they faced sentences that used past verbs especially irregular verb. For example they do not know how to change the simple form of verb to be the past verb form, like *drink* in simple form to be *drank* in past verb form. This case is indicated when they make sentence, "*I drink water yesterday*". Even though, the sentence is simple past tense form, so they have to use *drank*. In fact when expressing past activities, the students have to know how to express it by using simple past tense correctly. If the students use tense randomly it may cause misunderstanding because every tense will influence meaning. Therefore, it is important to teach rules of simple past tense to the students to make them able to construct good sentences what are applied in English communication either in the oral or written form.

Based on problem above, it is proved that students of SMA Al Husen Kabupaten Serang that the English teacher in SMA Al Husen Kabupaten Serang faced difficulties to improve student vocabulary or past verb. Based on what researcher observed in that school, they were influenced by several factors. First, the teaching and learning activities were monotonous. The teacher's teaching techniques were only focused on memorizing vocabulary. Second,

the teacher as a classroom manager could not organize the students in carrying out the tasks. It made the students get bored easily and they were also reluctant to involve themselves in the learning activities. Furthermore, the English teacher rarely to use classroom English during the learning process, since the teacher tended to use Indonesian in presenting the materials or communicating with the students. So that, the students were not familiar with English and they were reluctant to speak in English because they thought that English was a difficult lesson. Therefore, there was no result that they could get from it. It made the learning process not effective.

The most significant reason was the way how the teacher taught past verb influenced the students' motivation in learning. Since the objective of English teaching in past verb is to make the students to be skillful in English, the grammar teaching process should be interesting for the students in class and can make them participate actively.

English teachers should think critically in order to find creative and appropriate approach in teaching grammar so that the students will take much participation and enthusiasm during the learning process. The teachers should use interesting media which

can be used in teaching English grammar. There are a lot of media provided to teach grammar. One of them is game. Wright, *et al* state that grammar is difficult to understand and boring can be solved by game.⁷

Based on the background of the study above, the researcher wants to improve the teaching learning process to teach past verb by using Four in Row Verb Game. Watchin explains, Four in Row Verb Game is kind of board game that uses grids or squares of paper in which there are verbs in each grid.⁸ The use of Four in Row Verb Game in teaching verb may help in teaching when the teacher realize the students' weakness in understanding the language, especially in mastering English verb. It is expected to improve student's mastery of past verb.

Therefore, the researcher formulated the topic in this paper with the title "The Effectiveness of Four in Row Verb Game in Teaching Past verb (A Quasi-Experimental Research at the Tenth Grade of SMA Al Husen Kabupaten Serang).

⁷ Andrew Wright, David Batteridge and Michael Buckby, *Games for language learning*, 3rd Edition, (New York: Cambridge University Press, 1983), 1.

⁸ Jones Peter Watchin, *Grammar Games and Activities for Teachers*, (England: Penguin Books, 1995), 16.

B. Statement of The Problem

Based on the limitation above, the formulation of the following problem is as follows:

How is the effectiveness of Four in Row Verb Game in teaching past verbs at the tenth grade of SMA Al Husen Kabupaten Serang?

C. Objective of The Study

The objective of the study is to find out the effectiveness of Four in Row Verb Game in teaching Past Verbs at the tenth Grade of SMA Al Husen Kabupaten Serang.

D. The Significance of the Study

On basis of the previous objectives, the significance of the study can be stated as follows:

1) For the students

It is expected that the students can improve their mastery of past verbs by using four in row verb game. Furthermore, it is also hoped that these teaching methods can enhance students' motivation

at the moment they learn English grammar since they will find out that English grammar is not always difficult to be understood.

2) For the teachers

It is expected that four in row verb game can be used as an alternative method or a reference in teaching English grammar, especially for teaching the past verbs to the students.

3) For the readers

It is expected that the result of this study can give an inspiration for them, and can be used as a reference for those who want to conduct a research in teaching English grammar.

E. Hypothesis

In this research, the researcher has two kinds of hypothesis, they are:

1. The Alternative Hypothesis (H_a)

It means there is effect of using Four in Row Verb Game on Student's Past Verbs mastery.

2. The Null Hypothesis (H_o)

It means there is no effect of using Four in Row Verb Game on Student's Past Verbs mastery.

F. Review of Previous Study

There are some researcher that already have conducted the research about the effectiveness using game in improving student's vocabulary or verb.

The first paper written by Asna Khusniati in 2016, State Islamic Institutes of Tulungagung with the title *The Effectiveness of Chinese Whispers Game Toward Students' Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol Tulungagung*. She explained that the students' vocabulary before being taught using Chinese Whispers game at SMPN 2 Sumbergempol in the mean score 73,07. Meanwhile, the students' vocabulary after being taught using Chinese Whispers game in the mean score 91,23. It means that the students' score of posttest greater than students' score of pretest. She concluded that there was any significant difference score before and after by using Chinese Whispers game in teaching vocabulary.

The second paper written by Laili Nurin Nafiah from Walisongo State Islamic University Semarang with the title *Improving Students' Mastery on Simple Present Tense through Toothpick Game*. This study was classroom action research that was done in two cycles and each cycle has four steps, they were planning,

acting, observing and reflecting. The subject of this research was the students at the seventh grade class D of MTs. Raudlatut Tholibin Pakis Tayu, Pati in the academic year of 2015/2016. The number of students was 26 students. The implementation of toothpick game in teaching and learning simple present tense was successful. The improvement could be seen on the students' average score in every cycle that was started by pre cycle as the base data. The students' average score of pre cycle was 67,12. That is why the research was conducted. She suggested that implementing toothpick game could be an alternative strategy to teach and learn English grammar especially for improving students' mastery on simple present tense.

The similarity of all the researchers above with this paper is that this paper was aimed to measure a game in teaching vocabulary as material in English language teaching. But it has different focus. Asna Khusniati used Chinese Whisper game to improve vocabulary mastery, and Laili Nurin Nafiah focused on Teaching Simple Present Tense using Toot Pick Game. This paper tried to another research related them. The researcher did another research to teach past verbs using Four in Row Verb Game. In those two studied this research

was farther research of those studies in order to improve students' past verbs mastery.

G. Organization of Writing

The writer divides this paper into several chapter and section with the systematic of writing in detail as follows:

Chapter I is Introduction. This chapter consists of Background of the Study, Statement of the Problem, Objective of the Study, The Significance of the Study, Hypothesis, Review of Previous Study, and Organization of Writing.

Chapter II is Literature Review. This part consists of General Concept of Grammar, General Concept of Simple Past Tense, General Concept of Verb, General Concept of Game, and Four in Row Verb Game.

Chapter III is Research Methodology. It consists of Research Site, Method and Design of Research, The Population and Sample of the Research, the Technique of Data Collecting, the Content of Intervention, and the Technique of Data Analysis.

Chapter IV is Result of the Research. It consists of Description of Data, Analysis of the Data, and Data Interpretation.

Chapter V is Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. General Concept of Grammar

1. Definition of Grammar

There are many definitions of grammar. According to Thornbury, Grammar is partly the study of what forms (or structures) are possible in language.¹ He explains how a sentence can be accepted structurally or not. According to him, grammar is the rule of how a sentence in language is formed.

Thornbury's opinion above is also approved by Michael Swan who states that grammar as the rules that show how things are combined arranged or changed to show certain kinds of meaning.² Both of the researchers define grammar by further demonstrating that grammar is the rule of change and the commission of a word or sentence. A similar opinion was also made by Harmer who stated that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the

¹ Thornbury, *How to Teach Grammar*, 1.

² Michael Swan, *Practical English Usage*, 3rd Edition, (New York: Oxford, 2005), xix.

language.³ This statement is also supported by Penny Ur, that grammar as the way a language manipulates combines words (or bits of words) in order to form longer units of meaning.⁴

Furthermore, Brown states grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar gives us the form or the structure of language, but those forms are literally meaningless without second dimension, that of semantics (meaning), and a third dimension, pragmatics. In other words, grammar tell us how to construct a sentence (word order, verb and nouns systems, modifiers, phrases, clauses, etc), and discourse rules tell us how to string those sentences together.⁵

Based on the experts' definition of grammar above, it can be concluded that grammar is system of rules of how words and their component parts are combined to make sentences and have meanings.

³ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 12.

⁴ Ur, *Grammar Practice Activities*, 4.

⁵ Brown, *Teaching by Principles*, 362.

2. Technique in Teaching Grammar

McKay, cited by Brown lists five sample techniques for teaching grammar; those are charts and graphs, objects, maps and drawings, dialogues, and written texts.

a) Charts and graphs

Charts and graphs are useful devices for practicing patterns, clarifying grammatical relationship, and even for understanding sociolinguistic and discourse constraints. As the writer read more about this, we can also use table or grid to teach grammatical structures of sentences.⁶

The using of charts and graphs can make students to associate with that concept of structure. These work beautifully for introducing and practicing a variety of structures. Because line graphs indicate change, they also work like a charm for verbs of change, like “sing,” “sang,” “sung” and so on.

The researcher in this paper try to implement what Mc Keys said above through Four in Row Verb Game. Four in Row Verb Game itself uses board game as learning media. Board game is categorized as chart and graphs technique. So, in playing this game

⁶ Brown, *Teaching by Principles*, 368.

the teacher as a manager need to use some material such as paper. There are some words that are located in the grid.

b) Objects

Objects brought into the classroom not only liven up the context but provides a kinesthetic, hands-on dimension to your teaching. So, material things that are real, can be seen, and touched are needed to support grammar teaching and learning process.⁷

According to Penny Ur, the using of object in teaching grammar can make easier for learners to concentrate on thinking about something if they can see or at least see some depicted or symbolic of it. Without any visual focus, learners who are asked to discuss or listen to something often find their attention wandering. This is because sight is an extremely powerful and demanding sense.⁸

c) Maps and drawings

Maps are practical and simple visual aids in a classroom. They can also serve to illustrate certain grammatical structures, such as prepositional phrases, question forms, and imperatives. Drawings

⁷ Brown, *Teaching by Principles*, 370.

⁸ Ur, *Grammar Practice Activities*, 22.

familiar shapes can also be used to teach to describe locations and giving directions.⁹

Techniques using maps and drawings can be used in grammar teaching because it can create a sense of fun for learners. Many learners love the colors and pictures. This is in line with what is delivered by Wright that some people respond best of all to information which is seen: pictures, writing, diagrams, colour, size, design, etc.¹⁰

d) Dialogues

Dialogues are an age-old technique for introducing and practicing grammatical points. So, a conversation between two or more people is useful to be used in teaching grammar too.

Penny Ur mentions, techniques used to activate students to engage in learning activities. Not only participating, it can also increase motivation and involvement, and learning value of the practice given.¹¹ In more detail, she explains three techniques of dialogue that teachers can use in teaching grammar, which are as follows.

⁹ Brown, *Teaching by Principles*, 372.

¹⁰ Wright *et al.*, *Games for Language Learning*, 6.

¹¹ Ur, *Grammar Practice Activities*, 25.

a) Fluid

The basic idea for a transaction-based exchange between two students is provided by teacher, often in the form of a prescribed dialogue. Each learner performs only one transaction with any one partner, and then goes on to do the same with another.

b) Semi-Controlled Small Group Transactions

The teacher provides a 'skeleton' dialoguem or idea for a conversation, which the learners performs in pairs or small group. The language to be produced by students is semi-controlled; that is to say, they are told to make use of certain patterns or kinds of sentences – but the exact content is left up to them. Usually such transactions are based on an information-gap task.

c) Free Group Discussion

This is the least controlled form of interaction. The teacher gives a task, whose performance is likely to involve use of the grammatical structure being practiced, and simply lets the students get on with it, with minimum intervention. The size of the group can vary but it is

usually bigger than that of *semi-controlled small group transaction* as described above and may even be the full class. Sometimes students move from one kind of grouping to another within the same activity, as when a task done in small groups is later assessed in a full class discussion.¹²

e) **Written texts**

At the very simple, mechanical level, a text might be used to get a certain verb tense, or simply to illustrate a grammatical category.¹³ Based on the goal in teaching grammar, Thornbury mention some of the sources of the texts which can be used by teacher. The first is that if learners are going to be able to make sense of grammar, they will need to be exposed to it in its contexts of use, and, at the very least, this means in texts. Secondly, if learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. But a text-based approach grammar is not without its problems. These problems relate principally to the

¹² Ur, *Grammar Practice Activities*, 29 – 30.

¹³ Brown, *Teaching by Principles*, 368-373.

choice of texts. There are at least four possible sources of texts; the coursebook, authentic sources (such as newspapers, songs, literary texts, the internet, etc), the teacher, and the students themselves.¹⁴

B. General Concept of Simple Past Tense

1. Definition of Simple Past Tense

The simple past tense is one of English past tenses. Frank notes that “the past tense indicates definite time terminating in the past, whether a time word is given or not”¹⁵. This concept is similar to what is said by Azar, she said that “the simple past indicates that an activity or situation began and ended at a particular time in the past”.¹⁶

From the statements above, it can be analyzed that the simple past tense is used when the action or event happened and completed at a specific time in the past. So, the action or event is no longer happening now. The simple past tense is generally used with time

¹⁴ Thornbury, *How to Teach Grammar*, 72.

¹⁵ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1972), 73.

¹⁶ Betty Schramper Azar, *Understanding and Using English Grammar*, 3rd Edition, (New York: Pearson Education, 1999), 27.

expressions referring to the past, such as yesterday, last night, last year, ago, in 1993, the day before yesterday, this morning, etc.

2. Use of Simple Past Tense

According to Swan¹⁷, the simple past tense is used to

- a) Talk about many kinds of past events: short, quickly finished actions and happenings, longer situations, and repeated events.

Example:

*Peter **broke** a window last night.*

*I **spent** all my childhood in Scotland.*

*Regularly every summer, Janet **fell** in love.*

- b) Used with references to finished periods and moments of time.

Example:

*I **saw** John yesterday morning. He **told** me...*

¹⁷ Swan, *Practical English Usage*, 416-417.

Furthermore, Frank describes the use of Simple Past Tense as follow:¹⁸

a) One event completed in the past:

*I **saw** him last night.*

*They **left** two hours ago.*

The word **ago** requires the use of the past tense, even if the time indicated comes almost up to the present—*They left one minute ago*. Therefore, an event with *ago* means an event which experiences a finished time. It is cleared that the simple past tense expresses the idea that an event happened once, began, and completed at a specific time in the past. The times of the events (*last night, two hours ago, one minute ago*) are over. According to Azar, “if a sentence contains **when** and has the simple past in both clauses, the action in the *when* clause happens first”. For example, Rita stood under a tree when it began to rain. So, the rain began first.¹⁹

b) Series of events completed in the past:

- *I **finished** work, **walked** to the beach, and **found** a nice place to swim.*

¹⁸ Frank, *Modern English*, 73.

¹⁹ Azar, *Understanding and Using English Grammar*, 27.

