



**THE EFFECT OF USING STUDENT TEAMS-ACHIVEMENT DIVISIONS  
(STAD) TECHNIQUE ON THE EIGHTH GRADE STUDENTS' TENSE  
MASTERY AT SMPN 1 KALIBARU**

**THESIS**

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JEMBER UNIVERSITY**

**2017**



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
Education Study Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
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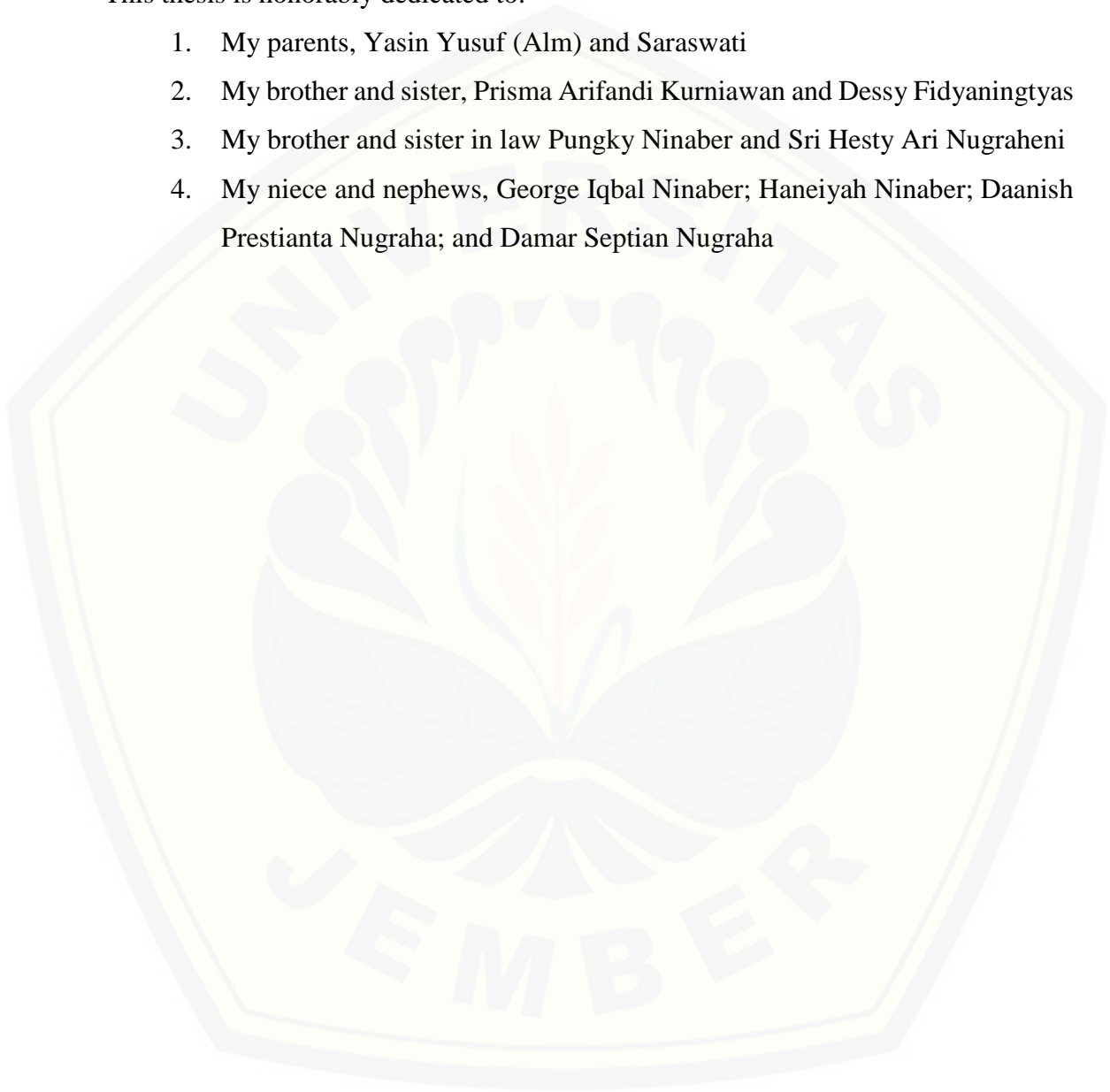
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JEMBER UNIVERSITY**

**2017**

## DEDICATION

This thesis is honorably dedicated to:

1. My parents, Yasin Yusuf (Alm) and Saraswati
2. My brother and sister, Prisma Arifandi Kurniawan and Dessy Fidyaningtyas
3. My brother and sister in law Pungky Ninaber and Sri Hesty Ari Nugraheni
4. My niece and nephews, George Iqbal Ninaber; Haneiyah Ninaber; Daanish Prestianta Nugraha; and Damar Septian Nugraha



**STATEMENT OF THESIS AUTHENTICITY**

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**MOTTO**

T.E.A.M (Together Everyone Achieves More)



**CONSULTANTS APPROVAL**

**THE EFFECT OF USING STUDENT TEAMS-ACHIVEMENT DIVISIONS  
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MASTERY AT SMPN 1 KALIBARU**

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

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I hope this thesis will be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember, 21 April, 2017

The Writer



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## SUMMARY

**The Effect of Using Student Teams-Achievement Division (STAD) Technique on the Eighth Grade Students' Tense Mastery at SMPN 1 Kalibaru;** Devy Shintianing Gatri, 100210401022; 2017; 48 pages; Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Grammar, especially tenses, is one of the language components that should be mastered by the students to support the four language skills. It is essential because communicating with no grammatically correct will cause misunderstanding between the speaker and the listener, or between the writer and the reader. In order to help students in mastering the English tenses, the teachers should use an appropriate technique in the teaching learning process.

One of the techniques that can be used by the teacher to help students in mastering English tenses is by using Student Teams-Achievement Division (STAD) technique. In STAD students will be divided into teams and should compete with other teams to win. The team members which consisted of high achiever and low achiever students will begin to help each other in mastering tenses to get high point for the team. The improvement points make students be more motivated to master the English tenses so that they can get higher points than before.

This research was an experimental research. The objective of the research was to know whether or not there was a significant effect of using STAD technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru. The area of this research was SMPN 1 Kalibaru. This school was purposively chosen because this school never applied STAD in teaching learning process. The population of the research was the eighth grade students of SMPN 1 Kalibaru in the 2016/2017 academic year. The respondents of the research were chosen by using cluster random sampling. Since the results of the homogeneity test showed that the population was heterogeneous, the



researcher chose the two classes that had the closest mean score as the experimental group and the control group. The total number of the respondents was 72 students which consisted of 36 students of class 8D as the experimental group that was taught tenses using STAD technique, and 36 students of class 8E as the control group that was taught tenses using discussion.

The data of this research were collected from the students' scores of tense test, interview, and documentation. The scores of the tense post test were used to know the students' tense mastery. Then, the scores were analyzed by using t-test formula to find the difference between the experimental group and the control group. The result of the t-test analysis showed that the value of  $t_{\text{test}}$  was higher than the value of  $t_{\text{table}}$  ( $3.85 > 1.998$ ). It showed that statistically there was a difference between the experimental group and the control group. It means that there was a significant effect of using Student Teams-Achievement Division (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year.

## CHAPTER 1. INTRODUCTION

This chapter explains about the background of the research, the problem of the research, the objectives of the research, and the significance of the research.

### 1.1. The Background of the Research

In Indonesia, English is one of the compulsory subjects in secondary schools to learn. The aim of learning English is to develop the four language skills namely listening, speaking, reading, and writing. In order to master those skills, the three language components like grammar, pronunciations, and vocabulary should also be mastered. Therefore, they should be taught in integrated way.

Since English in Indonesia as a foreign language, it requires a serious study of grammar. Radford (1982:2) states that a grammar of a particular language will take the familiar form of a set of rules or principles which tell you how to speak and understand the language. Communicating with no grammatically correct sentences will cause misunderstanding between the speaker and the listener, or between the writer and the reader. Comrie (2001:68) gives an example in a sentence like *He comes here*, in present meaning, will normally be interpreted with habitual meaning, since if the reference were to an action going on at the present moment it would have to be *he is coming here*, i.e. Progressive. However, in a context where *he comes here* does not have present time reference, then perfective meaning is a possible interpretation, as in a subordinate clause of time, e.g. when *he comes here*, *I'll tell him*, since the verb *comes* refers to a future action. Meanwhile, Indonesian and English have different grammar rules.

Most students in high school find it hard to master the use of tenses, because they are not familiar with the English tense rules which are different from Indonesian rules. Broughton (1980:174) states that English is likely to be taught in three types of situation at the secondary level. The first is the teacher may deal with a class of students who are learning English solely because the system demands it. The second is students may be quite strongly motivated in a foreign language situation, and the third is a situation in which English is a medium for all or part of

the instruction in the school. What commonly found in Indonesian schools is the first situation. SMPN 1 Kalibaru is one of the schools that has the first type of situation in teaching English, that is teaching English because the system demands it. Students are forced to learn English because of the system but they have less motivation. That makes the students unwilling to learn English. Besides, the English teacher usually teaches by using lecturing method. It is a teacher centered learning where the teacher is more active than the students, it makes the students sometimes feel bored. The one that is mostly used by the English teacher in teaching tenses is giving the formula, then asking students to memorize it then doing tasks.