From the examples, it can be seen that there is a number of related events completed in the past. These events happened 1st, 2nd, 3rd, 4th, and so on. It is clear that one event followed another in the past.

c) Repeated events completed in the past and no longer happening:

*Last year it **rained** frequently in this area.*

*When I was young, I **went** swimming every day.*

From the examples, it can be analyzed that the irregular verbs (*rained, went*) and the adverbs of time (*frequently, every day*) indicates that the events happened more than once or again and again in the past.

d) Duration of an event completed in the past:

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

Based on the examples, it can be analyzed that the verbs (*lived, believed*) and the durations of time used (*for thirty years, in Columbus' day or during Columbus' day*) indicates that the events happened in a specific length of time that lasted in the past.

C. General Concept of Verb

1. Definition of Verb

Richards defines that verb is word that expresses an action or state of being and the time of when it is.²⁰ According to Pyle and Page, verb follows the subject in a declarative sentence; it generally shows the action of the sentence. The verb may be a single word or verb phrase.²¹

Verbs not only express about what people do or act, Martin Parrot explains that verbs are also used to express other meaning such as existence (e.g. *be, become, exist*), mental conditions and processes (e.g. *believe, deduce, enjoy*), and relationship (e.g. *depend, determine*).²² Furthermore, Warriner as cited by Ilzamudin Ma'mur states, a verb is a word that tells or asserts something about some person or thing. It may tell us: (i) what a person or thing does, (ii) what is done to a person or thing, (iii) what a person or thing is. In

²⁰ Jack C. Richard and Richard Schmidt, *Longman: Dictionary of Applied Linguistic*, (UK: Longman, 1985), 557.

²¹ Michael A. Pyle and Mary Ellen Munoz Page, *Cliffs TOEFL Preparation Guide*, (India: Dreamtech India Ltd, 2005), 41.

²² Martin Parrot, *Grammar for English Language Teachers*, (UK: Cambridge University Press, 2000), 106.

short, verb may be defined as a word that expresses the action, state of being, or relation between two things.²³

Nick Cipollone *et al* explains some morphological property of verb. Firstly, members of the lexical category of verbs have the morphological property of having tense distinctions, such as *present* and *past* (e.g. *sing* – *sang*; *walk* – *walked*). Secondly, sometimes, verbs show a contrast in number and person. Thirdly, verbs may also be suffixed with *-ing*, which is attached when the verb is used in the progressive (e.g. *I am walking*). And fourthly, verbs may combine with auxiliary verbs such as *may*, *might*, and *will*. The last, verbs can occur in the beginning in orders or requests (e.g. *Shut up!*, *Listen to me!*, *Please take a seat*).²⁴

Referring to statements above, the writer can draw that verb is understood as a word that refers to an active act done by the subject. The subject or perpetrator of the sentence will always be formed from noun. Verb describes the subject itself or shows an event and circumstance. Verb itself has a function and type in English sentences.

²³ Ilzamudin Ma'mur, *Modern English Morphology: An Introduction Reading*, (Bandung: Humaniora, 2009), 41.

²⁴ Nick Cipollone, Steven Hartman Keiser and Shravan Vasishth, *Language Files*, (United States: the Ohio State University, 1998), 178.

2. Verb Forms

a) Regular Verb

One types of verb is regular verb. Richards notes that regular verb is a verb which has the most typical forms in its language from grammatical categories, such as tense or person.²⁵ The simple past tense in regular verbs is formed by adding **–ed** to the infinitive²⁶. Murphy states, regular verb always uses same form both in past tense and past participle.²⁷

Examples:

walk	walked	walked
wait	waited	waited
invent	invented	invented
originate	originated	originated ²⁸

According to Azar, there are some rules in adding **–ed**, such as:²⁹

²⁵ Richard, *Longman: Dictionary and Language Teaching Applied Linguistic*, 493.

²⁶ Thomson and Martinet, *A Practical English Grammar*, (New York, United States: Oxford University Press, 1960), 175

²⁷ Raymond Murphy, *English Grammar in Use*, 3rd Edition, (Cambridge: Cambridge University Press, 2004), 292.

²⁸ Ma'mur, *Modern English Morphology*, 42.

²⁹ Azar, *Understanding and Using English Grammar*, 183.

Table 2.1
Rules in Adding *-ed*

Rules	End of Verb	Ed- Form
Rule 1	A consonant + <i>-e</i> Examples: <i>Erase, Smile</i>	<i>Erased, Smiled</i>
Rule 2	One vowel + one consonant Examples: Stop, Rub	<i>Stopped, Rubbed</i>
Rule 3	Two vowels + one consonant Examples: <i>Rain, Need</i>	Add <i>-ed</i> . Do not double the consonant <i>Rained, Needed</i>
Rule 4	Two consonants Example: <i>Count, Help</i>	Add <i>-ed</i> . Do not double the consonant <i>Counted, Helped</i>
Rule 5	Consonant + <i>-y</i> Examples: <i>Study, Carry</i>	Change <i>-y</i> to <i>-I</i> add <i>-ed</i> <i>Studied, Carried</i>
Rule 6	Vowel + <i>-y</i> Examples: <i>Play, Enjoy</i>	Add <i>-ed</i> ; Do not change <i>-y</i> to <i>-i</i> <i>Played, Enjoyed</i>

b) Irregular Verbs

1) Definition of Irregular Verb

The other type is irregular verbs. The difference between a regular and irregular verb is formation of the simple past and past participle. According to Richards, regular verbs are dependably consistent the simple past ends by –ed as does the past participle. Irregular verbs in English may form the past tense by using the same form as the present tense or by having an irregular past tense form which is also used as past participle, or by having an irregular past tense form which is different from the past participle. It means that irregular verbs are a verb which does not have regular forms for tense, person, etc.³⁰

Ilzamudin Ma'mur states the past tense of irregular verbs differ from word to word and must be learned individually and practiced them in daily or orally conversation of practicing speaking.

³¹ In other hand, Thomson and Martinet argue, the simple past form of each irregular verb must therefore be learnt, but once this done

³⁰ Richard, *Longman: Dictionary and Language Teaching Applied Linguistic*, 494.

³¹ Ma'mur, *Modern English Morphology*, 43.

there is no other difficulty, as irregular verbs have no inflexions in the past tense.

2) Types of Irregular Verb

In order to master irregular verb, first, the English Learner must know about its principal parts. There are mainly three parts of irregular verb that must be considered, and they are: the simple or base form, the simple past tense form, and the past participle form.³²

According to Martin Parrot, there are three main types of irregular verb that can be distinguished:

- (a) Irregular verbs which have identical past tense and past participle forms.

<i>Simple form</i>	<i>Past form</i>	<i>Past Participle form</i>
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>

- (b) Irregular verbs which have different past participle from the past tense form.

<i>Simple form</i>	<i>Past form</i>	<i>Past Participle form</i>
<i>Drive</i>	<i>Drove</i>	<i>Driven</i>

³² Frank, *Modern English*, 61.

(c) Irregular verbs which are same between past participle and present tense form.

<i>Simple form</i>	<i>Past form</i>	<i>Past Participle form</i>
<i>Come</i>	<i>Came</i>	<i>Come</i> ³³

Furthermore, Marcella Frank classified the types of irregular verb based on its irregularity. The classification is explained as follows:

Table 2.2

Classification of Irregular Verb by Marcella Frank

1. All Three Principal Parts are different		
a. Verbs that have pattern like: sing, sang, sung		
Simple Form	Past Tense	Past Participle
Drink	Drank	Drunk
Ring	Rang	Rung
Swim	Swam	Swum
b. Verbs that have pattern like: Break, Broke, Broken		
Simple Form	Past Tense	Past Participle
Break	Broke	Broken
Steal	Stole	Stolen
Weave	Wove	Woven
c. Verbs that have pattern like: Blow, Blew, Blown		

³³ Parrot, *Grammar for English Language Teachers*, 113.

Simple Form	Past Tense	Past Participle
Grow	Grew	Grown
Know	Knew	Known
Throw	Threw	Thrown
d. Verbs that have pattern like: Drive, Drove, Driven		
Simple Form	Past Tense	Past Participle
Rise	Rose	Risen
Strive	Strove	Striven
Write	wrote	Written
e. Verbs that have pattern like: Wear, Wore, Worn		
Simple Form	Past Tense	Past Participle
Swear	Swore	Sworn
Tear	Tore	Torn
Wear	Wore	Worn
f. Verbs that have pattern like: Bite, Bit, Bitten		
Simple Form	Past Tense	Past Participle
Bite	Bit	Bitten
Hide	Hid	Hidden
g. Verbs that have pattern like: Shaek, Shook, Shaken		
Simple Form	Past Tense	Past Participle
Take	Took	Taken
Shake	Shoke	Shaken
Forsake	Forsook	Forsaken
h. Verbs that have pattern like: Give, Gave, Given		
Simple Form	Past Tense	Past Participle
Forgive	Forgave	Forgiven

Forbid	Forbade	Forbidden
i. Verbs that have pattern like: Mow, Mowed, Mowen		
Simple Form	Past Tense	Past Participle
Show	Showed	Shown
Sow	Sowed	Sown
j. Miscellaneous		
Simple Form	Past Tense	Past Participle
Go	Went	Gone
Do	Did	Done
See	Saw	Seen
2. Second and Third Principal Part are Alike		
a. Verbs that have pattern like: sing, sang, sung		
Simple Form	Past Participle	
Hang	Hung	
Dig	Dug	
Spin	Spun	
Stick	Stuck	
Swing	Swung	
b. Verbs that have pattern like: feed, fed		
Simple Form	Past Participle	
Bleed	Bled	
Creep	Crept	
Dream	Dreamt	
Feel	Felt	
Sleep	Slept	
c. Verbs That Have Pattern Like: Bring, Brought		

Simple Form	Past Participle
Bring	Brought
Buy	Bought
Seek	Sought
Teach	Taught
d. Verbs that have pattern like: Bend, Bent	
Simple Form	Past Participle
Bend	Bent
Lend	Lent
Spend	Spent
e. Verbs that have pattern like: bind, bound	
Simple Form	Past Participle
Bind	Bound
Find	Found
Grind	Ground
f. Verbs that have pattern like: pay, paid	
Simple Form	Past Participle
Pay	Paid
Say	Said
g. Verbs that have pattern like: sell, sold	
Simple Form	Past Participle
Sell	Sold
Tell	Told
h. Miscellaneous	
Simple Form	Past Participle
Abide	Abode

Build	Built	
Forget	Forgot	
Have	Had	
Lose	Lost	
Make	Made	
Sit	Sat	
3. All Three Principal Parts are alike		
Simple Form	Past Participle	
Bet	Bet	
Cut	Cut	
Read	Read	
Let	Let	
Put	Put	
Shut	Shut	
4. First and Third Principal are alike		
Come	Came	Come
Run	Ran	Run
5. First and Second Principal are alike		
Beat	Beat	Beaten ³⁴

From the explanation above, the researcher concludes that there are five ways in which the verbs change irregularly. First, a

³⁴ Frank, *Modern English Grammar*, 61-66.

verb irregularly when its simple form, past tense, and past participle are different like in the words. Second, a verb is called as an irregular verb when its form of past tense and past participle are the same. Third, a verb is irregular when its three parts are alike. The fourth is an irregular verb which has the sameness in its simple and past participle form. In other words it has the difference only in its past form. The last one is an irregular verb which is the same in the first and the second part.

D. General Concept of Game

1. Definition of Game

According to Hadfield, game is activities with rules, a goal and fun element. Besides they can be used to be practiced in all language skills and be used to practice many types of communications, games trains the students to be more responsible for their own learning, cooperate with their friends and compete with other students.³⁵ The similar statement explained by Wright that game is an activity which is entertaining and engaging, often challenging, and an activity in

³⁵ Jill Hadfield, *Advanced Communication Games*, (Harlow: Longman Ltd, 1996), iii.

which the learners play and usually interact with others. Both researchers call the game has a fun aspect for the learner. In addition, according to them the game can also be used to practice communicating with each other.

Then, Lewis and Bedson state that playing games is a vital and natural part of growing up and learning. Through games children do experiment, discover, and interact with their environment. Games also add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.³⁶ From this opinion it appears that Lewis and Bedson want to convey the importance of using games in learning. There are many benefits when games are used in learning activities, one of which increases the motivation to learn more about the target language.

From definition above, the researcher concludes that playing game is an important and natural part of growing and learning. Through the game, the students can learn things in fun way. As they enjoy the activities of a game, the children will not be afraid to speak English.

³⁶ Gordon Lewis and Gunther Bedson, *Games for Children*, (UK: Oxford University Press, 1999), 5.

2. Kinds of Game

Hadfield divided two kinds of game: competitive game and cooperative game. The first is competitive game which is a game in which the players or teams race to be the first to reach the goal. In this kind of game, the players focus on how to be the winner. The second is cooperative game in which the players or teams can work together towards a common goal. This kind of game make the players think about how to reach the goal by setting out the cooperation teams.³⁷

The writer argues that it is important to know what the kinds of game that necessary to the learners. So that the teacher know what should to achieve the students. In this research itself, Four in Row Verb Game is categorized as competitive game where there are two player or students who try to answer the appropriate verb in grid.

3. The Advantages of Game

There are many effective methods for learning process, one of them is game. In the below, the researcher try to shows some the advantages of game.

³⁷ Hadfield, *Advanced Communication Games*, iii.

Summed by Chen³⁸ the advantages of game are:

- 1) Learner centered.
- 2) Promoting communicative competence.
- 3) Creating a meaningful context for language use.
- 4) Increasing learning motivation.
- 5) Reducing learning anxiety.
- 6) Integrating various linguistic skills.
- 7) Encouraging creative and spontaneous use of language.
- 8) Constructing a cooperative learning environment.
- 9) Fostering participatory attitudes of the students.

In line with Chen, the writer concludes that many important things using the game. Game can make easy the children to study in fun way, so that the students have not bored when they study in the class.

³⁸ Chen I Jung, *Using Games to Promote Communicative Skills in Language Learning*, The Internet TESL Journal, Vol. XI, No. 2, February 2005 <http://iteslj.org/Techniques/Chen-Games.html>., accessed on Sunday, August 5th 2017, 10:30 AM.

E. Four in Row Verb Game

1. Definition of Four in Row Verb Game

Four in a row is an activity for groups of three students. Each pair is given a puzzle sheet comprising of a grid of words, they compete to connect four of the grid-squares vertically, horizontally or diagonally. The third person in the group acts as an invigilator.³⁹ It also test the students' knowledge of irregular verb. It is based loosely on the game Nought and Crosses.⁴⁰

2. How to Play Four in Row Verb Game

The detailed procedure of playing this game is as follows:

- 1) Divide the class into some groups of three. Two students in group will compete in the game and one another will be the referee. Give each group a copy of the handout game and give a copy of the key to the referee.
- 2) Explain what is to be done , namely that students take it in turns to choose a square and then give three parts of verb in the square or grid. For example: "freeze" => *freeze froze frozen*

³⁹ <http://eslgames.com/four-in-a-row/> accesed Sunday, August 13rd 2017, 11.00 PM.

⁴⁰ Watchin, *Grammar Games and Activities for Teachers*, 16.

- 3) The referee checks and then tells the students whether (s) he is right or wrong. If right, (s) he crosses out the verb and writes his/her name in the square. Play the game continually with the next person choosing a square and give the three parts of that verb.
- 4) Play continually until the students get a row of four squares – either vertically, horizontally, or diagonally. ⁴¹

Based on the explanation above, the writer concludes that Four in Row Verb Game is one of game used to teach past verb. The researcher wants to improve the teaching learning process to teach past verb using Four in Row Verb Game. This game can help students to understand the language, especially in mastering English verb. It also can increase students' past verb mastery. The role of playing Four in Row Verb game, students divided into some group, it consists of three students: one student a referee and two students as examiner. The students as the players are given worksheets and they have to play based on the role in the worksheets.

⁴¹ Watchin, *Grammar Games and Activities for Teachers*, 16.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Site

This research has conducted at the tenth grade of SMA Al Husen Kabupaten Serang which is located on Jl. KH. Abdul Kabier Km. 02 Kabupaten Serang Banten. The research was carried out in one month began October 2017 by making it into six meeting excluding the conduction of pre-test and post-test.

B. Method and Design of Research

The basic of a study was held to find out the answer from remanded question to observed subject. Therefore, it was important for researcher to determine a proper strategy to answer and reach the research purpose. The most popular approaches were qualitative approach and quantitative approach. According to James Dean Brown and Theodore S. Rodgers, both stated that qualitative research approach was typically the label for non-numerical research and quantitative research approach is a numerical research or there was conversion data in the research. In other side, based on Grotjahn's

analysis that experimental or non-experimental was data collection method, qualitative or quantitative was type of data that resulted, statistical or interpretive was type of analysis conducted on the data.¹

This study analyzed how extend is Four in Row Verb Game can improve students' past verb mastery, so that the researcher used quantitative method that concern on experimental approach. Donald Ary stated that "experimental research involved a study of the effect of systematic manipulation of one variable(s) on another variable".²

The research design used in this study was quasi-experimental design. Using quasi-experimental design caused when it was impossible to randomize individuals or groups to treatment and control groups.³ Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external

¹ James Dean Brown -Theodore.S Rodgers, *Doing Second Language Research* (New York: Oxford University Press, 2003), 15.

² Donald Ary, *et al.*, *Introduction to Research in Education*, (Canada: Wadsworth, Cengage Learning, 2010), 316.

³ Donald Ary, *et al.*, *Introduction to Research in Education*, 316.

validity and consider these factors in their interpretation.⁴ John Creswell stated that quasi experimental research introduces considerably more threats to internal validity than the true experiment⁵. Quasi experimental focuses on treatment and outcome, hence the data was taken from pre-test and post- test in order to know whether or not Four in Row Verb Game is effective than traditional method to know students' achievement through past verb test.

Because this study collected data in students' past verb mastery in form of scores, the data of the test was numeric. At the end of treatment, both experimental and control group received a post-test and the results of two tests were compared to find the significant differences between the experimental group and the control group. The following was the design of the quasi-experimental research.

⁴ Donald Ary *et al*, *Introduction to Research in Education*, 316.

⁵ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition* (Boston: Pearson, 2012), 310.

Table 3.1
Research Design Quasi-Experimental ⁶

Group	Pre-Test	Independent Variable	Post-Test
A	Y_1	X	Y_2
B	Y_1	-	Y_2

Note:

A : experimental group

B : control group

Y_1 : pre-test

Y_2 : post-test

X : Four in Row Verb Game implementation

C. The Population and Sample of the Research

The population of this research was the whole students of the tenth grade of SMA Al Husen Kabupaten Serang. There are only two classes of the second classes of class XA who consists of 30 students as experimental class and XB who consists 30 students as control class, therefore the technique of sampling is quota sampling. It means, there is no random sampling because limitation of population.

⁶ Donald Ary, *et al.*, *Introduction to Research in Education*, 316.

D. The Technique of Data Collecting

Instrument is a tool to gather data. In this study the writer uses the form of test. The test is given to measure the students' competency or students' learning achievement. The form of test as the instruments to get the data is multiple tests.

In this study, the writer administered pre-test and post-test. Pre-test and post-test were given to both experimental and controlled group. The pre-test was conducted before the treatment. The purpose is to know how the students' achievement in past verb before the treatments carried out. Meanwhile the post-test was conducted after the treatments was conducted. It was also given to both experimental and controlled group. The purpose is to be master students' achievement in past verb after the treatments carried out.

E. The Content of Intervention

This study is focused on students' achievement test of past verb trough Four in Row Verb Game. There were four meetings in this study. In the first meeting, the pre-test was given to get students' background knowledge. The second and third meetings, the students were taught about past verb using Four in Row Verb Game. While

the experimental class was taught through Four in Row Verb Game, the controlled class was taught by expository technique. After giving the treatment, the students in each class had to answer the question related to the material of past verb. It was used to know whether the students got higher improvement in their learning after using four in row verb game than using expository technique. In the last meeting, the post-test was given to check whether students' achievement in past verb through Four in Row Verb Game increased or not.

F. The Technique of Data Analysis

The gathered data are used to find out the differences of students' achievement in experimental class and controlled class. In line with this, the writer uses statistic calculation through t-test formula. It is used to examine the significance difference of students' past verb achievement test between experimental class and controlled class. The researcher wants to compare result of the research between experiment class and control class students, the writer take steps as follow:

- 1) The result of the post-test in experiment class is named variable (X1)

- 2) The result of the post-test in control class is named variable (X2)

The steps for statistic analyze are:

- 1) Determining mean of variable X1 with formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

- 2) Determining mean of variable X2 with formula:

$$M_2 = \frac{\sum X_2}{N_2}$$

- 3) Determining derivation score variable X₁ with formula:

$$X_1 = X_1 - M_1$$

- 4) Determining derivation score variable X₂ with formula:

$$X_2 = X_2 - M_2$$

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

M₁ = the average score of experiment class (Mean X1)

M₂ = the average score of control class (Mean X2)

$\sum X_1^2$ = Sum of square deviation of experiment class

$\sum X_2^2$ = Sum of square deviation of control class

N_1 = Numbers of students of experiment class

N_2 = Numbers of students of control class

2 = constant number

df = degree of freedom

df = $N_1 + N_2 - 2^7$

- 5) Doing interpretation and calculation by comparing the result of calculation t-test with t-table.

⁷ J.P.Guilford,et.al. *Fundamental Statistic in Psychology and Education: International Student Edition* (California: McGraw-Hill,1981), 157.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter, the writer explains the result of the research.

The writer took 60 students at the ten

th grade of SMA Al Husen Tunjung Teja Kabupaten Serang.

The goal of the research is intended to find out the accurate data in accord with the research. So the sample in this study divided into two classes. They are 30 students from class X.A as the experiment class and 30 students from class X.B as the control class.

Based on the result of the test, the writer got two data. The first data is the result of pre-test and the second one is the result of post-test. The result of post-test in experimental class is named variable (X1) and the result of post-test in control class is named variable (X2). The score is as follow:

1. The Score of Pre-test and Post-test of Experimental Class

Table 4.1
The Result Score of Pre-test and Post-test in Experiment Class

No	Name	Score	
		Pre-test	Post-test
1	AA	20	40
2	IFR	30	65
3	IFZ	35	60
4	IRW	25	75
5	ISH	40	85
6	JAE	35	70
7	JS	25	65
8	JE	40	80
9	KA	50	80
10	MA	35	70
11	MAS	50	70
12	MFI	35	40
13	MU	40	50

14	MAF	45	75
15	MAK	25	40
16	MM	35	40
17	MO	20	60
18	MR	50	70
19	MSA	55	65
20	PD	40	65
21	RS	65	80
22	RO	70	95
23	SRB	65	60
24	SI	50	80
25	SJ	50	65
26	SM	45	70
27	SUM	25	60
28	UM	30	75
29	WS	35	65
30	YS	65	85

$\sum X_1$	1230	2000
M_1	41	66,67

Mean by formula:

Pre-test

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{\sum 1230}{30}$$

$$= 41$$

Post-test

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{\sum 2000}{30}$$

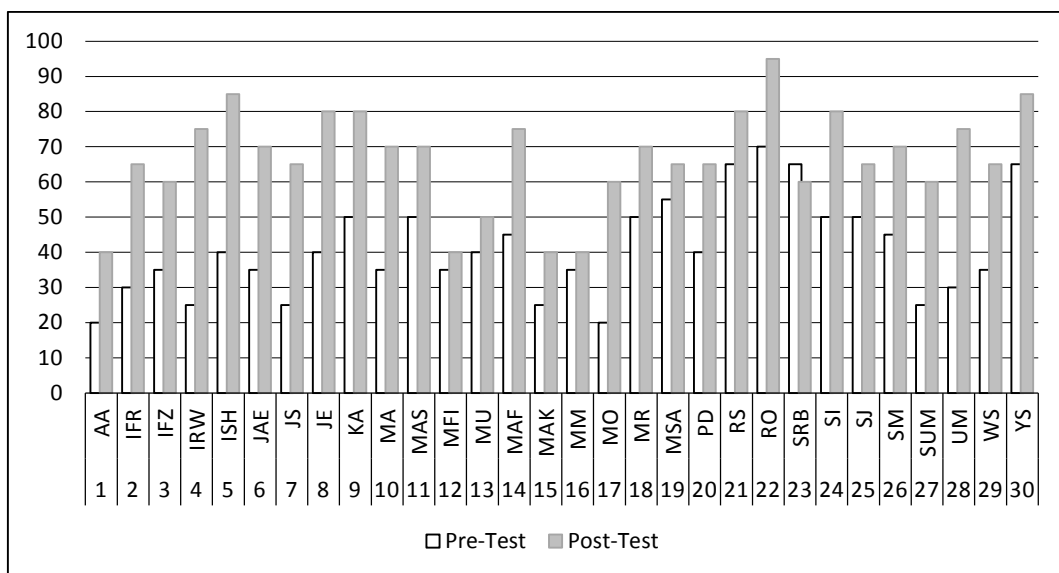
$$= 66,67$$

Note:

$\sum X_1$: The score of pre-test and post-test experiment class

M_1 : Mean of pre-test and post-test experiment class

N_1 : Numbers of students of experiment class

Graphic 4.1**The Score of Pre-Test and Post-Test in Experimental Class**

Based on graphic above, it showed that the result of experimental class got the significant improvement after giving treatment. It is seem from average score of post-test is better than the average score of pre-test that $66,67 > 41$. It means that using Four in Row Verb Game can effect to improve students' Past Verb mastery.

2. The Score of Pre-test and Post-test of Control Class

Table 4.2
The Score of Pre-test and Post-test in Control Class

No	Name	Score	
		Pre-test	Post-test
1	AS	35	35
2	AH	20	35
3	ALB	40	30
4	AN	30	50
5	AMA	45	50
6	AFI	20	55
7	ASY	40	60
8	ASN	50	55
9	DKU	45	35
10	DAR	30	40
11	EA	20	40
12	FF	45	65
13	FN	40	50

14	HE	35	20
15	HER	45	40
16	HK	30	30
17	IIH	55	50
18	KP	40	30
19	KOM	55	35
20	KOR	50	50
21	MLH	45	50
22	NHA	65	65
23	NUR	50	60
24	NRY	70	70
25	PN	40	50
26	RU	45	50
27	RB	25	60
28	RH	25	50
29	SU	50	45
30	TTN	60	60

$\sum X^2$	1245	1415
M_2	41,5	47,17

Mean by formula :

Pre-test

Post-test

$$M_2 = \frac{\sum X^2}{N_2}$$

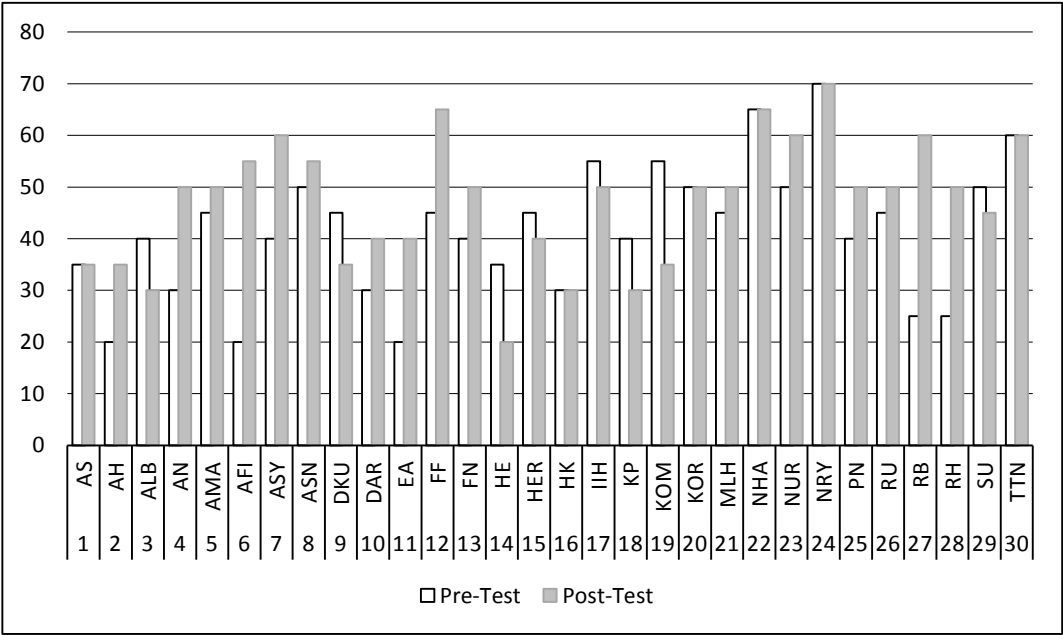
$$M_2 = \frac{\sum X^2}{N_2}$$

$$M_2 = \frac{\sum 1245}{30}$$
$$= 41,5$$

$$M_2 = \frac{\sum 1415}{30}$$
$$= 47,17$$

Graphic 4.2

The Score of Pre-test and Post-Test in Control Class



Based on graphic above, it showed that the result of control class did not have the significant improvement, It is seem from average score of post-test that is score of pre-test $47,17 > 41,5$. This class also realized can effect improvement but lower than experiment class.