The fact that many students face difficulties in mastering English grammar, especially tenses. The teacher tries to find good techniques that are suitable for the students to help them improve their English. The students of junior high school in that age are usually being in groups. They like to compete with each other to prove that they are better than the others. Considering the behavior of the students, the researcher proposed one of the techniques that can be used by the English teacher in teaching tenses; that is Student Teams-Achievement Divisions (STAD), that is one of the techniques of cooperative learning developed by Slavin. Cooperative learning is an instructional design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small learning team (Cooper, 2011:257).

In the vast majority of studies, the forms of cooperative learning have been shown to be more effective than non-cooperative learning in raising the levels of variables that contribute to motivation, in raising achievement, and in producing positive social outcomes (Mifflin, 1997). There are some techniques of cooperative learning that can be used in solving the problems above, such as Jigsaw I, Jigsaw II, Student Teams-Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and Teams-Game-Tournament (TGT). Among those techniques, there are two techniques that are most applied in the class, those are Student Teams-Achievement Divisions (STAD) and Teams-Game-Tournament (TGT). As mentioned before, the

researcher proposed to use Student Teams-Achievement Divisions (STAD) in teaching tenses to the eighth grade of junior high school.

There were some reasons why the researcher chose Student Teams-Achievement Divisions (STAD) technique; the first was its simplicity. Slavin (1998:8) states that Student Teams-Achievement Divisions (STAD) is the simplest of the Student Team Learning methods. Secondly, STAD was suitable for teaching tenses. Slavin (1998:20) states that STAD can be used to teach any material in which questions with one right answer can be posed. Besides, based on the interview that researcher did with the English teacher of SMPN 1 Kalibaru, STAD has never been used in teaching tenses to the students.

There had been the researches about the use of STAD conducted in teaching tenses. One of the researches was an experimental research conducted by Wulandari (2010) to the seventh grade students at SMPN 6 Jember. She found that there was an effect of using STAD in teaching tenses on the students' tense mastery. Another one was also an experimental research conducted by Setiawan (2013) to the eleventh grade students at MAN Jember. The result also showed that the use of STAD had a significant effect on the students' structure achievement. Khan (2011) stated the reason for the selection of STAD in his research was good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD also add an extra source of learning with in the groups because some high achievers act as a role of tutor, which result in high achievements.

Considering the reasons above, the researcher was interested in conducting an experimental research at another school entitled "The effect of using Student Teams-Achievement Divisions (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year".

## **1.2. The Problem of the Research**

Based on the background above, the research problem was formulated as follow: "Is there any significant effect of using Student Teams-Achievement

Divisions (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year?"

### **1.3. The Objective of the Research**

The objective of this research was to know whether or not there was a significant effect of using Students Teams-Achievement Divisions (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year.

### **1.4. The Significance of the Research**

The result of this research is expected to be useful for the following people:

#### **1.4.1. The English teacher of SMPN 1 Kalibaru**

The result of this research is expected to give information to the English teacher to apply STAD in teaching tenses to the students as it can help the students to learn the use of tenses.

#### **1.4.2. The eighth grade students of SMPN 1 Kalibaru**

The result of this research is expected to be useful for the students, mainly on the experimental students, to have an experience in learning tenses by using STAD to increase their tense mastery.

#### **1.4.3. Future researchers**

The result of this research is expected to be useful for future researchers as information and a reference to conduct a further research about the use of STAD Technique in teaching tenses by using the same or different research design, such as a classroom action research with different level of research participants at different schools.



## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter explained about the theories related to the research variables. It included the definitions of cooperative learning, the features of cooperative learning, models of cooperative learning, Student Teams-Achievement Divisions (STAD) technique, the components of STAD, the strength and the weaknesses of STAD, the meaning of tense, the procedure of implementing STAD technique, and the hypothesis of the research.

### **2.1 The Definitions of Cooperative Learning**

Cooperative learning consists of two words; cooperative and learning. The literal meaning of cooperative according to Oxford Dictionary is willing to work or act together to achieve something while learning is knowledge gained by study. So, cooperative learning can be defined as studying together to get knowledge. Some experts define cooperative learning as follows:

1. Cooperative learning is an instructional task design that engages students actively in achieving lesson objective through their own efforts and the efforts of the members of their small learning team (Cooper, 2006:257).
2. Cooperative learning is a part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals (Macpherson, 2007:1).
3. Cooperative learning refers to instructional methods that involve small heterogeneous' groups working together, usually toward a common goal (Slavin, 1992).
4. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Richards and Rodgers, 2001:192).

From the definitions above, cooperative learning can be concluded as cooperative activities of small teams or pairs that consist of heterogeneous learners in order to achieve the learning goals. The members of the team help each other to reach the learning objectives.

### **2.1.1 The Features of Cooperative Learning**

Cooper (2006: 258) states that there are four essential features of cooperative learning, those are positive interdependence, accountability at the group and the individual level, face-to-face promotive interaction, and focus on interpersonal and small-group skills.

The following parts will discuss each of the essential features of cooperative learning in detail.

#### **a. Positive Interdependence**

The three musketeers always say “all for one and one for all” before they do their action, it is such a kind of positive interdependence. Kohonen (1992) states that positive interdependence is a sense of working together for a common goal and caring about each other’s learning. It is a spirit of feeling responsible about the success of the team from each member of the team. Positive interdependence occurs when groups member feel that what helps one member helps all and what hurts one member hurts all (Richards and Rodgers, 2001:196). Budiarta (2011) says that positive interdependence refers to the “feel” of each other. A feeling of having responsibility to each other’s success as well as their own success, like a term “swim or sink, we’re together”. It is important for each member of the team to have this attitude toward the team in order to make the group work done well and they can reach the learning goal. Slavin (1991: 99) states that the cooperative groups must work together to earn recognition, grades, rewards, and other indicators of group success. Simply asking students to work together is not enough.

There are some aspects that can create positive interdependence according to Cooper (2006), they are: goal interdependence, reward interdependence, resource interdependence, or role interdependence. Goal interdependence means that if any member to succeed, all must succeed. Goals are positively linked in such a way that



the probability of one person to accomplish his goal is positively correlated with the probability of others doing so. Reward interdependence means that the prize or recognition is available to all members of the team when they all achieve a certain standard. Resource interdependence means that each group member has a share of the materials needed to complete the group task which requires the shares held by all. Role interdependence means that each student's role is interlocked with the others' role.

b. Accountability at the Group and the Individual Level

In positive interdependence, it is said that a group should work together in order to reach the goal. All members in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. This second feature of cooperative learning means that individual's success influences the group success. Cooper (2006:258) says the group cannot succeed unless each member demonstrates success or significant progress. The task structure rewards the group for cooperation and at the same time rewards individuals for achieving lesson objectives. Slavin (1991:99) states that the second essential feature of cooperative learning is individual accountability: the group's success must depend on the sum of member's quiz scores or on evaluation of a report in which each group member contributes his or her own chapter. It means that cooperative learning not only build the group's performance but also individual's performance.

c. Face-to-Face Promotive Interaction

Face-to-Face promotive interaction involves individuals encouraging and facilitating each other's efforts to complete the task and achieve the group's goals. According to Leighton (1999:272), good cooperative learning strategies engage students in sharing how they think, examining it themselves, gaining insights from the critiques of their peers, and enlarging their conceptual understanding by hearing how others understand the same content. Although some of the group work may be parceled out and done individually, some must be done interactively, with group

members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d. Focus on Interpersonal and Small-Group Skills

Richards and Rodgers (2001:197) state that social skills determine the way students interact with each other as teammates. Cooper (2006) states that working successfully in a team demands particular social skills, which are best learned and practiced in the context of real tasks. Included in this arena is the students' ability to review their own skills critically with a view to improving group effectiveness. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

### **2.1.2 Models of Cooperative Learning**

Cooperative learning has some models that the teacher can apply in the teaching learning process. There are five models of cooperative learning according to Slavin (1991:8), they are: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, Team Accelerated Instruction (TAI), and Cooperative Integrated reacting and Composition (CIRC). The explanation of each model is as follows.

a. Student Teams-Achievement Divisions (STAD)

In STAD, the simplest of the Student Team Learning methods, students are assigned to four- or five-member learning teams (Slavin, 1991:8). The use of STAD includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of ability levels. STAD is organized around the components of teacher presentation, team study, individual quizzes, individual improvement scoring, and team recognition. (Gaith, 2003).

b. Teams-Games-Tournament (TGT)

Teams-Games-Tournament is a carefully structured sequence of teaching-learning activities, a blend of three educational techniques-small groups,

interactional games, and tournaments (Vries, 1980:3). It basically is the same as STAD, but it replaces the quizzes with game tournaments. Students play academic games to show their individual mastery of the subject matter. They play those games in weekly tournament in which they compete with members of other teams who are comparable in past performances. TGT is made up of five major components; class presentation, teams, games, tournament, and team recognition.

c. Jigsaw

In Dumont (2010), it is said that jigsaw was originally designed by Elliot Aronson and his colleagues in 1978, but Slavin in 1994 developed a modification of jigsaw and then incorporated it in the Student Team Learning program. According to Cooper (2006), in jigsaw, students participate in expert groups and learning teams. In expert groups, students gather information about one aspect of complex content and become experts in this aspect of content. Then, they return to their learning teams and share their expertise with their teammates, each of whom has likewise become expert in a different aspect of the content. Teammates coach each other toward mastery of the complex body of information by sharing expertise. All class members are then tested on all aspects of the content.

d. Team Accelerated Instruction (TAI)

Team Accelerated Instruction is a combination of individualized instruction and team learning designed for use in elementary and middle school mathematics class. In TAI, students work on the same heterogeneous teams as in the Student Team Learning Methods (STAD, TGT, and Jigsaw). However, in Student Team Learning, all students study at the same materials at the same rate, whereas in TAI, students are placed in individualized materials and then work at their own levels and rates. Because it is an individualized program, TAI is especially appropriate for use in heterogeneous classes, such as those containing mainstreamed and low-achieving students (Slavin, 1991:11).

e. Cooperative Integrated reacting and Composition (CIRC)

Cooperative Integrated Reading and Composition is a comprehensive program for teaching reading and writing/language arts (Farnish, (1995), in Wulandari, 2010). In most CIRC activities, students follow a sequence of teacher instruction, team practice, team pre-assessments and quizzes so that they do not take the quiz until their teammates determine that they are ready. Certificates are given to teams based on the average performance of all team members on all the reading and writing activities. (Dumont et al. 2010:166)

In this research the researcher chose Student Teams-Achievement Divisions (STAD) in teaching tenses to the eighth grade students. There were some reasons why researcher chose Student Teams-Achievement Divisions (STAD) technique. The first was its simplicity. Slavin (1998:8) states that Student Teams-Achievement Divisions (STAD) is the simplest of the Student Team Learning methods. Secondly, it was suitable for teaching tenses. Slavin (1998:20) states that STAD can be used to teach any material in which questions with one right answer can be posed. Thirdly, STAD provided the chance for the students to cooperate with their peers and rewards that could boost the students' motivation and attitude toward learning English which resulted in better learning. Besides, based on the interview that researcher did with the English teacher of SMPN 1 Kalibaru, STAD had never been used in teaching tenses to the students by the English teacher.

## **2.2 Student Teams-Achievement Divisions (STAD)**

Student Teams-Achievement Divisions (STAD) is one of Student Team Learning (STL) models developed by Slavin. In STAD, students are assigned to have the group of four or five that consist of students with different level performance or gender. Students are given a material in a lecture or discussion that then team members study the worksheet on the material. Here, team members help each other in order to fulfill the worksheet and all the members master the concept of the material. After that, all the team members take individual quizzes on the material they have been studying. The individual quizzes are scored, then the



individual scores are formed into team scores. This improvement score system gives every student a good chance to contribute maximum points to the team if the student does his best, showing substantial improvement.

Slavin (1991:9) notifies some dramatic changes in the classroom after following the steps of STAD. Students begin helping each other learn basic skills instead of resenting those who know the answers and making fun of those who do not; they begin to see the teacher as a resource person who has valuable information they need to accomplish something important; they begin to see learning activities as social instead of isolated, fun instead of boring, and under their own control instead of the teacher's; they begin to feel camaraderie towards their classmate that can create a new friendship. The students will understand the lesson more easily because they have such kind of view and feeling. Thus, it can be concluded that STAD can develop students' motivation and determination to achieve academic success.

### **2.2.1 The Components of STAD**

There are five major components of STAD according to Slavin (1991:20), they are: class presentation, teams, quizzes, individual improvement scores, and team recognition. Below are the explanations about each of those characteristics of STAD.

#### **a. Class Presentation**

The teacher does the presentation of the material by lecturing or leading the students into discussion that is designed to make all the students catch up the concept of the material. Slavin (1991:20) says that Class presentations in Student Teams-Achievement Divisions differ from usual teaching only in that they must clearly focus on the STAD unit. Thus, students realize that they must pay careful attention during the presentation because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

b. Teams

According to Slavin (1991:20), teams are composed of four or five students who represent a cross-section of the class in academic performance, sex, and race or ethnicity. The teacher sorts students into the top 25 percent, the bottom 25 percent, and the middle 50 percent by achievement. Other characteristics that may affect group participation—such as race, gender, handicapping condition, or language-minority status—are then noted for each student (Cooper, 2006:269). Slavin (1991:21) argues that the team is the most important feature of STAD. At every point, the emphasis is on the members doing their best for the team and on the team doing its best for the members. The team provides important peer support for academic performance; it also provides the mutual concern and respect that are important for producing such outcomes as improved intergroup relations, self-esteem, and acceptance of mainstreamed students.

c. Quizzes

After the teacher's explanation and team learning, all the students are asked to take a quiz, which is done individually. Team members are not allowed to help each other. Slavin (1991:21) says that the quizzes are composed of course-content-relevant questions. The quizzes are designed to test the knowledge the students have gained from class presentation and team practice. Leighton (1999:287) says that teacher's decisions about whether to teach again or to move on to the next lesson, how to assign course grades, and how to interpret each student academic achievement are based on individual quiz scores.

d. Individual Improvement Scores

The idea behind the individual improvement scores is to give each student a performance goal that he or she can reach, but only by working harder than in the past (Slavin, 1991:21). This can be used as motivation for students to get the higher scores to reward teams for attention to the success of all members. The individual improvement scores which were determined by exceeding the quiz score and the

base score, then summed up to form the team points. The formula that was used to calculate the team members' improvement points was as follows:

Table 2.1 The Formula of Teams' Improvement Points

Number	Students' Score (expressed as percentage)	Improvement Points
1	10 or more below base score	0
2	Within 10 points (+ or -) of base score	10
3	11–20 points above base score	20
4	>20 points above base score or a perfect score	30

The improvement points are calculated for each member of the team and then averaged for the team. The team whose average improvement scores reached a predetermined level were eligible for team reward.

Table 2.2 Reward Team Classification

Number	Average Team Improvement Score	Reward
1	5-10	Good team
2	11-20	Great team
3	>20	Super team

(Cooper, 2006:272)

e. Team Recognition

According to Cooper (2006:272), in STAD, public recognition goes to all teams that reach a preset standard of individual gain, such as earning an average individual gain score of 10. The recognition is mostly ceremonial, accompanied by appropriate fanfare. It can be given through newsletter, bulletin boards, special privilege, small prizes, or other rewards to emphasize the idea of team recognition that doing well as a team is important (Slavin, 1991:21).



### 2.2.2 The Strengths and Weaknesses of STAD

STAD has some strengths or advantages for English teaching and learning. There are five advantages of STAD that Slavin (1991:22) mentioned as follows.

- a. Frequent quizzes in STAD give feedback to students and teacher.

The quizzes that are given frequently can give benefit to both students and teacher. From the result of the quiz students will know whether they have already mastered the material or not, and it will help the teacher to decide whether the lesson should be continued to the next material or still in the same material.

- b. The circumstance in STAD class is relatively quiet, businesslike form of Student Team Learning.

The use of quiz makes the circumstance in STAD class relatively quiet compare to the circumstance of class in other Student Team Learning methods that do not have quiz in their methods. Students do their best in the quiz because students' achievement is based on the result of the quiz, and it has effect on the team score.

- c. Improvement scores challenge students.

Improvement score is got from exceeding the quiz score with the base score, and students will get point of that. These points are then summed to form team scores, and teams that meet certain criteria earn certificates or other rewards. In this research the researcher gave a pen for each member of the winner team, also for the student who got highest score in individual quiz. From the improvement score students will know the improvement that they have achieved. It will challenge the students to get more and more score in order to reach their performance goal.

- d. STAD takes less instructional time than TGT.

The procedure of implementing STAD and TGT are similar. The main difference between STAD and TGT is in the individual test. STAD uses individual quiz that has simpler instruction than that of game tournament used in TGT. It makes STAD less time consuming than TGT.

- e. Curriculum materials available in most subjects.

STAD is the simplest of Student Team Learning methods. It is applicable to a lot of subjects. Slavin (1991:20) states that STAD can be used to teach mathematics, language arts, science, foreign language, and some parts of social studies, such as geography, graph or map skills, and any knowledge-level objectives.