B. Analysis of Data

After getting the data from pre-test and post-test score of two classes. Then the writer analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer used step as follows:

Table 4.3

The Score of Distribution Frequency

No	Score		X_1	X_2	X_1^2	X_2^2
	X_1	X_2	$(X_1 - M_1)$ (Derivation Score of X_1)	$(X_2 - M_2)$ (Derivation Score of X_2)		
1	40	35	-26.67	-12.17	711.29	148.11
2	65	35	-1.67	-12.17	2.79	148.11
3	60	30	-6.67	-17.17	44.49	294.81

4	75	50	8.33	2.83	69.39	8.01
5	85	50	18.33	2.83	335.99	8.01
6	70	55	3.33	7.83	11.09	61.31
7	65	60	-1.67	12.83	2.79	164.61
8	80	55	13.33	7.83	177.69	61.31
9	80	35	13.33	-12.17	177.69	148.11
10	70	40	3.33	-7.17	11.09	51.41
11	70	40	3.33	-7.17	11.09	51.41
12	40	65	-26.67	17.83	711.29	317.91
13	50	50	-16.67	2.83	277.89	8.01
14	75	20	8.33	-27.17	69.39	738.21
15	40	40	-26.67	-7.17	711.29	51.41
16	40	30	-26.67	-17.17	711.29	294.81
17	60	50	-6.67	2.83	44.49	8.01

18	70	30	3.33	-17.17	11.09	294.81
19	65	35	-1.67	-12.17	2.79	148.11
20	65	50	-1.67	2.83	2.79	8.01
21	80	50	13.33	2.83	177.69	8.01
22	95	65	28.33	17.83	802.59	317.91
23	60	60	-6.67	12.83	44.49	164.61
24	80	70	13.33	22.83	177.69	521.21
25	65	50	-1.67	2.83	2.79	8.01
26	70	50	3.33	2.83	11.09	8.01
27	60	60	-6.67	12.83	44.49	164.61
28	75	50	8.33	2.83	69.39	8.01
29	65	45	-1.67	-2.17	2.79	4.71
30	85	60	18.33	12.83	335.99	164.61
Σ	2000	1415			5766.67	4384.17

Note:

X_1 = Score Post-Test (Experiment Class)

X_2 = Score Post-Test (Control Class)

X_1 = $X_1 - M_1$ (Mean X_1)

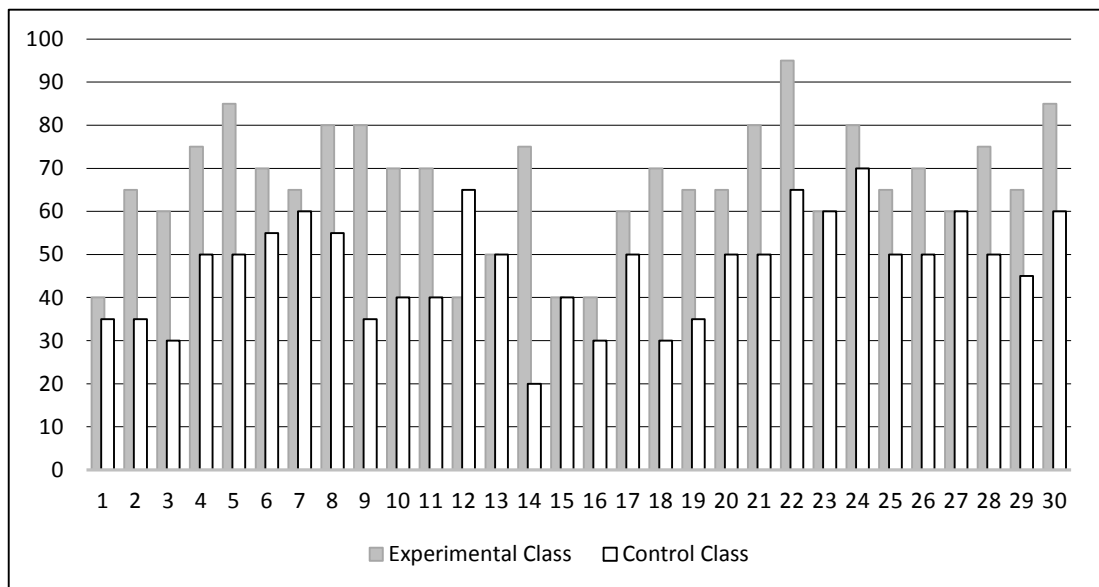
X_2 = $X_2 - M_2$ (Mean X_2)

X_1^2 = The squared value of X_1

X_2^2 = The squared value of X_2

Graphic 4.3

The Score of Distribution Frequency



Based on the graphic above the experiment class= 2000 that was higher than control class= 1415 had different value. The experiment class was higher than the control class.

From the table above, the writer got the data $\sum X_1=2000$, $\sum X_2=1415$, $\sum X_1^2=5766.67$ and $\sum X_2^2=4384.17$, where as $N_1=30$ and $N_2=30$.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1 and X2

Variable X1

Variable X2

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_1 = \frac{\sum 2000}{30}$$

$$M_2 = \frac{\sum 1415}{30}$$

$$=66,67$$

$$=47,17$$

From the table above, the writer got the data $\sum X_1=2000$, $\sum X_2=1415$, $\sum X_1^2=5766.67$ and $\sum X_2^2=4384.17$, where as $N_1=30$ and $N_2=30$.

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t = \frac{66,67 - 47,17}{\sqrt{\left\{ \frac{5766,67 + 4384,17}{30 + 30 - 2} \right\} \left\{ \frac{30 + 30}{30 \cdot 30} \right\}}}$$

$$t = \frac{19,5}{\sqrt{\left\{ \frac{10150,84}{58} \right\} \left\{ \frac{60}{900} \right\}}}$$

$$t = \frac{19,5}{\sqrt{\{175,01\}\{0,06\}}}$$

$$t = \frac{19,5}{\sqrt{10,56}}$$

$$t = \frac{19,5}{3,24}$$

$$t = 6,01$$

Note :

M_1 = The average score of experiment class (Mean X1)

M_2 = The average score of control class (Mean X2)

$\sum X_1^2$ = Sum of the squared deviation score of experiment class

$\sum X_2^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experiment class

N_2 = The number of student of control class

2 = Constant number

3. Degree of Freedom

$df = N_1 + N_2 - 2$

$= 30 + 30 - 2$

$= 58$

There is no degree of freedom for 58, so the writer uses the closer df from 58. In degree of significance 5% from 58 $t_t = 2,00$ and in degree of significance 1% from 58 $t_t = 2.66$.

Based on the result statistic calculation, it is obtained that the score of t_o is $= 6,01 > t_t = 2,00$ in degree of significance 5%. The score of $t_o = 6,01 > t_t = 2.66$ in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If $t_{\text{observation}} > t_{\text{table}}$: The alternative hypothesis is accepted. It means

there is a significant effect of Four in Row Verb Game on students' Past Verb Mastery.

If $t_{\text{observation}} < t_{\text{table}}$: The alternative hypothesis is rejected. It means

there is no significant effect of Four in Row Verb Game on students' Past Verb Mastery.

C. Interpretation of Data

From the result of pre-test and post-test in experiment class, the writer can be concluded that from the lowest score in pre-test is 20 and the highest score in pre-test is 70. After the writer conducted treatment of Four in Row Verb Game on student's English past verb mastery and also conducted post-test. The lowest score in post-test is 40 and the highest score in post test is 95.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

a. $H_a : t_{\text{observation}} > t_{\text{table}}$ = It means there is a significant influence of Four in Row Verb game in students' Past Verb Mastery.

b. $H_o : t_{\text{observation}} < t_{\text{table}}$ = It means there is no significant influence of Four in Row Verb game in students' Past Verb Mastery.

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} .

$t_{\text{observation}} = 6,01 > t_{\text{table}} = 2,00$ (5%) or $t_{\text{observation}} = 6,01 > t_{\text{table}} = 2,66$ (1%), so H_o is rejected and H_a is accepted.

From the result above, it means there is a significant influence of Four in Row Verb Game on student's English Past verb mastery. It can be seen that the student got better score by Four in Row Verb Game.

Based on the result of the tests, the process of learning English using Four in Row Verb Game as a medium to teach Past Verbs in SMA Al Husen Kabupaten Serang could help the students to understand the form of past verbs effectively and also to understand past verb form used in simple past tense. Besides, the students who had been taught using Four in Row Verb Game felt more fun and enjoy. They were not bored in the classroom during the process of teaching learning.

The activities of teaching and learning in the experimental class (X A) was implemented by using Four in Row Verb Game in teaching past verbs. In the process of teaching learning, the teacher divided the students into several groups, it consists of three students; one student as a referee and two students as player. The students as the players are given worksheets and they have to play, based on the role in the worksheets. In the end of the learning, the teacher repeated and reflected the material that had been learnt. The

activities which was done in experimental class might support the students to do their best in working out with the given subject matter.

In contrary, the control group (class X B) were merely taught by conventional method which is usually refers to the lecturing. The students received the explanation only from one side that was from their teacher. The role of teacher, here, was said dominantly. In the process of teaching learning, the teacher explained the pattern of past verb to the students. Then, the teacher asked to the students to memorize and make sentences in simple past tense. In the end of learning, the teacher gave homework to the students based on the material. This situation could not explore the students' cognitive potentials and their activeness maximally.

The result of the research shows that the experimental class (the students who are taught using Four in Row Verb game) has the mean value (66,67), meanwhile the control class (the students who are not taught using Four in Row Verb game) has the mean value (47,17). It can be said that the achievement score of experimental class is higher than control class. The following was the table of pre-test and post-test students' average score.

Table 4.4
The Pre-Test and Post Test Students' Average of the Experimental
and Control Class

Class	The Average of Pre-Test	The Average of Post-Test
Experiment	41	66,67
Control	41,5	47,17

Based on the result of pre-test and post-test, it could be concluded:

Four in Row Verb Game was effective to teach past verbs at the tenth grade of SMA Al Husen Kabupaten Serang. It can be seen from the result of analysis by using t test formula:

1. The achievement of past verbs of experimental and control group before treatment is equal. It can be seen from the mean of pre-test of experimental class (41) and the mean of control group (41,5) before the treatment. There is no significant difference in students' achievement between experiment and control group.
2. The achievement of past verbs of experimental group after treatment was better than experimental group before

treatment. It can be seen from the mean of post-test in the experimental class (66,67) is higher pre-test in experimental class (41).

3. The achievement of past verbs of control group after learning process is higher than control group before treatment. It can be seen from the mean of post-test of control class (47,17) is higher than the mean of pre-test of control class (41,5) after the treatment.
4. The achievement of past verbs of experimental group after treatment is better than control group. It can be seen from the mean of post-test of the experimental class (66,67) is bigger than the mean of post-test of control class (47,17) after the treatment.
5. The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on the experimental group. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that $t_o = 6,01 > t_{table} = 2,00$ at 5% in degree of significance with $df = 30+30-2 = 58$, and $t_o = 6,01$

$t_{table} = 2,66$ at 1%. From the result of calculation $t\text{-test} = 6,01$. If compared between t_o and t_{table} , $t_o > t_{table}$. It means H_o is rejected and H_a is accepted. There is a significance difference of average score from pre-test and post-test of control class. From the calculation of interaction A and B, there was a different significance between students who taught by using Four in Row Verb Game and students who taught by using non Four in Row Verb Game.

So, it could be concluded that Four in Row Verb Game is effective to facilitate students' understanding on Past Verbs in experimental group. It can be seen at mean value of both groups. There is significant difference in the students' past verb achievement between experiment and control group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the Formulation of problem about “the students before using Four in Row Verb Game and the effectiveness of Four in Row Verb Game on student’s English past verb mastery at the tenth grade of SMA Al Husen Kabupaten Serang Banten”, the writer describe the conclusion as follows :

1. Teaching past verbs by using Four in Row Verb Game was more effective than teaching past verbs by using lecture method because there was a different mean in both of classes. The experimental group, the maximal or highest score was 95 and the minimal or lowest score was 40, the average of this group was 66,67. For the control group, the highest score was 70 and the lowest score was 20, the average of this group was 47,17.
2. The result of the analysis of the research show the value of $t_{observation}$ is bigger than t_{table} . It means $t_{observation}$ (6,01) >

t_{table} (2,00) in 5%, and $t_{observation}$ (6,01) > t_{table} (2.66) in 1%. It means that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. So, it means that there is significant effect in using Four in Row Verb game on student's English past verb mastery at the tenth Grade of SMA Al Husen Kabupaten Serang Banten.

B. Suggestion

Based on conclusion above, the writer proposes some suggestion for teacher, students and headmaster, as such follows:

1. For the teacher
 - a. The teacher may consider the use of Four in Row Verb Game in the teaching past verbs.
 - b. The teacher should not only concern on media that will be applied in presenting the material which uses grammar, but also on technique, approach and method in teaching grammar.
 - c. The teacher should be able to use various and interesting techniques in teaching speaking to arouse students' motivation in joining his/her class.

- d. The teacher should give the explanation of material as details as possible in order to the students understand clearly.
- 2. For the students
 - a. The students have more spirit and more motivated in teaching learning process.
 - b. Train to work in group, discussing some of English books to obtain and to understand many vocabularies.
- 3. For the head master
 - a. The head master should obligate to all teachers to make preparation before teaching.
 - b. The head master should motivate and support the English teacher to apply this method in teaching grammar at their each school not only in moral support but also in physic support, like facilities and tools.
- 4. For next researcher the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can affect the positive instructional activity.

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Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan Pendidikan : SMA Al Husen Kabupaten Serang

Kelas/ Semester : X.A / I

Topik : *Recount Text*

Sub Topik : *Past Verbs*

Alokasi Waktu : 4 x 45 Menit (2 x Pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi internasional dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian dan peristiwa.
- 4.14 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

- 1. Mensyukuri angugerah Tuhan Yang Maha Esa akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2. Siswa menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melakukan komunikasi interpersonal.
- 3. Siswa mampu **mengidentifikasi** tujuan, struktur teks, dan unsur kebahasaan pada teks recount.
 - 3.1 Siswa mampu mengidentifikasi kosa kata dalam teks monolog berbentuk recount.
 - 3.2 Siswa mampu menemukan kata kerja bentuk past tense dalam teks recount.
 - 3.3 Siswa memahami grammar *Simple Past Tense*.
 - 3.4 Siswa mampu mengidentifikasi ciri-ciri kalimat *Simple Past Tense* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 4. Siswa mampu menyusun teks recount lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

D. Tujuan Pembelajaran

- 1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/kejadian/peristiwa.
- 2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang pengalaman/kejadian/peristiwa.
- 3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/kejadian/peristiwa.
 - 3.1 Mengidentifikasi kosa kata dalam teks monolog berbentuk recount.
 - 3.2 Menemukan kata kerja bentuk past tense dalam teks recount.
 - 3.3 Memahami grammar *Simple Past Tense*.
 - 3.4 Mengidentifikasi ciri-ciri kalimat *Simple Past Tense* (fungsi sosial, struktur teks, dan unsur kebahasaan).