Where there is the bright side, there must be the dark side. The same things happen to STAD. Beside the advantages, STAD also has some weaknesses or disadvantages. Slavin (1991:61) mentions some weaknesses that the teacher may find in applying STAD as follows:

- a. Team member not getting along

People are unique, they have their own characters that differentiate them from another. Even twins are different. Students in class that use STAD are too. The team members do not get along often come up in the first work of the use of STAD. Every member in a team differentiate one another in sex, ethnicity, and academic level. The team members who do not get along often come up in the first work of the use of STAD. Slavin (1991:61) mentions that the primary solution to this problem is time. Some students will be unhappy about their assignment initially, but as soon as they realize that they will be working in the same teams for a long time and realize that they are really a team and need to cooperate to be successful, they will find a way to get along. He also says one effective way to improve student cooperation is to provide extra rewards to winning teams. Sometimes, students will not care how the team or their teammates are doing until they know that the winning team will receive refreshment, time off, release from a test, or other rewards. Slavin says that the primary solution of this problem is time, but the researcher held the research only for two meetings so this solution might not work. Here the researcher made the solidarity of the team as one of criteria for earning extra team points, so the team who cooperate well gained five extra points that could help the team to win. In the beginning students might feel forced to cooperate well in a team they

did not like but that was okay, the students continued to work well in the team because it was like a new habit for them.

b. Misbehavior

Team members who behave badly can be a problem in STAD. A dictatorial student who takes control of the group, the student who is not willing to trust his friends' ability, and lazy student who does not contribute anything for the teams are some examples of misbehavior. One way to encourage students to behave appropriately is to give each team up to three additional team points each day based on the team's behavior, cooperativeness, and effort. (Slavin, 1991:61). Here, team members would behave nicely to get extra team points and make their team win.

c. Noise

Noise is a common problem in every classroom, it also happens in class that is applying STAD which requires students to work together in team. Slavin (1991:62) says Student Team Learning does not go well with the teacher shushing students every five minutes, but if things are so noisy that students cannot hear each other, something should be done. The first solution to try for the noise problem was to bring all activity to a stop, got absolute quiet, and then whispered a reminder to students to speak softly. If this did not work, tried to make noise level as part of the criteria for earning extra team points.

d. Absence

Student absenteeism can be a major problem in Student Team Learning class because students depend on one another to contribute points to the team. The solution to the problem is quite simple. When students miss a tournament or a quiz, prorate the scores for their teams that week. (Slavin, 1991:62)

e. Ineffective use of team practice time

One problem is that students may be used to doing their worksheets alone and thinking they finish when they reach the end, whether or not they or their teammates understand the material. This problem deals with primarily by providing only two worksheets per team so that students have to work together. (Slavin, 1991:62)

### 2.3 The Definitions of Tenses

According to Oxford Dictionary, tense is a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance: past, present, and future. Comrie (1993:9) defines tense as grammaticalised expression of location in time. Time in relation to action. In Wishon and Burks (1980:182), it is a concept that exists in the mind of speaker, reader, or listener. It can be concluded that tense deals with the rules that indicate the time of actions or events.

The English tense, especially past tense is quite important in English. It is used to tell actions or events that happened in the past. The verb has a different form from the other tenses that make it rather difficult than the others. This research focused on the uses of simple past tense and past continuous tense because the eighth grade students of junior high school should learn the two tenses, based on the institutional curriculum (KTSP). They are expected to tell the activity that happened in the past in the form of recount texts.

#### 2.3.1 The Use of Simple Past Tense

Past tense can be defined as a tense expressing an action that happened or a state that previously existed. Azar (2002, 27) says that past tense indicates that an activity or situation began and ended in particular time in the past. The diagram shown below was used in the tense descriptions:

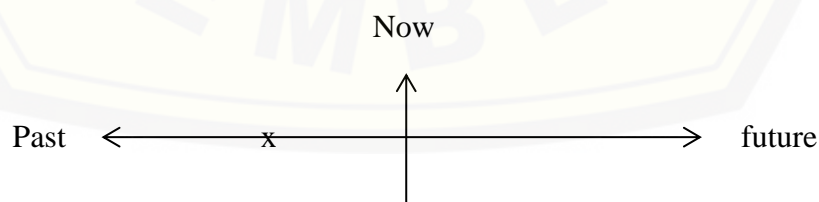


Figure 2.1 diagram of simple past tense

(Azar, 2002: 2)

From the description above, it can be said that simple past tense is used to talk about:

- Single, complete event in the past:  
Examples: a. She **came** round the corner of the house and **saw** the lorry  
                  b. France **won** the world cup
- Repeated event in the past:  
Examples: a. She **wrote** to him once a week  
                  b. She **went** to work by car everyday
- Situation that continued for some time in the past but now it is finished:  
Examples: a. We **lived** in the country at that time  
                  b. We **studied** philosophy for three years

(Harmer, 2004:12)

The following are the descriptions of the rules of Simple Past Tense:

1. There are two forms of simple past tense, the first is using *be* and the second one is using verbs. *Was* and *were* are the past forms of *be*. *Was* is used with the first and third person singular (I, she, he, it), while *were* follows the other people (you, they, we).

For example: You **were busy**

                  He **was busy**

(Krohn, 1970:23)

There are two types of verbs in positive sentence of simple past tense; they are regular and irregular verb. Regular verbs need to add *-ed* after the verb. Irregular verbs do not need to be added *-ed* after the verbs because they have other forms.

For example: - Regular verbs:

                  The police **stopped** me on my way home last night.

                  Laura **passed** her exam because she **studied** very hard.

                  We **invited** them to our party, but they **decided** not to come.

- Irregular verbs:

                  Go ~ went : I **went** to the cinema three times last week.



Write ~ wrote : Mozart **wrote** more than 600 pieces of music.

See ~ saw : We **saw** Tania in town a few days ago.

Shut ~ shut : It was cold, so I **shut** the window.

(Murphy, 2012: 10)

2. In question and negative form, we use **did/didn't** + *infinitive* (enjoy, go, see, etc.):

I	enjoyed
She	saw
They	went

	you	enjoy?
Did	she	see?
	they	go?

I		enjoy
She	didn't	see
They		go

- A: Did you go out last night?
- B: Yes, I went to the cinema, but I didn't enjoy the film much.
- 'Did you have time to do the shopping?' 'No, I didn't.'
- They didn't invite us to the party, so we didn't go.
- 'When did Mr. Thomas die?' 'About ten years ago.'

Question and negative forms of simple past tense using *be*

I/He/She/It	Wasn't
We/You/They	Weren't

Was	I/He/She/It?
Were	We/You/They?

Note: Do not use **did** in negatives and questions with **was/were**.

- Was the weather good when you were on holiday?
- They weren't able to come because they were so busy.
- Did you go out last night or were you too tired?

(Murphy, 2012:10)

### 2.3.2 The Use of Past Continuous Tense

Past continuous tense or Past Progressive Tense according to Hammer (2004, 12) is used to talk about actions which were in progress at a particular time in the past. Murphy (2012) says the action or situation had already started before this time, but had not finished. He also gives the graphic of past continuous tense to give clear explanation as follows:

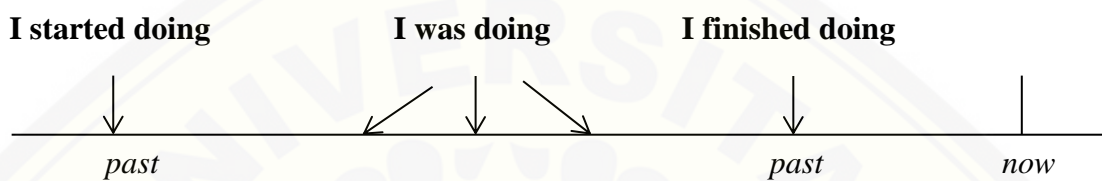


figure 2.2 Graphic of Past Continuous Tense

From the descriptions above, it can be said that Past Continuous Tense is used as follows:

1. To indicate that a longer action in the past was interrupted.  
For example: I **was watching** TV when she called me.
2. To describe two actions that were going on at the same time in the past.  
For example: She **was studying** while he **was having** dinner.
3. To describe the introductory scene for a story written in the past tense.  
For example: The sun **was shining** after weeks of rain. The flowers **were waving** in the breeze.

Below are the rules to form Past Continuous Tense:

1. The positive form of Past Continuous Tense can be formed with the past form of the verb be (was/were) and the *-ing* form of main verb.  
For examples: a. Jean **was playing** the clarinet.  
b. The nurses **were singing** in the children's ward.
2. There are two types of questions, the first is yes or no question and the second is the one that use 5W1H question. For the yes or no question we form questions by putting the auxiliary before the subject.



For examples: a. **Was** Jean **playing** flute?

b. **Were** the nurses **singing**?

The second is the form of question with 5W1H question. We just have to put the 5W1H before the auxiliary.

For examples: a. **What was** Jean **playing**?

b. **Where were** the nurses **singing**?

3. The negative is formed by adding *not* or *n't* to the auxiliary.

For examples: a. She **was not playing** guitar.

b. **Weren't** they **singing** very loud?