4. Memahami makna teks recount sederhana tentang pengalaman/kejadian/peristiwa.

E. Materi Pembelajaran

1. Teks Recount
(Terlampir)
2. Simple Past Tense
(Terlampir)

F. Model/ Metode Pembelajaran

1. Pendekatan : *Scientific Approach*
2. Strategi : *Game (Four in Row Verb)*
3. Metode : *Three Phase Technique (Exploration, Elaboration and Confirmation), Discussion and Inquiry Learning.*

G. Kegiatan Pembelajaran

Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Memberikan salam dan peserta didik menjawab sapaan guru, dilanjutkan dengan berdo'a bersama. - Mengecek kehadiran peserta didik. - Menyiapkan kesiapan peserta didik. 	5 menit
Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Memberikan <i>Brainstorming</i> kepada peserta didik berupa tanya jawab tentang berbagai hal terkait tema topik yang akan dibicarakan. - Mengaitkan jawaban dengan materi yang akan dibahas. <p>Elaborasi</p> <ul style="list-style-type: none"> - Membaca teks recount berjudul yang disediakan. - Menanyakan grammatical features yang ada pada teks recount kepada peserta didik. - Mengaitkannya dengan topik yang akan dibicarakan, yaitu Simple Past Tense. - Menjelaskan tentang Simple Past tense. 	65 menit

	<ul style="list-style-type: none"> - Peserta didik mendengarkan dan membaca banyak kalimat <i>Simple Past Tense</i> dalam berbagai konteks. - Peserta didik diberikan kesempatan untuk bertanya berkaitan dengan materi yang dibicarakan. - Guru menyampaikan Permainan <i>Four in Row Verb Game</i>; 1) Sebelum permainan dimulai, guru membagi siswa ke dalam sejumlah kelompok. 2) Setiap kelompok terdiri dari 3 orang; 1 sebagai wasit dan 2 lainnya sebagai pemain. Setiap tim diberikan masing-masing 1 lembar board game berisi sejumlah kata kerja dalam kotak. - Guru menjelaskan peraturan permainan; 1) Pemain pertama mengambil giliran untuk memilih kotak verb. Pada kotak tersebut terdapat satu kata kerja, ia harus menyebutkan tiga bagian dari kata kerja tersebut yaitu <i>verb I</i>, <i>verb II</i>, dan <i>verb III</i>. Contoh: <i>go – went – gone</i>. 2) Jika pemain berhasil menyebutkan <i>verb</i> dengan tepat, wasit kemudian menuliskan nama pemain pertama pada kotak tersebut. 3) Pemain kedua mengambil giliran dengan peraturan yang sama. 4) Permainan <i>Four in Row</i> dikatakan berhasil jika pemain menyebutkan <i>verb</i> dengan tepat dan membuat garis 4 kotak baik secara horizontal, vertical atau diagonal. 5) Pemain yang paling banyak membuat <i>Four in Row</i> (garis 4 kotak) adalah yang jadi pemenangnya. - Guru meminta setiap tim berlatih. - Dalam latihan, pertama-tama guru menyodorkan - Setelah latihan selesai, maka dimulailah permainan yang sebenarnya. - Setelah itu, dengan arahan dari guru hasil yang didapatkan didiskusikan bersama-sama. 	
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	Konfirmasi <ul style="list-style-type: none"> - Guru menanyakan tentang pemahaman peserta didik terhadap materi yang sudah dipelajari. - Guru memberikan lembar kerja siswa yang berisi soal identifikasi past verb dalam teks recount. - Peserta didik diminta untuk mengerjakan soal tersebut. 	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan pelajaran. - Guru memberikan salam penutup. 	10 menit

Pertemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Memberikan salam dan peserta didik menjawab sapaan guru, dilanjutkan dengan berdo'a bersama. - Mengecek kehadiran peserta didik. - Menyiapkan kesiapan peserta didik. 	5 menit
Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Menanyakan pemahaman siswa terkait materi pertemuan sebelumnya. - Guru melakukan <i>review</i> terhadap materi yang telah dipelajari. <p>Elaborasi</p> <ul style="list-style-type: none"> - Menanyakan siswa tentang cara mereka menjelaskan sesuatu yang pernah dialami kemarin, tadi malam dan sebagainya - Meminta siswa memberikan contoh kalimat dalam bentuk lampau. - Mengaitkannya jawaban siswa dengan topik yang akan dibicarakan, yaitu Simple Past Tense. - Menjelaskan formula dan fungsi-fungsi Simple Past tense. - Menjelaskan penggunaan past verb dalam Simple Past tense - Peserta didik mendengarkan dan membaca banyak kalimat <i>Simple Past Tense</i> dalam berbagai konteks. - Siswa diminta membaca beberapa contoh kalimat Simple Past Tense yang disediakan dan menentukan 	65 menit

	<p>apakah penggunaan past verb dalam kalimat tersebut benar atau salah.</p> <ul style="list-style-type: none"> - Guru meminta siswa menjawab dan mendiskusikan kalimat-kalimat tersebut. - Guru meminta siswa menjelaskan jawabannya masing-masing. - Peserta didik diberikan kesempatan untuk bertanya berkaitan dengan materi yang dibicarakan. - Guru menyampaikan Permainan Four in Row Verb Game; 1) Sebelum permainan dimulai, guru membagi siswa ke dalam sejumlah kelompok. 2) Setiap kelompok terdiri dari 3 orang; 1 sebagai wasit dan 2 lainnya sebagai pemain. Setiap tim diberikan masing-masing 1 lembar board game berisi sejumlah kata kerja dalam kotak. - Guru menjelaskan peraturan permainan; 1) Pemain pertama mengambil giliran untuk memilih kotak verb. Pada kotak tersebut terdapat satu kata kerja, ia harus menyebutkan tiga bagian dari kata kerja tersebut yaitu <i>verb I</i>, <i>verb II</i>, dan <i>verb III</i>. Contoh: <i>go – went – gone</i>. 2) Jika pemain berhasil menyebutkan <i>verb</i> dengan tepat, wasit kemudian menuliskan nama pemain pertama pada kotak tersebut. 3) Pemain kedua mengambil giliran dengan peraturan yang sama. 4) Permainan <i>Four in Row</i> dikatakan berhasil jika pemain menyebutkan <i>verb</i> dengan tepat dan membuat garis 4 kotak baik secara horizontal, vertical atau diagonal. 5) Pemain yang paling banyak membuat <i>Four in Row</i> (garis 4 kotak) dialah yang jadi pemenangnya. - Dengan arahan dari guru hasil yang didapatkan didiskusikan bersama-sama. 	
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	Konfirmasi <ul style="list-style-type: none"> - Guru menanyakan tentang pemahaman peserta didik terhadap materi yang sudah dipelajari. - Guru memberikan lembar kerja siswa yang berisi soal pilihan ganda dan esai. - Peserta didik diminta untuk mengisi lembar tersebut. 	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan pelajaran. - Guru memberikan salam penutup. 	10 menit

H. Sumber dan Media Pembelajaran

1. Sumber: Buku Paket Bahasa Inggris SMA Kelas X Kurikulum 2013, Chapter 10-12, Kemendikbud, 2014.
2. Media: papan tulis, boardmarker, lembar kerja, *board game*.

I. Penilaian

- Teknik : Tes Tulis
 Bentuk : Identifikasi Teks, Pilihan Ganda dan Pertanyaan Benar-Salah

Guru Mata Pelajaran,

SITI UNAELAH, S.Pd

NIP. -

Serang, Oktober 2017
 Peneliti

ROHEMI

NIM: 112301079

Mengetahui,
 Kepala Sekolah



Lampiran

1. Materi Pertemuan 1 - 2

a) Read the text below and find the past verb form!

My Holiday

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My mother prepared the car in the garage while my mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine a.m. We arrived at Yogyakarta. First of all, we visited our uncle's house. We stayed there for one hour. Then, we went to Parangtritis beach. We got there at eleven. There were a lot of tourists there because it was holiday. My parents watched us playing with sand in the beach. We didn't swim and take a bath since the wave was rough.

After having lunch, we went on our picnic to the Museum and Malioboro shopping center. We went back to Semarang at seven o'clock and arrived home at ten. We were so tired but we felt so happy.

Key Answer: went, drove, sat, woke up, prepared, was, packed, got, had, left, arrived, visited, stayed, were, watched, did, felt.

b) Study the sentences below and correct the Mistakes in the following sentences!

1. Yesterday, I speak to Ken.
2. I heard a good joke last night.
3. Why Mustafa didn't came to class last week?
4. Mr. Adam teached our class last week.
5. I writed a letter last night.

Key Answer:

1. Yesterday, I **spoke** to Ken.
2. I **heard** a good joke last night.
3. Why Mustafa didn't **come** to class last week?
4. Mr. Adam **taught** our class last week.
5. I **wrote** a letter last night.

2. Penilaian Pertemuan 1-2

Teknik : Tes Tertulis

Bentuk : Identifikasi Teks Recount, Pertanyaan Benar-Salah, Pertanyaan Pilihan Ganda

Instrumen :

a) Read the text below and find the past verb form!

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got my dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

No	Past Verb	Sentence
1	Had	I <u>had</u> a terrible day <u>yesterday</u>
	
	
	
	
	
	

b) Draw a circle around the correct past tense verb in each sentence below!

- He (read / readed / reading) many books in the library this morning.
- Suhemin (bring/bringed/brought) much money yesterday.
- He (know / knowed / knew) all of answers, finally he (win / won / winning) the competition.
- She (wore / wear / weared) nice dress last month.
- Mr. Benny (Teach / Taught / Taughted) English two years ago.

c) State if the sentence below is True or False!

- Ahmad stand at the rail station to wait his nephew this afternoon. (True / False)
- He understood the material a minute ago. (True / False)
- My mother hear bad news this morning (True / False)
- They left to Jakarta last night. (True / False)
- We spoken English two days ago. (True / False)

Key	1. Read	2. Brought	3. Knew	4. Wore	5. Taught
Answer:	6. False	7. True	8. False	9. True	10. False

FOUR IN ROW VERB GAME

MEETING ONE

1 <i>Come</i>	2 <i>See</i>	3 <i>Feel</i>	4 <i>Make</i>	5 <i>Choose</i>
6 <i>Send</i>	7 <i>Become</i>	8 <i>Sing</i>	9 <i>Be</i>	10 <i>Learn</i>
11 <i>Pay</i>	12 <i>Freeze</i>	13 <i>Say</i>	14 <i>Hit</i>	15 <i>Build</i>
16 <i>Cut</i>	17 <i>Put</i>	18 <i>Begin</i>	19 <i>Ride</i>	20 <i>Give</i>
21 <i>Eat</i>	22 <i>Get</i>	23 <i>Know</i>	24 <i>Do</i>	25 <i>Buy</i>
26 <i>Go</i>	27 <i>Meet</i>	28 <i>Shoot</i>	29 <i>Sleep</i>	30 <i>Think</i>

*Key Answer Meeting One**(Kunci Jawaban Pertemuan 1)*

<i>Present Verb</i>	<i>Past Verb</i>	<i>Past Participle Verb</i>
1. <i>Come</i>	<i>Came</i>	<i>Come</i>
2. <i>See</i>	<i>Saw</i>	<i>Seen</i>
3. <i>Feel</i>	<i>Felt</i>	<i>Felt</i>
4. <i>Make</i>	<i>Made</i>	<i>Maken</i>
5. <i>Choose</i>	<i>Chose</i>	<i>Chosen</i>
6. <i>Send</i>	<i>Sent</i>	<i>Sent</i>
7. <i>Become</i>	<i>Became</i>	<i>Become</i>
8. <i>Sing</i>	<i>Sang</i>	<i>Sung</i>
9. <i>Be</i>	<i>Was</i>	<i>Been</i>
10. <i>Learn</i>	<i>Learnt</i>	<i>Learnt</i>
11. <i>Pay</i>	<i>Paid</i>	<i>Paid</i>
12. <i>Freeze</i>	<i>Froze</i>	<i>Frozen</i>
13. <i>Say</i>	<i>Said</i>	<i>Said</i>
14. <i>Hit</i>	<i>Hit</i>	<i>Hit</i>
15. <i>Build</i>	<i>Built</i>	<i>Built</i>
16. <i>Cut</i>	<i>Cut</i>	<i>Cut</i>
17. <i>Put</i>	<i>Put</i>	<i>Put</i>
18. <i>Begin</i>	<i>Began</i>	<i>Begun</i>
19. <i>Ride</i>	<i>Rode</i>	<i>Ridden</i>
20. <i>Give</i>	<i>Gave</i>	<i>Given</i>
21. <i>Eat</i>	<i>Ate</i>	<i>Eaten</i>
22. <i>Get</i>	<i>Got</i>	<i>Got</i>
23. <i>Know</i>	<i>Knew</i>	<i>Known</i>
24. <i>Do</i>	<i>Did</i>	<i>Done</i>
25. <i>Buy</i>	<i>Bought</i>	<i>Bought</i>
26. <i>Go</i>	<i>Went</i>	<i>Gone</i>
27. <i>Meet</i>	<i>Met</i>	<i>Met</i>
28. <i>Shoot</i>	<i>Shot</i>	<i>Shot</i>
29. <i>Sleep</i>	<i>Slept</i>	<i>Slept</i>
30. <i>Think</i>	<i>Thought</i>	<i>Thought</i>

FOUR IN ROW VERB GAME**MEET TWO**

1 <i>Break</i>	2 <i>Bring</i>	3 <i>Read</i>	4 <i>Teach</i>	5 <i>Fall</i>
6 <i>Stand</i>	7 <i>Understand</i>	8 <i>Leave</i>	9 <i>seek</i>	10 <i>Sweep</i>
11 <i>Swim</i>	12 <i>Fight</i>	13 <i>Take</i>	14 <i>Catch</i>	15 <i>Spend</i>
16 <i>Dig</i>	17 <i>Run</i>	18 <i>Hear</i>	19 <i>Speak</i>	20 <i>Find</i>
21 <i>Forbid</i>	22 <i>Wear</i>	23 <i>Win</i>	24 <i>Draw</i>	25 <i>Write</i>

Key Answer Meeting Two

Kelas Eksperimen

(Kunci Jawaban Pertemuan 2)