(Adapted from Harmer, 2004:12)

#### 2.4 The Preparation of Implementing STAD Technique in Teaching Tenses

In this research, the researcher adapted the procedures of implementing STAD technique in the classroom proposed by Slavin. The modification was expected to produce better results of implementing STAD technique on the students' achievement and cooperation. The procedures mostly referred to what had Slavin proposed with some modification in some points. According to Slavin (1991:23), some preparations that should be done before applying STAD technique are as follows:

a. Prepare Materials

STAD could be used with curriculum material specifically design for student's team learning or it could be used with material adopted from text books or other published source or with teacher-made material. Here the teacher made the materials in the lesson plans about tenses (simple past tense and past continuous tense) and the exercises by adapting from book. For each unit a worksheet, a worksheet answer sheet, a quiz, and a quiz answer sheet were needed.

b. Assign Students to Teams

The following steps should be used in assigning students to teams:

Step 1: Made a copy of team summary sheet and quiz score sheet for every team

Step 2: Ranked students in the class from the highest to the lowest in terms of past performance.

Step 3: Decided on the number of team. Each team should have four members if possible, but if the division was uneven so it was okay to have some teams with five members.

Step 4: Assigned students to teams. Balance the teams according to performance, sex, and race or ethnicity.

Step 5: Filled in the names of the students on Team Summary Sheets.

c. Determine Initial Base Scores

A base score is the minimum score that the teacher expected the student to make on a 30-item quiz. It was determined by the previous English test score. And the scores were ordered from the highest to the lowest.

## 2.5 The Procedures of Implementing STAD Technique in Teaching Tenses

After the preparations had been done, the teacher was ready to apply STAD technique in the classroom. Slavin (1991:26) states that Student Teams-Achievement Divisions consist of regular cycles of instructional activities, they are as the following:

a. Teach

The teacher presented the materials for one to two class periods by giving a lecture or had discussion as the technique in delivering the materials. Here the researcher presented the materials briefly for only ten up to fifteen minutes. In the first meeting, after doing the set induction the researcher explained about STAD and the procedure of the implementation of STAD. Then the researcher divided the students into teams which had been made before the teaching and learning process based on students' academic performance and gender. After that the researcher asked the students to move their tables to make team tables. It made the students easier to get along with their teammates if they were together from the beginning. It also avoided the crowd that students could

make if it was done in the middle of the class. After the students were together with their teams, then the researcher presented the materials using discussion method. Here the students got the information about the materials that was taught by the researcher to share it with the team members. The material that was taught in the first meeting was the use of simple past tense. Continued by the use of past continuous tense in the second meeting, but the researcher did not have to explain the procedure of implementing STAD again and the students were ready to have team tables with their teams.

b. Team study

The teacher asked the students to work in teams and solve the problems in the worksheet with the team in order to master the materials. Every team was given two worksheets and two answer sheets. There were four exercises in each worksheet in every meeting. The students explained their answers to each other instead of just checking each other against the answer sheet. It was because the function of the worksheets here was for studying, not for filling and handling in.

c. Test

The teacher administered an individual tense quiz for the students to show what they had learned in their team as individuals. Teamwork was not allowed this time. After they finished the test, they crosschecked the result of their work together with the class.

d. Team recognition

The main point of team recognitions was figuring individual improvement scores and team scores after being taught the tenses, also awarding team rewards.

## 2.6 Hypothesis of the Research

Based on the related literature review above and the research problem, the hypothesis of this research was “There was a significant effect of using Student

Teams-Achievement Divisions (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year”.



## CHAPTER 3. RESEARCH METHOD

This chapter presented the research methods applied in this research. It covered research design, operational definitions of the terms, area determination method, respondent determination method, data collection methods, and data analysis method.

### 3.1. Research Design

The research design that was used in this research was an experimental research, because the intention of this research was to find out whether or not there was a significant effect of using Students Teams-Achievement Divisions (STAD) technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru. Fraenkel and Wallen (2006:267) state that the experimental research is the best way to establish cause and effect relationship among variables.

In this research, two classes were taken from the available classes of the eighth grade students by using the homogeneity test to all the classes to know the homogeneity of the population by using the analysis of variance. Later, based on the result of homogeneity test the two classes were chosen as the experimental group and the control groups randomly. The experimental group was taught tenses by using STAD technique, while the control group was taught tenses by using the conventional technique; that was the discussion method. Then, both groups were given the tense posttest to see the mean difference between the two groups. The design is illustrated as follows.

	Matching	Treatment	Posttest
Treatment/Experiment group	M	X	O <sub>1</sub>
Control group	M	C	O <sub>2</sub>



Note:

M : Matched Group

X : Treatment for the Experiment Group

C : Treatment for the Control Group

O<sub>1</sub> : Outcome of posttest from the experimental group

O<sub>2</sub> : Outcome of posttest from the Control Group

(Franken et al,2012:275)

The procedures of the research were as follows:

- a. Conducting homogeneity test to determine the experimental group and the control group. The scores of the homogeneity test were analyzed by using ANOVA (Analyze of Variance) on SPSS (Statistical Package of Social Science) program. If the value of variance was more than 0.05, the population was homogenous. The population of this research was heterogeneous because the value of variance was less than 0.05, so the researcher took 2 classes with the closest mean score as the respondents of the research.
- b. Determining the experimental and the control groups by using lottery.
- c. Giving the treatment that was teaching tenses by using STAD technique to the experimental group and teaching tenses by using the conventional technique; that was the discussion method to the control group.
- d. Conducting the try out test of tenses to establish validity, reliability, and difficulty index of the teacher-made test and analyzing the results. The try out was given to the other class that did not belong to the experimental or the control groups.
- e. Giving the test post-test to both of the groups, the experimental group and the control group, to know the result after the treatment given.
- f. Analyzing the obtained data from the scores of the tense post-test by using t-test formula to determine whether the mean difference of both groups was significant or not.
- g. Drawing a conclusion based on the result of the data analysis to answer the research problem.



### **3.2. Operational Definitions of the Terms**

The terms that were necessarily to be defined operationally in this research were STAD and the students' tense achievement.

#### **3.2.1. Student Teams-Achievement Divisions (STAD)**

Student Teams-Achievement Divisions (STAD) is one technique of Student Team Learning (STL) method developed by Slavin (1978). STAD in this research was used in teaching tenses by applying the five steps of STAD, namely (1) forming the heterogeneous groups, (2) explaining the material, (3) asking the students to work with their teams, (4) giving individual quiz to the students, and (5) calculating team improvement scores and recognizing team accomplishment in doing the exercises.

#### **3.2.2. The Students' Tense Mastery**

The students' tense mastery in this research referred to the eighth grade students' tense mastery at SMPN 1 Kalibaru that was showed by the scores of tense test (test of the simple past tense and past continuous tense). The researcher chose those two tenses because the eighth grade students of junior high school was taught about recount text that used those tenses. The tense achievement test was given to the respondents (the experimental group and the control group) to measure the students' tense mastery after the experimental group were given the treatments.

### **3.3. Area Determination Method**

This research was conducted at SMPN 1 Kalibaru. The area was determined by the purposive method. According to Arikunto (2006:139), purposive method is a method which is conducted based on a certain purpose dealing with technical cases, such as: time, energy, and finance.

This school was determined as the area of this research because of some reasons. First, based on the interview with the English teacher, STAD technique had never been applied by the English teacher in teaching tenses at this school. Second, the research about STAD had never been conducted by the other researcher

at this school. Third, the headmaster and the English teacher gave permission to conduct an experimental research at this school.

### **3.4. Respondent Determination Method**

The population of the research was all the eighth grade students of SMPN 1 Kalibaru in the 2016/2017 academic year. They were divided into: 8A, 8B, 8C, 8D, 8E, and 8F in which each class consisted of 36 students. Cluster random sampling was applied in this research to determine the respondents after conducting the homogeneity test to all classes. Cluster sampling involved the random selection of naturally occurring groups or areas and then the selection of individual elements from the chosen groups or areas (McMillan, 1996:90). The results of the homogeneity test in this research showed that the population was heterogeneous, so the researcher chose the two classes that had the closest mean score as the experimental group and the control group.

### **3.5. Data Collection Methods**

There were two types of data that were collected in this research. The primary data were collected by applying tense test, and the supporting data were collected by interview and documentation. Below is the discussion of the methods used in this research.

#### **3.5.1. Test**

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). There are four types of test; they are achievement or attainment test, proficiency test, aptitude test, and diagnostic test (Heaton, 1988:171). In this research, an achievement test was used in order to measure the students' tense achievement. In this research, the achievement test was given to both the experimental and the control groups after the researcher gave the treatments to know whether or not the students had mastered the materials had been taught. Hughes (2003:13) says that an achievement test is designed to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.