<i>Present Verb</i>	<i>Past Verb</i>	<i>Past Participle Verb</i>
1. <i>Break</i>	<i>Broke</i>	<i>Broken</i>
2. <i>Bring</i>	<i>Brought</i>	<i>Brought</i>
3. <i>Read</i>	<i>Read</i>	<i>Read</i>
4. <i>Teach</i>	<i>Taught</i>	<i>Taught</i>
5. <i>Fall</i>	<i>Fell</i>	<i>Fallen</i>
6. <i>Stand</i>	<i>Stood</i>	<i>Stood</i>
7. <i>Understand</i>	<i>Understood</i>	<i>Understood</i>
8. <i>Leave</i>	<i>Left</i>	<i>Left</i>
9. <i>Seek</i>	<i>Sought</i>	<i>Sought</i>
10. <i>Sweep</i>	<i>Swept</i>	<i>Swept</i>
11. <i>Swim</i>	<i>Swam</i>	<i>Swum</i>
12. <i>Fight</i>	<i>Fought</i>	<i>Fought</i>
13. <i>Take</i>	<i>Took</i>	<i>Taken</i>
14. <i>Catch</i>	<i>Caught</i>	<i>Caught</i>
15. <i>Spend</i>	<i>Spent</i>	<i>Spent</i>
16. <i>Dig</i>	<i>Dug</i>	<i>Dug</i>
17. <i>Run</i>	<i>Ran</i>	<i>Run</i>
18. <i>Hear</i>	<i>Heard</i>	<i>Heard</i>
19. <i>Speak</i>	<i>Spoke</i>	<i>Spoken</i>
20. <i>Find</i>	<i>Found</i>	<i>Found</i>
21. <i>Forbid</i>	<i>Forbade</i>	<i>Forbidden</i>
22. <i>Wear</i>	<i>Wore</i>	<i>Worn</i>
23. <i>Win</i>	<i>Won</i>	<i>Won</i>
24. <i>Draw</i>	<i>Drew</i>	<i>Drawn</i>
25. <i>Write</i>	<i>Wrote</i>	<i>Written</i>

Control Class Meeting 1-2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA Al Husen Kabupaten Serang
Kelas/ Semester	: X.B / I
Topik	: <i>Recount Text</i>
Sub Topik	: <i>Past Verbs</i>
Alokasi Waktu	: 4 x 45 Menit (2 x Pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di ssekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi internasional dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian dan peristiwa.
- 4.14 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

- 1. Mensyukuri angugerah Tuhan Yang Maha Esa akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2. Siswa menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melakukan komunikasi interpersonal.
- 3. Siswa mampu mengidentifikasi tujuan, struktur teks, dan unsur kebahasaan pada teks recount.
 - 3.1 Siswa mampu mengidentifikasi kosa kata dalam teks monolog berbentuk recount.
 - 3.2 Siswa mampu menemukan kata kerja bentuk past tense dalam teks recount.
 - 3.3 Siswa memahami grammar *Simple Past Tense*.
 - 3.4 Siswa mampu mengidentifikasi ciri-ciri kalimat *Simple Past Tense* (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 4. Siswa mampu menyusun teks recount lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

D. Tujuan Pembelajaran

- 1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/kejadian/peristiwa.
- 2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang pengalaman/kejadian/peristiwa.
- 3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/kejadian/peristiwa.
 - 3.1 Mengidentifikasi kosa kata dalam teks monolog berbentuk recount.
 - 3.2 Menemukan kata kerja bentuk past tense dalam teks recount.
 - 3.3 Memahami grammar *Simple Past Tense*.
 - 3.4 Mengidentifikasi ciri-ciri kalimat *Simple Past Tense* (fungsi sosial, struktur teks, dan unsur kebahasaan).

- Memahami makna teks recount sederhana tentang pengalaman/kejadian/peristiwa.

E. Materi Pembelajaran

- Teks Recount
(Terlampir)
- Simple Past Tense
(Terlampir)

F. Model/ Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Strategi : *Game (Four in Row Verb)*
- Metode : *Three Phase Technique (Exploration, Elaboration and Confirmation), Discussion and Inquiry Learning.*

G. Kegiatan Pembelajaran

Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Memberikan salam dan peserta didik menjawab sapaan guru, dilanjutkan dengan berdo'a bersama. Mengecek kehadiran peserta didik. Menyiapkan kesiapan peserta didik. 	5 menit
Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> Memberikan <i>Brainstorming</i> kepada peserta didik berupa tanya jawab tentang berbagai hal terkait tema topik yang akan dibicarakan. Mengaitkan jawaban dengan materi yang akan dibahas. <p>Elaborasi</p> <ul style="list-style-type: none"> Membaca teks recount berjudul yang disediakan. Menanyakan <i>grammatical features</i> yang ada pada teks recount kepada peserta didik. Mengaitkannya dengan topik yang akan dibicarakan, yaitu Simple Past Tense. Menjelaskan tentang Simple Past tense. 	65 menit

	<ul style="list-style-type: none"> - Peserta didik mendengarkan dan membaca banyak kalimat <i>Simple Past Tense</i> dalam berbagai konteks. - Peserta didik diberikan kesempatan untuk bertanya berkaitan dengan materi yang dibicarakan. - Peserta didik diminta membuat sejumlah kalimat <i>Simple Past Tense</i>. - Kalimat yang diperoleh kemudian dituliskan di papan tulis, dan guru meminta siswa mendiskusikan hasil tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru menanyakan tentang pemahaman peserta didik terhadap materi yang sudah dipelajari. - Guru memberikan lembar kerja siswa yang berisi soal identifikasi past verb dalam teks recount. - Peserta didik diminta untuk mengerjakan soal tersebut. 	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan pelajaran. - Guru memberikan salam penutup. 	10 menit

Pertemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Memberikan salam dan peserta didik menjawab sapaan guru, dilanjutkan dengan berdo'a bersama. - Mengecek kehadiran peserta didik. - Menyiapkan kesiapan peserta didik. 	5 menit
Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Menanyakan pemahaman siswa terkait materi pertemuan sebelumnya. - Guru melakukan <i>review</i> terhadap materi yang telah dipelajari. <p>Elaborasi</p> <ul style="list-style-type: none"> - Menanyakan siswa tentang cara mereka menjelaskan sesuatu yang pernah dialami kemarin, tadi malam dan sebagainya - Meminta siswa memberikan contoh kalimat dalam bentuk lampau. 	65 menit

	<ul style="list-style-type: none"> - Mengaitkannya jawaban siswa dengan topik yang akan dibicarakan, yaitu Simple Past Tense. - Menjelaskan formula dan fungsi-fungsi Simple Past tense. - Menjelaskan penggunaan past verb dalam Simple Past tense - Peserta didik mendengarkan dan membaca banyak kalimat <i>Simple Past Tense</i> dalam berbagai konteks. - Siswa diminta membaca beberapa contoh kalimat Simple Past Tense yang disediakan dan menentukan apakah penggunaan past verb dalam kalimat tersebut benar atau salah. - Guru meminta siswa menjawab dan mendiskusikan kalimat-kalimat tersebut. - Guru meminta siswa menjelaskan jawabannya masing-masing. - Peserta didik diberikan kesempatan untuk bertanya berkaitan dengan materi yang dibicarakan. - Siswa diminta berlatih membuat sejumlah kalimat <i>Simple Past Tense</i>. - Guru meminta siswa mendiskusikan temuan mereka. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru menanyakan tentang pemahaman peserta didik terhadap materi yang sudah dipelajari. - Guru memberikan lembar kerja siswa yang berisi soal pilihan ganda dan esai. - Peserta didik diminta untuk mengisi lembar tersebut. 	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan pelajaran. - Guru memberikan salam penutup. 	10 menit

H. Sumber dan Media Pembelajaran

1. Sumber: Buku Paket Bahasa Inggris SMA Kelas X Kurikulum 2013 , Chapter 10-12, Kemendikbud, 2014.
2. Media: papan tulis, boardmarker, lembar kerja, *board game*.

I. Penilaian

Teknik : Tes Tulis
 Bentuk : Identifikasi Teks, Pilihan Ganda dan Pertanyaan Benar-Salah

Guru Mata Pelajaran,

SITI UNAE LAH, S.Pd

NIP. -

Serang, Oktober 2017

Peneliti

ROHEMI

NIM: 112301079

Mengetahui,
 Kepala Sekolah



Lampiran

1. Materi Pertemuan 1 - 2

a) Read the text below and find the past verb form!

My Holiday

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My mother prepared the car in the garage while my mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine a.m. We arrived at Yogyakarta. First of all, we visited our uncle's house. We stayed there for one hour. Then, we went to Parangtritis beach. We got there at eleven. There were a lot of tourists there because it was holiday. My parents watched us playing with sand in the beach. We didn't swim and take a bath since the wave was rough.

After having lunch, we went on our picnic to the Museum and Malioboro shopping center. We went back to Semarang at seven o'clock and arrived home at ten. We were so tired but we felt so happy.

Key Answer: went, drove, sat, woke up, prepared, was, packed, got, had, left, arrived, visited, stayed, were, watched, did, felt.

b) Study the sentences below and correct the Mistakes in the following sentences!

1. Yesterday, I speak to Ken.
2. I heard a good joke last night.
3. Why Mustafa didn't came to class last week?
4. Mr. Adam teached our class last week.
5. I writed a letter last night.

Key Answer:

1. Yesterday, I **spoke** to Ken.
2. I **heard** a good joke last night.
3. Why Mustafa didn't **come** to class last week?
4. Mr. Adam **taught** our class last week.
5. I **wrote** a letter last night.

2. Penilaian Pertemuan 1-2

Teknik : Tes Tertulis

Bentuk : Identifikasi Teks Recount, Pertanyaan Benar-Salah, Pertanyaan Pilihan Ganda

Instrumen :

a) Read the text below and find the past verb form!

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got my dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

No	Past Verb	Sentence
1	Had	I <u>had</u> a terrible day <u>yesterday</u>

b) Draw a circle around the correct past tense verb in each sentence below!

- He (read / readed / reading) many books in the library this morning.
- Suhemin (bring/bringed/brought) much money yesterday.
- He (know / knowed / knew) all of answers, finally he (win / won / winning) the competition.
- She (wore / wear / weared) nice dress last month.
- Mr. Benny (Teach / Taught / Taughted) English two years ago.

c) State if the sentence below is True or False!

- Ahmad stand at the rail station to wait his nephew this afternoon. (True / False)
- He understood the material a minute ago. (True / False)
- My mother hear bad news this morning (True / False)
- They left to Jakarta last night. (True / False)
- We spoken English two days ago. (True / False)

Key	1. Read	2. Brought	3. Knew	4. Wore	5. Taught
Answer:	6. False	7. True	8. False	9. True	10. False

INSTRUMENT OF PRE-TEST

SCORE :

Name :

Class :

School : SMA AL Husen Kabupaten Serang

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Read the recount text below and find the past verbs!

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast.

The past verbs of the text above are...

- Had, woke, did, was, burned*
- Had, late, did, burned, was*
- Had, woke, did, was, breakfast*
- Had, woke, go off, making*

2. Yesterday, I spoke to Ken.

The basic form (verb 1) of the verb spoke is...

- Speak
- Speaks
- Spoken
- Speaking

3.

Verb 1	Verb 2	Verb 3
Feel
See

What is the appropriate verbs to fill in the blanks of the space above?

- Feel – felt – felt
See – saw – seen
- Feel – Feeld – Feeld
See – seed – seed
- Feel – Feeled – Feeled
See – seeing – seeing
- Feel – felt – Fell
See – see – see

4. Willy Biology yesterday morning.

- Study
- Studied
- Studed
- Studies

5. Firman and Hamzah ... the building last year.

- Owns
- Owned
- Ownied
- Owning

6. Amir ... the car last night.

- Did not drive
- Does not drive
- Did not drove
- Does not driven

7. John go to Spain last year.

The correct past verb of the verb of the sentence above is...

- Goed
- Gone
- Went
- Wents

8. Bob bought a new bicycle yesterday.

The verb 1 and verb 3 of the past verb above is...

- Buy – bought
- Buy – buyed
- Buy – buyed
- Buying – bought

9. I walked the three miles to my school only to discover that it was Sunday!

The form of the verb of the sentences above is...

- Walked is regular verb, was is irregular verb
- Walked is irregular verb, was is regular verb
- Walked and was is irregular verb
- Walked and was is regular verb

10. Maria her homework last night.
 a. Do
 b. Did
 c. Done
 d. Does
11. Teddythe dishes after dinner.
 a. Wash
 b. Washed
 c. Washd
 d. Washes
12. Georgethe congress a week ago.
 a. Attended
 b. Attend
 c. Attent
 d. Attends
13. Oniin English lesson this morning.
 a. sleep
 b. slept
 c. slept
 d. sleeps
14. Ita beautiful summer's day when I saw you yesterday.
 a. Is
 b. Am
 c. Was
 d. Were
15. Billy not play football last week.
 The right form of the sentence above is...
 a. Billy is not play football last week
 b. Billy does not play foot ball last week.
 c. Billy was not play football last week.
 d. Billy did not play football last week.
16. Romli always *come* late every morning.
 The verb 2 and verb 3 of *come* is...
 a. Came – come
 b. Came – came
 c. Comed – comed
 d. Come – come
17. Theybadminton match last night.
 a. Watch
 b. Watched
 c. Wached
 d. Watches
18. I *sent* you an SMS two days ago, did you read it?
 The verb 3 of *sent* is...
 a. Send
 b. Sent
 c. Sended
 d. sends
19. Mom, Dad and I.....all in the garden last week.
 a. Is
 b. Am
 c. Was
 d. Were
20. Three days ago, my fatherin the vegetable garden planting some seeds.
 a. Is
 b. Am
 c. Was
 d. Were

INSTRUMENT OF POST-TEST

SCORE :

Name :

Class :

School : SMA AL Husen Kabupaten Serang

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Mr. Benny taught English two years ago.
The basic form (verb 1) of the verb taught is...
- Teach
 - Teaches
 - Taught
 - Teached

2.

Verb 1	Verb 2	Verb 3
Read
Brought

What is the appropriate verbs to fill in the blanks of the space above?

- Read – Read – Read
Bring – Brought – Brought
 - Read – Readed – Read
Bring – Bringed – Bringed
 - Read – Readt – Readt
Bring – Bringing – Bring
 - Read – Read - readed
Bring – Bring – Bring
3. Read the recount text below and find the past verbs!
- My friend and my family said congratulation for my birthday they also gave me some gifts, we ate same foods then ate ice cream with chocolate souse.*
- After dinner at the restaurant, we went home. I felt so happy in my birthday. This was my unforgettable experience.*
- The past verbs of the text above are...
- Said, gave, ate, went, felt, was
 - Said, gave, ate, went, felt, then
 - Congratulation, said, gave, went, was
 - Congratulation, gave, went, was

4. Willy the grasses yesterday morning.

- Cutted
- Cut
- Cutting
- Cuted

5. He.....all of answers on the competition last year.

- Knews
- Knowed
- Knew
- Knowing

6. Shenice dress last month.

- Did not wear
- Does not wear
- Did not wear
- Does not worn

7. My friend and my family said congratulation for my birthday they also gave me some gifts
The form of the verb of the sentences above is...

- said is regular verb, gave is irregular verb
- said is irregular verb, gave is regular verb
- said and gave is irregular verb
- said and gave is regular verb

8. This is my unforgettable experience
The correct past verb of the verb of the sentence above is...

- be
- were
- was
- been

9. Bob met his friends yesterday.

The verb 1 and verb 3 of the past verb above is...

- a. Meet – met
- b. Meet – meted
- c. Meet – meeting
- d. Meeting – meets

10. Maria a letter last night.

- a. Makes
- b. Made
- c. Maken
- d. Making

11. We in this restaurant two days ago.

- a. Eats
- b. Eat
- c. Ate
- d. eaten

12. My brother a bad day yesterday.

- a. has
- b. have
- c. having
- d. had

13. Mirna big scores in English lesson this morning.

- a. Got
- b. Get
- c. Getted
- d. Getting

14. Dad in the vegetable garden planting some seeds yesterday morning.

- a. Is
- b. Am
- c. Were
- d. Was

15. Kamran not sing in the contest last week.

The right form of the sentence above is...

- a. Kamran is not sing in the contest last week.
- b. Kamran were not singing in the contest last week.

c. Kamran was not sing in the contest last week.

d. Kamran did not sing in the contest last week.

16. After breakfast , I got my dressed so quickly that I to wear socks.

- a. Forget
- b. Forgotten
- c. Forgot
- d. Forgetting

17. The sun hot this afternoon.

- a. Is
- b. Am
- c. Was
- d. Were

18. This morning, Dad, Mom and I busy with other jobs

- a. Is
- b. Am
- c. Was
- d. Were

19. I did not want to be late, so that I *rode* car fast this morning.

The verb 3 of *rode* is...

- a. Rides
- b. Riding
- c. Ride
- d. Ridden

20. They always listen carefully the teacher's presentation. The verb 2 and verb 3 of listen is...

- a. listens – listened
- b. listen – listening
- c. listened – listened
- d. listen – listened

Result of Pre-Test and Post-Test Data in Experimental Class

No	Name	Code	Score	
			Pre-Test	Post-Test
1	AHMAD AFANDI	AA	20	40
2	ILHAM FARIZKI	IFR	30	65
3	ILHAM FAUZI	IFZ	35	60
4	IRWADIN	IRW	25	75
5	ISAH	ISH	40	85
6	JAELANI	JAE	35	70
7	JAMAK SARI	JS	25	65
8	JENAB	JE	40	80
9	KARLINA	KA	50	80
10	MADSAI	MA	35	70
11	MASROJI	MAS	50	70
12	MEIJI FADILAH ISHAK	MFI	35	40
13	MIFTAHUL ULUM	MU	40	50
14	MUHAMAD AFINUDIN	MAF	45	75
15	MUHAMAD AKBAR	MAK	25	40
16	MUHAMAD MUKLIS	MM	35	40
17	MUHAMAD ONI	MO	20	60
18	MUHAMAD ROJIKIN	MR	50	70
19	MUHAMAD SALAHUDIN ASLAMI	MSA	55	65
20	PERDI DINATA	PD	40	65
21	RATNA SARI	RS	65	80
22	ROHENI	RO	70	95
23	SAHRUL ROMADON BAITULLAH	SRB	65	60

24	SINTA	SI	50	80
25	SITI JUMINAH	SJ	50	65
26	SITI MULYANAH	SM	45	70
27	SUMINI	SUM	25	60
28	UMSARI	UM	30	75
29	WAHYU SUTAJAKA	WS	35	65
30	YUNI SARI	YS	65	85
	SUM		1230	2000
	N		30	30
	AVERAGE (M1)		41	66.66667

Result of Pre-Test and Post-Test Data in Control Class

No	Name	Code	Score	
			Pre-Test	Post-Test
1	ADI SAJIWO	AS	35	35
2	AHYARUDIN	AH	20	35
3	AL-BUJAR	ALB	40	30
4	ANDRI	AN	30	50
5	ARWIYATUL MAFTUHAH	AMA	45	50
6	ASEP FIRMANSYAH	AFI	20	55
7	ASEP NURYADI	ASY	40	60
8	ASNAWATI	ASN	50	55
9	DADAN KHAERUL UMAM	DKU	45	35
10	DENI ARDIANSYAH	DAR	30	40
11	ENDANG AKWALUDIN	EA	20	40
12	FANI FEBIYANTI	FF	45	65
13	FIKA NUROHMAH	FN	40	50
14	HELMI	HE	35	20
15	HERIAWAN	HER	45	40
16	HERU KUSUMA	HK	30	30
17	IIS ISWATUN HASANAH	IIH	55	50
18	KHORIDUL PARID	KP	40	30
19	KOMARUDIN	KOM	55	35
20	KORIDUL FARID	KOR	50	50
21	MUHAMAD LAILATUL HABIBI	MLH	45	50
22	NUR HABIBAH	NHA	65	65
23	NURHASANAH	NUR	50	60

24	NURYANA	NRY	70	70
25	PERA NURLELA	PN	40	50
26	RAFI UDIN	RU	45	50
27	RIZKI BAHTIAR	RB	25	60
28	ROY HERMAWAN	RH	25	50
29	SUGANDI	SU	50	45
30	TITIN	TTN	60	60
	SUM		1245	1415
	N		30	30
	AVERAGE		41.5	47.17

INSTRUMENT OF PRE-TEST

Name : ~~Pandi~~ AHMAD AFANDI
 Class : X^A
 School : SMA AL Husen Kabupaten Serang

SCORE : 20

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Read the recount text below and find the past verbs!

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast.

The past verbs of the text above are...

- a. Had, woke, did, was, burned
 b. Had, late, did, burned, was
 c. Had, woke, did, was, breakfast
 d. Had, woke, go off, making

2. Yesterday, I spoke to Ken.
 The basic form (verb 1) of the verb spoke is...

- a. Speak
 b. Speaks
 c. Spoken
 d. Speaking

Verb 1	Verb 2	Verb 3
Feel
See

What is the appropriate verbs to fill in the blanks of the space above?

- a. Feel – felt – felt
 See – saw – seen
 b. Feel – Feeld – Feeld
 See – seed – seed
 c. Feel – Feeled – Feeled
 See – seeing – seeing
 d. Feel – felt – Fell
 See – see – see

3. Willy Biology yesterday morning.

- a. Study
 b. Studied
 c. Studed
 d. Studies

4. Firman and Hamzah ... the building last year.

- a. Owns
 b. Owned
 c. Ownied
 d. Owning

5. Amir ... the car last night.

- a. Did not drive
 b. Does not drive
 c. Did not drove
 d. Does not driven

6. John go to Spain last year.
 The correct past verb of the verb of the sentence above is...

- a. Goed
 b. Gone
 c. Went
 d. Wents

7. Bob bought a new bicycle yesterday.
 The verb 1 and verb 3 of the past verb above is...

- a. Buy – bought
 b. Buy – buyed
 c. Buys – buyed
 d. Buying – bought

8. I walked the three miles to my school only to discover that it was Sunday!
 The form of the verb of the sentences above is...

- a. Walked is regular verb, was is irregular verb
 b. Walked is irregular verb, was is regular verb
 c. Walked and was is irregular verb
 d. Walked and was is regular verb

X10. Maria..... her homework last night.

- a. Do
- b. Did
- c. Done
- ☒ d. Does

X11. Teddythe dishes after dinner.

- ☒ a. Wash
- b. Washed
- c. Washd
- d. Washes

X12. Georgethe congress a week ago.

- a. Attended
- b. Attend
- c. Attent
- ☒ d. Attends

X13. Oniin English lesson this morning.

- ☒ a. sleep
- b. slept
- c. slept
- d. sleeps

X14. Ita beautiful summer's day when I saw you yesterday.

- ☒ a. Is
- b. Am
- c. Was
- d. Were

X15. Billy not play football last week.

The right form of the sentence above is...

- ☒ a. Billy is not play football last week
- b. Billy does not play foot ball last week.
- c. Billy was not play football last week.
- d. Billy did not play football last week.

X16. Romli always *come* late every morning.

The verb 2 and verb 3 of *come* is...

- ☒ a. Came – come
- b. Came – came
- c. Comed – comed

d. Come – come

X17. Theybadminton match last night.

- ☒ a. Watch
- b. Watched
- c. Wached
- d. Watches

X18. I *sent* you an SMS two days ago, did you read it?

The verb 3 of *sent* is...

- a. Send
- b. Sent
- ☒ c. Sendes
- d. sends

X19. Mom, Dad and I.....all in the garden last week.

- a. Is
- ☒ b. Am
- c. Was
- d. Were

X20. Three days ago, my fatherin the vegetable garden planting some seeds.

- a. Is
- b. Am
- c. Was
- ☒ d. Were

INSTRUMENT OF POST-TEST

Name : Roheni
 Class : X (A)
 School : SMA Al Husen Kabupaten Serang

SCORE :

95

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Mr. Benny taught English two years ago.
 The basic form (verb 1) of the verb taught is...
☒ a. Teach
 b. Teaches
 c. Taught
 d. Taached

2.

Verb 1	Verb 2	Verb 3
Read
Bring

What is the appropriate verbs to fill in the blanks of the space above?

- ☒ a. Read - Read - Read
 Bring - Brought - Brought
 b. Read - Readed - Read
 Bring - Bringed - Bringed
 c. Read - Readt - Readt
 Bring - Bringing - Bring
 d. Read - Read - readed
 Bring - Bring - Bring

3. Read the recount text below and find the past verbs!

My friend and my family said congratulation for my birthday they also gave me some gifts, we ate same foods then ate ice cream with chocolate souse.

After dinner at the restaurant, we went home. I felt so happy in my birthday. This was my unforgettable experience.

The past verbs of the text above are...

- ☒ a. Said, gave, ate, went, felt, was
 b. Said, gave, ate, went, felt, then
 c. Congratulation, said, gave, went, was
 d. Congratulation, gave, went, was

4. Willy the grasses yesterday morning.

- ☒ a. Cutted
 b. Cut
 c. Cutting
 d. Cuted

5. He.....all of answers in a competition last year.

- ☒ a. Knews
 b. Knowed
 c. Knew
 d. Knowing

6. She nice dress last month.

- ☒ a. Did not wear
 b. Does not wear
 c. Did not wears
 d. Does not worn

7. My friend and my family said congratulation for my birthday they also gave me some gifts.

The verb form of the sentences above is...

- ☒ a. said is regular verb, gave is irregular verb
 b. said is irregular verb, gave is regular verb
 c. said and gave is irregular verb
 d. said and gave is regular verb

8. This is my unforgettable experience. The correct past verb (verb 2) of the verb of the sentence above is...

- ☒ a. be
 b. were
 c. was
 d. been

9. Bob met his friends yesterday.

The verb 1 and verb 3 of the past verb above is...

- ☒ a. Meet – met
- ☐ b. Meet – meted
- ☐ c. Meet – meeting
- ☐ d. Meeting – meets

10. Maria a letter last night.

- ☒ a. Makes
- ☐ b. Made
- ☐ c. Maken
- ☐ d. Making

11. We in this restaurant two days ago.

- ☒ a. Eats
- ☐ b. Eat
- ☐ c. Ate
- ☐ d. eaten

12. My brother a bad day yesterday.

- ☒ a. has
- ☐ b. have
- ☐ c. having
- ☐ d. had

13. Mirna big scores in English lesson this morning.

- ☒ a. Got
- ☐ b. Get
- ☐ c. Getted
- ☐ d. Getting

14. Dad in the vegetable garden planting some seeds yesterday morning.

- ☒ a. Is
- ☐ b. Am
- ☐ c. Were
- ☐ d. Was

15. Kamran **not** sing in the contest last week.

The right form of the sentence above is...

- ☒ a. Kamran is not sing in the contest last week.
- ☐ b. Kamran were not singing in the contest last week.

- ☐ c. Kamran was not sing in the contest last week.

- ☒ d. Kamran did not sing in the contest last week.

16. After breakfast, I got my dressed so quickly that I to wear socks.

- ☒ a. Forget
- ☐ b. Forgotten
- ☐ c. Forgot
- ☐ d. Forgetting

17. The sun hot this afternoon.

- ☒ a. Is
- ☐ b. Am
- ☐ c. Was
- ☐ d. Were

18. This morning, Dad, Mom and I busy with other jobs

- ☒ a. Is
- ☐ b. Am
- ☐ c. Was
- ☐ d. Were

19. I did not want to be late, so that I **rode** car fast this morning.

The verb 3 of **rode** is...

- ☒ a. Rides
- ☐ b. Riding
- ☐ c. Ride
- ☐ d. Ridden

20. They always listen carefully the teacher's presentation. The verb 2 and verb 3 of listen is...

- ☒ a. listens – listened
- ☐ b. listen – listening
- ☐ c. listened – listened
- ☐ d. listen – listened

INSTRUMENT OF PRE-TEST

Name : asep firmanasyah
 Class : X^B
 School : SMA AL Husen Kabupaten Serang

SCORE : ✓

20

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Read the recount text below and find the past verbs!

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast.

X The past verbs of the text above are...

- a. Had, woke, did, was, burned
 b. Had, late, did, burned, was
 c. Had, woke, did, was, breakfast
 d. Had, woke, go off, making

2. Yesterday, I spoke to Ken.

The basic form (verb 1) of the verb spoke is...

- ✓ a. Speak
 b. Speaks
 c. Spoken
 d. Speaking

3.

Verb 1	Verb 2	Verb 3
Feel
See

What is the appropriate verbs to fill in the blanks of the space above?

- ✓ a. Feel – felt – felt
 See – saw – seen
 b. Feel – Feeld – Feeld
 See – seed – seed
 c. Feel – Feeled – Feeled
 See – seeing – seeing
 d. Feel – felt – Feil
 See – see – see

4. Willy Biology yesterday morning.

- a. Study
 b. Studied
 X c. Studed
 d. Studies

5. Firman and Hamzah ... the building last year.

- a. Owns
 ✓ b. Owned
 c. Ownied
 d. Owning

6. Amir ... the car last night.

- a. Did not drive
 X b. Does not drive
 c. Did not drove
 d. Does not driven

7. John go to Spain last year.

The correct past verb of the verb of the sentence above is...

- X a. Goed
 b. Gone
 c. Went
 d. Wents

8. Bob bought a new bicycle yesterday.

The verb 1 and verb 3 of the past verb above is...

- ✓ a. Buy – bought
 b. Buy – buyed
 c. Buys – buyed
 d. Buying – bought

9. I walked the three miles to my school only to discover that it was Sunday!

The form of the verb of the sentences above is...

- X a. Walked is regular verb, was is irregular verb
 b. Walked is irregular verb, was is regular verb
 X c. Walked and was is irregular verb
 d. Walked and was is regular verb

10. Maria her homework last night.

- a. Do
- b. Did
- c. Done
- d. Does

11. Teddy the dishes after dinner.

- a. Wash
- b. Washed
- c. Washd
- d. Washes

12. George the congress a week ago.

- a. Attended
- b. Attend
- c. Attent
- d. Attends

13. Oni in English lesson this morning.

- a. sleep
- b. slept
- c. slept
- d. sleeps

14. It a beautiful summer's day when I saw you yesterday.

- a. Is
- b. Am
- c. Was
- d. Were

15. Billy not play football last week.

The right form of the sentence above is...

- a. Billy is not play football last week
- b. Billy does not play foot ball last week.
- c. Billy was not play football last week.
- d. Billy did not play football last week.