There are two kinds of test in the way of the test constructed. They are standardized test and teacher-made test (Arikunto, 2006:223). Based on the methods of scoring, Hughes (2003:22) states that there are two kinds of test. They are objective and subjective test. If no judgment or interpretation is required on the part of the scorer, that is an objective test. If judgment or interpretation is needed, the scoring is said to be subjective. The test that was used in this research was the teacher-made test which means that the researcher constructed the test items by herself in the form of objective test (multiple choice test and changing the words) and subjective test (writing sentences) to measure the students' tense achievement after giving the treatment to the experimental group.

#### 3.5.1.1 Try Out Test and Post-Test

To know the reliability coefficient, validity, and the difficulty index of the test, the researcher administered the try out test (tense test). According to Djiwandono (1996:18), the objectives of administering the try out are to know the test validity, the reliability coefficient of the test and the difficulty index of test items. It was conducted to a class that had the same or the closest mean difference from the experimental and the control groups.

The post-test was conducted to both the experimental and the control groups as the evaluation at the end of the lesson. The post-test was given to the respondents after giving the treatment by using STAD technique in teaching tenses (simple past tense and past continuous tense) to the experimental group, whereas the control group was taught tenses (simple past tense and past continuous tense) by using the discussion method.

The post-test in this research was constructed in the form of multiple choices, changing the words, and writing the sentences. There was 40 test items that covered 20 items for multiple choices, 15 items for changing the verbs, and 5 items for changing the sentences. The test items covered the material that had been taught, they were the uses of simple past tense and past continuous tense in the sentences. Dealing with the scoring, the correct answer of the multiple choices item was scored 2 points and 0 for the incorrect answer. Then, the correct answer of changing the

word test items was scored 3 points and 0 for the incorrect answer, and the correct answer for changing the sentences was scored 3 points. The total score of the posttest items was 100. The time allocation for doing the post test was 2x40 minutes.

#### 3.5.1.2 The Validity of the Test

According to Sudjana (1990:135), a good test as a research instrument must be valid and reliable. Heaton (1988:159) says the validity of a test is the extent to which it measures what it is supposed to measure. He also classifies the validity into face validity, content validity, and constructs validity. Mousavi (2002), in Brown (2003:26) states that face validity refers to the degree to which a test looks right and appears to measure the knowledge or abilities it claims to measure based on the subjective judgment of the examinees who take it.

Hughes (2003), in Brown (2003:22) states that content validity is any attempt to show that the content of the test is a representative sample from the domain that is to be tested. Heaton (1988:161) says that construct validity is a capability of test in measuring certain specific characteristics in accordance with a theory of language behavior and learning.

The test items in this research were constructed based on the content validity. It means the test items were constructed based on the indicators to be measured, namely the uses of simple past tense and past continuous tense in the sentences for the eighth grade students and the curriculum used by the English teacher that is *KTSP*. Besides, the test items were consulted to the English teacher of SMPN 1 Kalibaru and both of the consultants.

#### 3.5.1.3 Reliability of the Test

Hughes (1996:36) says that reliability of a test is actually obtained if it is administered to the same students and they perform the same ability at different time. In order to know whether or not the test was valid and reliable before giving the post-test after giving the treatments, the researcher administered the try out test that was given to a class that had the same or the closest mean difference from the experimental and the control groups. Then, the results of the try out were analyzed

by using the split-half odd-even technique (Sudjiono, 1998:219). The procedures of the analysis were as follows:

- a. Conducting the tryout of the test material and scored each item achieved by the students.
- b. Splitting the scores into two parts based on odd and even numbers.
- c. Putting the scores of each item by giving “1” for the odd items and “0” for the even items.
- d. Analyzing the correlation between the odd numbers and even numbers by using Pearson  $r$  formula as follows:

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

Notes:

- $r_{xy}$  = reliability coefficient  
 $\sum XY$  = the total number of odd items and even items  
 $\sum X$  = the total number of odd items  
 $\sum Y$  = the total number of even items  
 $N$  = the number of the students taking the tryout test  
 (Arikunto, 2000:425)

- e. Estimating the reliability index of the whole test using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

- $r_{11}$  = the reliability coefficient for the whole test items  
 $r_{xy}$  = reliability coefficient

#### The Criteria of Reliability

0.90-1.00	= very high
0.70-0.89	= high
0.50-0.69	= fair
0.30-0.49	= low
< 0.30	= very low

(Adapted from Djiwandono, 1996:154)



#### 3.5.1.4 The Difficulty Index

Difficulty index is a level of difficulty that the test items have. It is generally described in form of fraction or the percentage of the students who answer the question correctly divided by the total number of the students. (Heaton,1988:178). It was calculated by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = the difficulty index

R = the number of the students who answer the test items correctly

N = the number of the students taking the tryout test

#### Criteria of the Difficulty Index

0.00-0.19 = difficult

0.20-0.80 = fair

0.81-1.00 = easy

(Djiwandono, 2011:244)

A good test item must be neither too difficult nor too easy (Hetzal,1997). It is because the test items which are too easy (>0.71) will not stimulate the students to raise their effort in answering those test items given. Yet, if the test items are too difficult (<0.29), it will make the students discouraged and unhappy to answer those test items because they totally do not understand about the test given.

#### 3.5.2. Interview

Interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded (McMillan, 1992:132). The interview in this research was conducted with the English teacher of the eighth grade at SMPN 1 Kalibaru on 19<sup>th</sup> January 2016 before conducting the experimental research to get the information about the English curriculum used at school, the



English text books used, the teaching technique used by the teacher in teaching English, as well as the problem faced by the students in learning tenses. The result of the interview was the information needed in the background of the research. The interview was conducted by using semi structured interview in which a list of questions and details were used as the interview guide during the process of interview (Arikunto, 2006:156). The interview guide was enclosed in *Appendix B*.

### 3.5.3. Documentation

Arikunto (2006:158) states that documentation is written documents such as books, magazines, documents, rules etc. This research used document resource since the data were taken in the form of written documents. The documents needed in this research covered the names of the respondents, those were the eighth year students of SMPN 1 Kalibaru in the 2016/2017 academic year who were included in the experimental and the control groups.

### 3.6. Data Analysis Method

After conducting the tense posttest to both the experimental and the control groups, the data obtained were statistically analyzed by using t-test formula with 5% significance level (confidence interval 95%) and the degree of freedom or  $Df = N_x + N_y - 2$  in order to know whether or not there was a significant effect of using STAD on the eighth grade students' tense achievement. If the result of t-test was the same or greater than that of t-table, the null hypothesis would be rejected and the alternative hypothesis would be accepted. The results of the tense posttest were analyzed by using the formula of t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

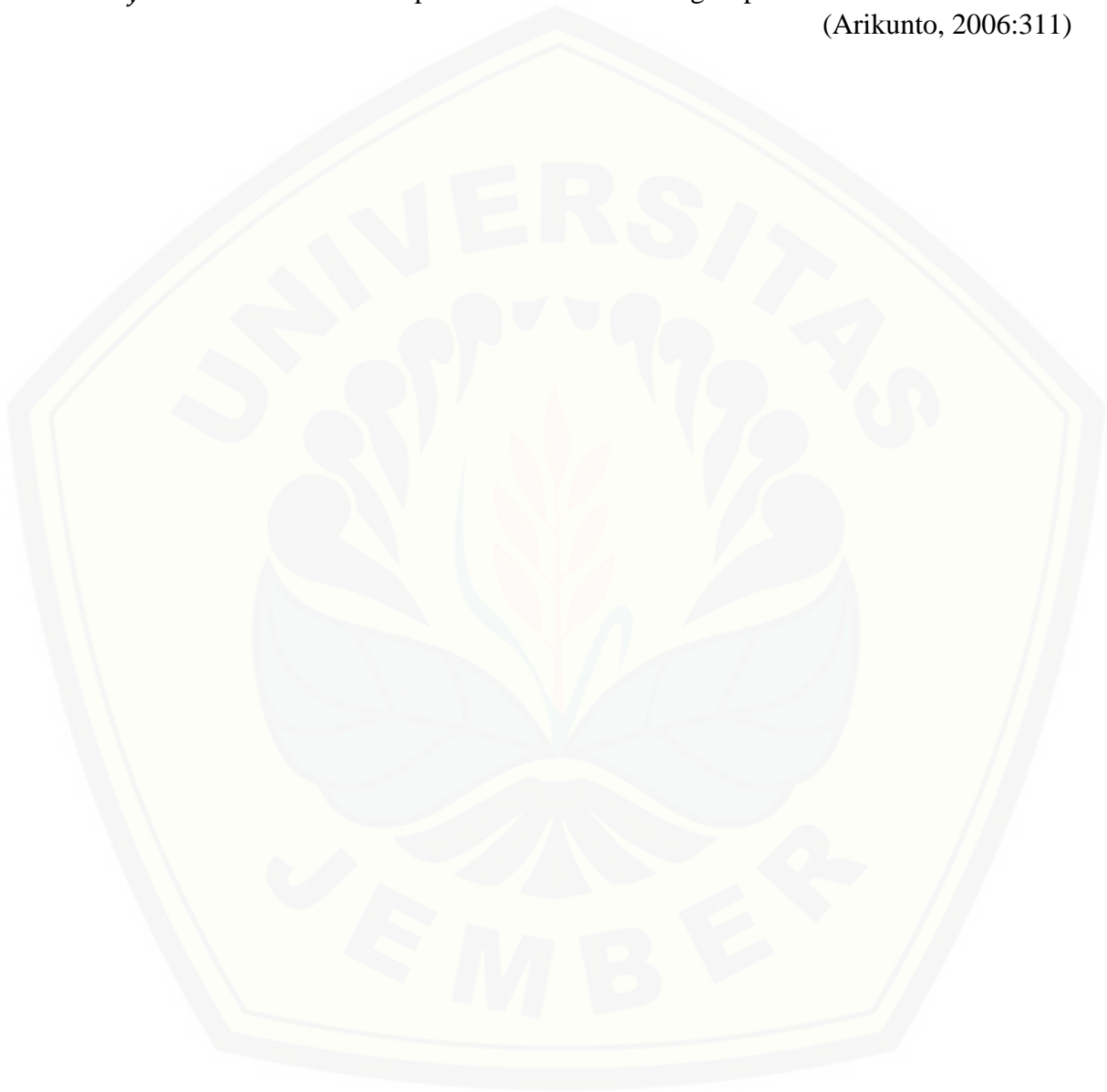
where:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Notes:

- $t$  : the value of t  
 $Mx$  : mean score of the experimental group  
 $My$  : mean score of the control group  
 $x$  : individual score deviation of the experimental group  
 $y$  : individual score deviation of the control group  
 $N_x$  : the number of respondents in the experimental group  
 $N_y$  : the number of respondents in the control group

(Arikunto, 2006:311)



## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teacher, the students, and the future researchers.

### 5.1 Conclusion

Based on the results of the data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using STAD (Student Teams-Achievement Division) Technique on the eighth grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year.

### 5.2 Suggestions

Since the results of the research showed that STAD (Student Teams-Achievement Division) Technique gave a significant effect on the students' tense mastery, the researcher proposes some suggestions to the following people:

#### 5.2.1. The English Teacher

It is suggested that the English teacher of SMPN 1 Kalibaru can apply STAD Technique in teaching tenses, since it can foster the students' motivation and attitude toward learning English which can result in better learning.

#### 5.2.2. The Future Researchers

The future researchers are suggested to use the results of this research as information and a reference to conduct a further research about the use of STAD Technique in teaching tenses by using different research designs such as a class action research or the same research design but with different level of the research participants and schools. They are also suggested to conduct an experimental research to know whether STAD Technique has a significant effect to the students' tense mastery at other schools.

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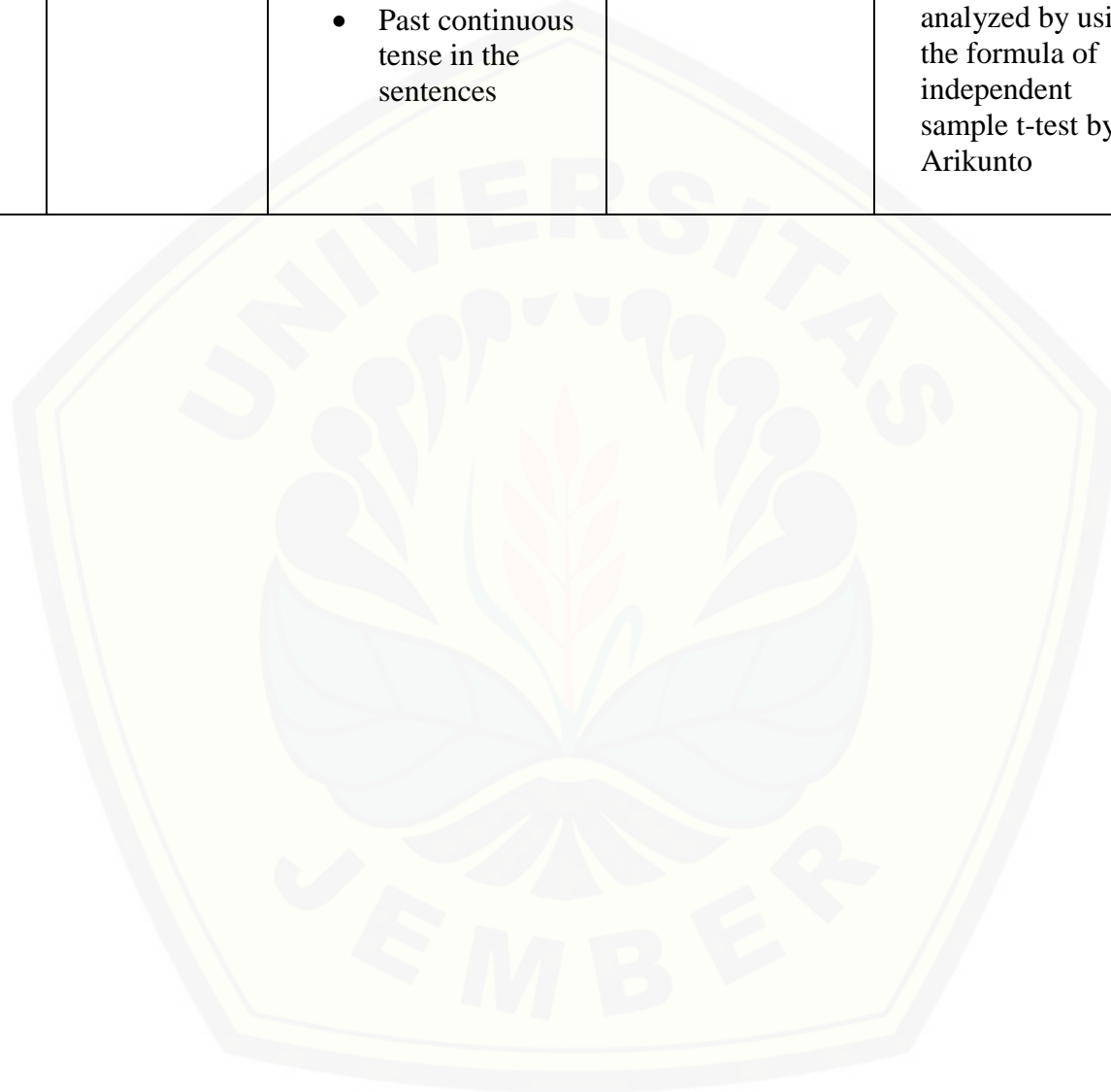


## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Student Teams-Achievement Divisions Technique on the Eight Grade Students' Tense Mastery at SMPN 1 Kalibaru in the 2016/2017 Academic Year	Is there any significant effect of using Student Teams-Achievement Divisions (STAD) technique on the eight grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year?	<p><b>Independent Variable:</b> Teaching tenses by using Students Team-Achievement Division (STAD) technique</p> <p><b>Dependent Variable:</b> The eight grade students' tense mastery</p>	<ol style="list-style-type: none"> <li>The characteristics of teaching tenses by using STAD technique:                             <ul style="list-style-type: none"> <li>Having heterogeneous learning teams</li> <li>The students' team practice</li> <li>Assessing individual mastery</li> <li>Calculating team improvement score</li> <li>Recognizing team accomplishment (Slavin, 1992:20)</li> </ul> </li> <li>The students' scores of tense test on the uses of:                             <ul style="list-style-type: none"> <li>Simple past tense in the</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Respondents: The VIII grade students of SMPN 1 Kalibaru in the 2016/2017 academic year</li> <li>Informant: The English teacher of SMPN 1 Kalibaru</li> </ol>	<ol style="list-style-type: none"> <li>Research Design: Quasi Experiment Design</li> <li>Area Determination : Purposive method</li> <li>Research Respondent Determination: Cluster Random Sampling</li> <li>Data Collection Methods:                             <ol style="list-style-type: none"> <li>Primary data: Tenses test</li> <li>Supporting data: Documentation and Interview</li> </ol> </li> <li>Data Analysis Method: The data collected from tense test</li> </ol>	There is a significant effect of using Student Teams-Achievement Divisions (STAD) technique on the eight grade students' tense mastery at SMPN 1 Kalibaru in the 2016/2017 academic year



			<p>sentences</p> <ul style="list-style-type: none"><li>• Past continuous tense in the sentences</li></ul>		<p>(posttest) will be analyzed by using the formula of independent sample t-test by Arikunto</p>	
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### Supporting Data Instruments

#### Interview Guide

No	The list of questions for interview	Teacher's answer
1	What curriculum does this school implement?	We use 2006 Institutional-Based Curriculum (KTSP).
2	How many times do you teach English in a class every week?	Twice a week.
3	How long do you teach English in every meeting?	80 minutes each in every meeting.
3	What books do you usually use in teaching English?	I use SIMPATI as students' worksheet (LKS)
4	Do you teach tense to the students?	Yes, I do.
5	What tenses have you taught?	I have taught simple present tense to the eighth grade students.
6	What technique that you usually apply in teaching tenses?	Mostly, I use lecturing technique.
7	What major difficulty do your students face in learning the tenses?	Students can not comprehend the pattern or the formula of the tense
8	How do you overcome the problem?	Giving them more examples and practice
9	Have you ever used STAD technique in teaching grammar?	I never use it, but sometimes I ask the students to make small group discussion