16. Romli always *come* late every morning.

The verb 2 and verb 3 of *come* is...

- a. Came – come
- b. Came – came
- c. Comed – comed

d. Come – come

17. They badminton match last night.

- a. Watch
- b. Watched
- c. Wached
- d. Watches

18. I *sent* you an SMS two days ago, did you read it?

The verb 3 of *sent* is...

- a. Send
- b. Sent
- c. Sended
- d. sends

19. Mom, Dad and I all in the garden last week.

- a. Is
- b. Am
- c. Was
- d. Were

20. Three days ago, my father in the vegetable garden planting some seeds.

- a. Is
- b. Am
- c. Was
- d. Were

INSTRUMENT OF POST-TEST

Name : NORRYANA
 Class : XB
 School : SMA Al Husen Kabupaten Serang

SCORE :

70

Choose the correct answer of each question by crossing (x) a, b, c, or d!

1. Mr. Benny taught English two years ago.
 The basic form (verb 1) of the verb taught is...
- ☒ a. Teach
 - b. Teaches
 - c. Taught
 - d. Taached

2.

Verb 1	Verb 2	Verb 3
Read
Bring

What is the appropriate verbs to fill in the blanks of the space above?

- ☒ a. Read – Read – Read
- Bring – Brought – Brought
- b. Read – Readed – Read
- Bring – Bringed – Bringed
- c. Read – Readt – Readt
- Bring – Bringing – Bring
- d. Read – Read - readed
- Bring – Bring – Bring

3. Read the recount text below and find the past verbs!

My friend and my family said congratulation for my birthday they also gave me some gifts, we ate same foods then ate ice cream with chocolate souse.

After dinner at the restaurant, we went home. I felt so happy in my birthday. This was my unforgettable experience.
 The past verbs of the text above are...

- ☒ a. Said, gave, ate, went, felt, was
- b. Said, gave, ate, went, felt, then
- c. Congratulation, said, gave, went, was
- d. Congratulation, gave, went, was

4. Willy the grasses yesterday morning.
- a. Cutted
 - ☒ b. Cut
 - c. Cutting
 - d. Cuted

5. He.....all of answers in a competition last year.
- a. Knews
 - ☒ b. Knowed
 - c. Knew
 - d. Knowing

6. She nice dress last month.
- ☒ a. Did not wear
 - b. Does not wear
 - c. Did not wears
 - d. Does not worn

7. My friend and my family said congratulation for my birthday they also gave me some gifts.
 The verb form of the sentences above is...

- ☒ a. said is regular verb, gave is irregular verb
- b. said is irregular verb, gave is regular verb
- c. said and gave is irregular verb
- d. said and gave is regular verb

8. This is my unforgettable experience.
 The correct past verb (verb 2) of the verb of the sentence above is...

- a. be
- b. were
- ☒ c. was
- d. been

9. Bob met his friends yesterday.
The verb 1 and verb 3 of the past verb above is...

~~a.~~ Meet – met
b. Meet – meted
c. Meet – meeting
d. Meeting – meets

10. Maria a letter last night.

a. Makes
~~b.~~ Made
c. Maken
d. Making

11. We in this restaurant two days ago.

a. Eats
b. Eat
c. Ate
~~d.~~ eaten

12. My brother a bad day yesterday.

a. has
~~b.~~ have
c. having
d. had

13. Mirna big scores in English lesson this morning.

~~a.~~ Got
b. Get
c. Getted
d. Getting

14. Dad in the vegetable garden planting some seeds yesterday morning.

a. Is
b. Am
c. Were
~~d.~~ Was

15. Kamran **not** sing in the contest last week.

The right form of the sentence above is...

a. Kamran is not sing in the contest last week.
b. Kamran were not singing in the contest last week.

- c. Kamran was not sing in the contest last week.

~~d.~~ Kamran did not sing in the contest last week.

16. After breakfast, I got my dressed so quickly that I to wear socks.

a. Forget
b. Forgotten
~~c.~~ Forgot
d. Forgetting

17. The sun hot this afternoon.

a. Is
b. Am
~~c.~~ Was
d. Were

18. This morning, Dad, Mom and I busy with other jobs

a. Is
b. Am
~~c.~~ Was
d. Were

19. I did not want to be late, so that I **rode** car fast this morning.

The verb 3 of **rode** is...

a. Rides
b. Riding
~~c.~~ Ride
d. Ridden

20. They always listen carefully the teacher's presentation. The verb 2 and verb 3 of listen is...

a. listens – listened
b. listen – listening
c. listened – listened
~~d.~~ listen – listened



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

Nomor: /F.I/PP.00.9/09/2017

tentang:

**PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

- **MEMBACA** : Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: 12/In.10/F.I.I/PP.00.9/4 September 2017 tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:
a.n. : **ROHEMI**
NIM : **112301079**
Judul : **THE EFFECTIVENESS OF FOUR IN ROW VERB GAME IN TEACHING PAST VERB (A Quasi-Experimental Research at Tenth Grade of SMA Al Husen In Academic Year 2017/2018)**
- **MENIMBANG** : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesarjanaannya;
c. bahwa Saudara **Dr. H. Wawan Wahyuddin, M.Pd.** dan Saudara **Yayu Heryatun, M.Pd.** masing-masing dosen Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten telah memenuhi syarat untuk diangkat menjadi dosen pembimbing utama dan pembimbing pembantu.
- **MENGINGAT** : 1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;
2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelolaan dan Tanggung Jawab Keuangan Negara;
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
6. Undang-Undang R.I. Nomor 27 Tahun 2014 tentang APBN Tahun Anggaran 2015;
7. Peraturan Pemerintah R.I. No. 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
8. Peraturan Pemerintah R.I. No. 45 Tahun 2013 tentang Tata Cara Pelaksanaan APBN;
9. Keputusan Presiden R.I. No. 91 Tahun 2004 tentang perubahan STAIN "SMHB" Serang menjadi IAIN "SMH" Banten;
10. Peraturan Menteri Agama R.I. No. 1 Tahun 2012 tentang Perubahan ketiga atas Peraturan Menteri Agama No. 2 Tahun 2006 tentang Mekanisme Pelaksanaan atas Beban APBN di lingkungan Departemen Agama;
11. Peraturan Menteri Agama R.I. Nomor 10 Tahun 2013 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten;
12. Peraturan Menteri Agama R.I. Nomor 37 Tahun 2014 tentang Statuta IAIN Sultan Maulana Hasanuddin Banten;
13. Peraturan Menteri Keuangan R.I. No. 53/PMK.02/2014 tentang Standar Biaya Masukan Tahun Anggaran 2015;
14. Peraturan Menteri Keuangan R.I. No. 171/PMK.02/2013 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
15. Keputusan Menteri Keuangan R.I. Nomor : 67/KMK.05/2010 tentang Penetapan IAIN "SMH" Banten pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Keuangan Badan Layanan Umum;
16. Keputusan Menteri Keuangan R.I. Nomor 16/PMK.05/2012 tentang Tarif Layanan Badan Layanan Umum IAIN "SMH" Banten;
17. Keputusan Menteri Agama Republik Indonesia Nomor 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran dan Pelaksana Tugas Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
18. Keputusan Menteri Agama Republik Indonesia Nomor B.II/3/71247/2014 tentang Pengangkatan Rektor IAIN SMH Banten Masa Jabatan 2015-2019;
19. Keputusan Menteri Agama Republik Indonesia Nomor In.10/B.III.2/Kp.07.6/194/2015 Tanggal 5 Februari 2015 tentang Pengangkatan Dekan Fakultas Tarbiyah dan Keguruan IAIN SMH Banten Masa Jabatan 2015-2019.

Keputusan.....

- MEMPERHATIKAN** :
1. Keputusan Rektor Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 294 tanggal 20 Mei 2016 tentang Buku Pedoman Akademik IAIN Sultan Maulana Hasanuddin Banten Tahun 2016
 2. Keputusan Rektor Nomor. In.10/B.IV/H.K.005/294/2016 tanggal 20 Mei 2016 Tentang Kalender Akademik IAIN SMH Banten 2017/2018.

MEMUTUSKAN

- MENETAPKAN** :
- Pertama** : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Kedua** : Mengangkat Saudara **Dr. H. Wawan Wahyuddin, M.Pd.** dan Saudara **Yayu Heryatun, M.Pd.** sebagai Pembimbing Utama sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.
- Ketiga** : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.
- Keempat** : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.
- Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di : Serang
Pada Tanggal : 6 September 2017

Dekan,
Fakultas Tarbiyah dan Keguruan,



Dr. H. Subhan, M.Ed
0680910 200003 1 001

Tembusan:

1. Wakil Rektor I IAIN Sultan Maulana Hasanuddin Banten;
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
3. Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
“SULTAN MAULANA HASANUDDIN” BANTEN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Nawawi Al-Bantani Kp. Andamu'i Kel. Sukawana Kec. Curug Kota Serang 42171
Web Site: <http://ik.iainbanten.co.id> Email: ik.iainbanten@yahoo.com

Nomor : /F.I/PP.00.9/09/2017
Lampiran : -
Perihal : *Izin Penelitian*

Serang, 6 September 2017

**Kepada Yth,
Kepala SMA Al Husen Tanjung Teja Serang
Di**

Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : **ROHEMI**
Nomor Induk Mahasiswa : 112301079
Semester : VIII, IX, X, XI, XII, XIII, XIV*)
Jurusan : Tadris Bahasa Inggris (TBI)

Adalah benar mahasiswa/i jurusan Tadris Bahasa Inggris (TBI) pada Fakultas Tarbiyah dan Keguruan yang akan melaksanakan penelitian dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) yang berjudul :

THE EFFECTIVENESS OF FOUR IN ROW VERB GAME IN TEACHING PAST VERB (A Quasi-Experimental Research at Tenth Grade of SMA Al Husen In Academic Year 2017/2018)

Sehubungan dengan hal tersebut, maka kami mohon kepada Bapak/Ibu dapat memberikan izin kepada Mahasiswa/i kami yang dimaksud untuk bisa melakukan survey dan pengumpulan data penelitian di Sekolah/Madrasah yang Bapak/Ibu pimpin

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Fakultas Tarbiyah dan Keguruan,



Subhan, M.Ed

00910 200003 1 001

*) Coret yang tidak perlu



YAYASAN PEMBINAAN PENDIDIKAN ISLAM (YPPI)
SMA AL HUSEN

AKTE NOTARIS NOMOR : C-121. HT. 03. 01 – Th.2007, Tanggal 25 Juni 2007
 Sekretariat : Jl. KH. Abdul Kabier Km.02 Tunjung Teja Serang - Banten

SURAT KETERANGAN

Nomor:422.105/SMA-AH/X/2017

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Al Husen
 Kecamatan Tunjung Teja Serang,

Nama : EVA KURIAH, M.Pd
 Jabatan : Kepala Sekolah
 Tugas : SMA Swasta Al Husen Tunjung Teja Serang Banten
 Jln. KH. Abdul Kabier Km.2 Tunjung Teja Serang

Menerangkan bahwa,

Nama : ROHEMI
 Nomor Pokok Mahasiswa : 112301079
 Semester : XIII
 Jurusan/Fakultas : Tadris Bahasa Inggris/Fakultas Tarbiyah dan Keguruan
 Perguruan Tinggi : UIN Sultan Maulana Hasanuddin Banten

Yang bersangkutan telah melaksanakan penelitian di SMAS Al Husen Tunjung Teja Serang
 Banten pada tanggal 03 Oktober s/d 30 Oktober 2017 dalam rangka melengkapi penyusunan
 skripsi yang berjudul *"The Effectiveness of Four in Row Verb Game in Teaching Past Verb
 (A Quasi Experimental Research at the Tenth Grade of SMA Al Husen Tunjung Teja)"*.

Demikian surat keterangan ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.
 Atas perhatiannya kami ucapkan terima kasih.

Tunjung Teja, 31 Oktober 2017

Kepala Sekolah



CONSULTATION BOOK



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
THE STATE INSTITUTE FOR ISLAMIC STUDIES
SULTAN MAULANA HASANUDDIN BANTEN**

BRIEF BIOGRAPHY

Name : ROHEMI
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 Program : TBI
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 Address : Kp. Kadugenep Kaung RT 22 / 04
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 Phone : 08389079 2364 - 0823 113 8818
 Academic Adviser : Dr.H.Nafan Tarikoran, M.Hum
 Paper Adviser : 1. Dr.H. Wawan Wanyudin, M.Pd
 2. Dr. Yuyu Heryatun, M.Pd
 Paper Title : The Effectiveness of Four In Row
Verb Game In Teaching Past Verb
C A Awa's Experimental Research
at the Tenth Grade of SMA Al. Husan
Kabupaten Serang




Serang, November 20 17

The Head of
English Education Department

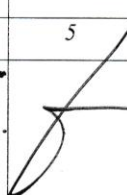





As'ari, S.S., M.Si.
NIP. 19741029 200003 1 002

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
1	13/09/2017	Chapter one	<ul style="list-style-type: none"> - Judul tidak menggunakan "academic Year ke-berapa PTK" - tambahkan lokasi penelitian pada bagian judul - Elaborasi dalam sentensi (Halaman 3) - tidak perlu menyebut letak pada rekab: kethan, blab ada Footnote. - Harap ada Ha - Ho - - Format penulisan harap per chapter. 	
2.	20/09/2017	Chapter 1, - III	<ul style="list-style-type: none"> - cantumkan organization of writing. - Place and time of Research design "Research Area" - Gambarkan rekab: RPP bukan proposal lagi - Gambarkan rekab: "existing" (hal. 21) - Hubungkan penelitian yang dengan topik. itu bukan teori tapi relevansi - Harap RPP. tera - (Pre - Post). - jelaskan treatment (Norman) dalam RPP tera - by - tera - Berikan Goal Post. tera harap (seben. titik + letak banyak lampiran Pre - Post) 	
3.	26/9/2017	Instrumen. RPP.	<ul style="list-style-type: none"> - Berikan Goal Post. tera harap (seben. titik + letak banyak lampiran Pre - Post) - Buat 3 RPP untuk 6x pertemuan. 	

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	28/09/2017	chapter I - III	<ul style="list-style-type: none"> - Cantumkan lokasi penelitian bab / kota. - Gantikan averb yang tepat. "at the tenth grade" - Gantikan nama Profesi kesman. - Beri pengart dari M.ana. - Berikan kutipan nama dikomentari. 	
	13/10/2017	Chapter I - III (Revisi)	<ul style="list-style-type: none"> - Di Ace. - lanjut Penelitian. 	
	02/11/2017	chapter IV, II - V	<ul style="list-style-type: none"> - Tentukan "theoretical Review atau literature Review" - Penemuan tidak boleh menggantung. Review sebelum bring out. - Limitation Problem: "1 Region verb". 	
	06/11/2017	Paper	abstract	
	07/11/2017	Paper	Ace	