#### Documentation Guide

No	The Supporting Data	Data Resources
1.	The total number of the eighth grade students in the 2016/2017 academic year	Document
2.	The names of the research subjects (the experimental group and the control group)	Document
3.	The previous English scores of the eight grade students	Document from the English teacher

### HOMOGENITY TEST

Subject : English

Time : 40 minutes

**Choose the best answer of the following questions by crossing a, b, c, or d on your worksheet!**

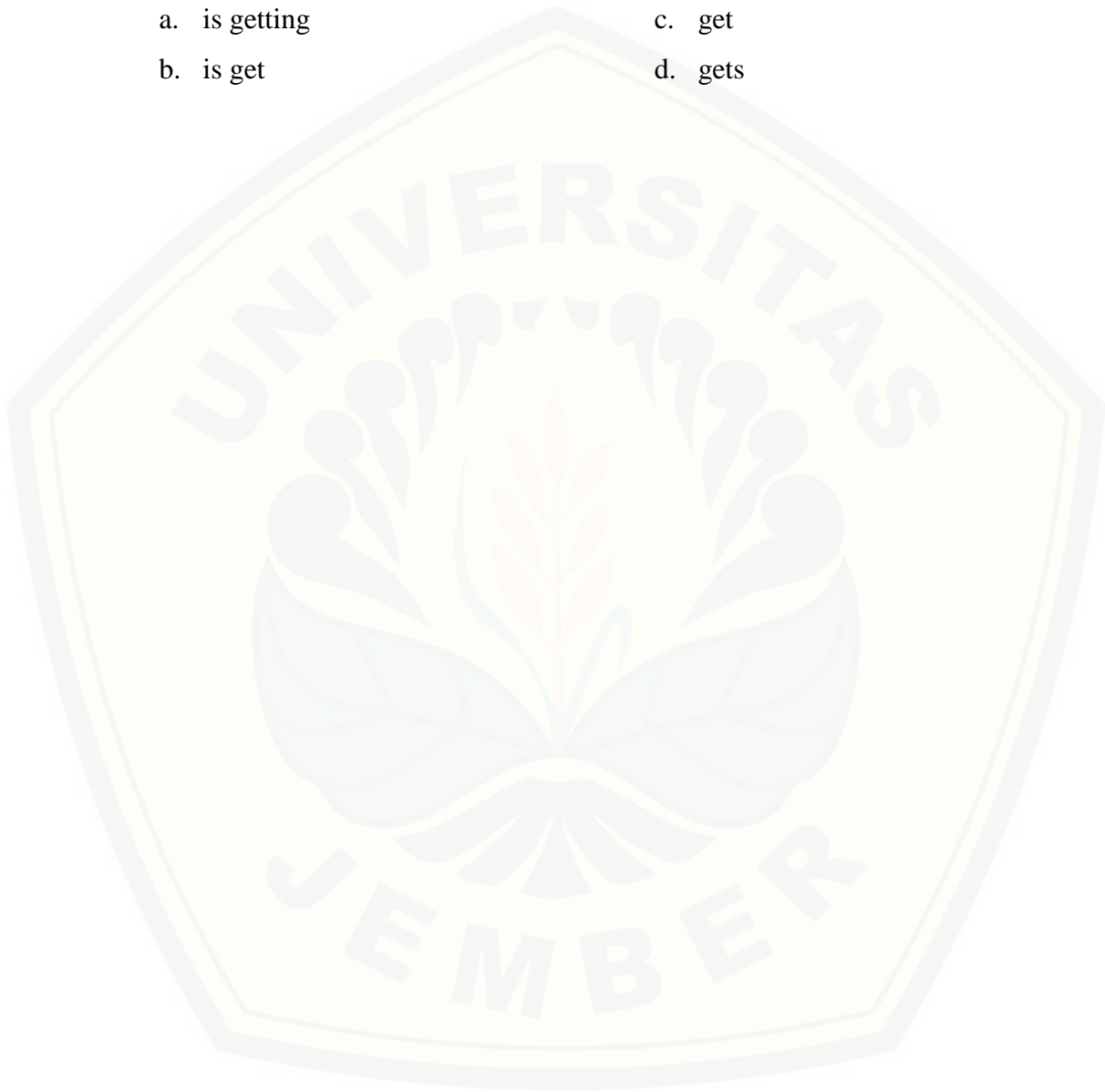
1. The earth . . . round.
  - a. is
  - b. am
  - c. are
  - d. does
2. Why are you still here? Dana . . . for you at the bus stop.
  - a. wait
  - b. waits
  - c. is waiting
  - d. waiting
3. Mickey and Goofy . . . Donald's friend.
  - a. is
  - b. am
  - c. are
  - d. do
4. My brother . . . my grandmother in town every holiday.
  - a. visit
  - b. visits
  - c. is visiting
  - d. is visit
5. My friends and I . . . the school festival now.
  - a. is preparing
  - b. prepare
  - c. prepares
  - d. are preparing
6. The swimming pool . . . at 7.30 every morning.
  - a. open
  - b. opens
  - c. is opening
  - d. are opening
7. A : Do you speak German?  
B : No, . . .
  - a. I am not
  - b. I wasn't
  - c. I don't
  - d. I didn't
8. Let's go out. It . . . now.
  - a. doesn't rain
  - b. doesn't raining
  - c. isn't rain
  - d. isn't raining
9. Water . . . at 100 degrees Celcius.
  - a. is boiling
  - b. are boiling
  - c. boil
  - d. boils
10. The water . . . . Can you turn off the stove?

- a. is boiling  
b. are boiling
- c. boil  
d. boils
11. It . . . very much in dry season.
- a. doesn't rain  
b. doesn't raining
- c. isn't rain  
d. isn't raining
12. Nayla's friends . . . visiting her mother in the hospital.
- a. is  
b. are  
c. do  
d. does
13. A : There's something different about Tom today.  
B : Yes, . . .
- a. He is being quiet today.  
b. He is quiet today.
- c. He quiet today.  
d. He being quiet today.
14. A : . . . .  
B : Yes, she likes pizza so much.
- a. Do she likes pizza?  
b. Does she like pizza?
- c. Do she like pizza?  
d. Does she likes pizza?
15. Why . . . an umbrella? It's not raining now.
- a. Do you use  
b. You using
- c. Are you using  
d. You use
16. A : What . . . ?  
B : I am a student.
- a. Is you doing  
b. Are you doing
- c. Does you do  
d. Do you do
17. (at a party)  
A : . . . the party?  
B : Yes, I'm enjoying it.
- a. Do you enjoy  
b. Are you enjoying
- c. Are you enjoy  
d. Do you enjoying
18. Who is that man? Why . . . at us?
- a. is he looking  
b. does he look
- c. is he look  
d. does he looking
19. The dinner . . . good.

- a. smells
- b. smell
- c. is smell
- d. is smelling

20. I must go now. It . . . late.

- a. is getting
- b. is get
- c. get
- d. gets





**Answer Key**

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

**The Distribution of the Test Items**

No.	Grammatical points	Items	Number of items
1	simple present tense	1, 3, 4, 6, 7, 9, 11, 14, 16, 19	10
2	Present continuous tense	2, 5, 8, 10, 12, 13, 15, 17, 18, 20	10

**The Results of Homogeneity Test**

No.	Class VIII					
	A	B	C	D	E	F
1	80	80	80	65	65	80
2	80	80	60	60	65	85
3	80	80	50	70	55	80
4	75	75	55	50	60	80
5	75	85	50	65	70	80
6	75	80	55	65	65	75
7	80	90	55	80	70	80
8	80	80	80	60	80	80
9	80	85	70	70	60	80
10	85	80	75	65	70	75
11	70	80	70	65	70	80
12	80	75	95	70	65	80
13	70	80	65	60	70	85
14	75	80	75	70	75	75
15	85	80	75	70	65	75
16	80	80	60	60	70	75
17	75	80	60	70	70	70
18	75	75	55	60	60	85
19	80	70	80	90	55	85
20	65	75	60	70	75	85
21	75	80	70	55	50	80
22	70	80	75	55	45	80
23	70	85	60	55	80	85
24	75	80	60	85	50	75
25	75	75	50	55	50	90
26	60	75	60	50	70	75
27	85	85	65	45	75	85
28	90	75	65	55	75	85
29	55	85	45	60	60	85
30	85	85	65	55	70	85
31	75	75	60	70	60	85
32	75	75	60	55	55	80
33	85	85	50	60	50	90
34	75	85	60	75	50	85
35	75	85	50	70	55	85
36	75	80	55	60	60	85
<b>Total</b>	2745	2880	2275	2295	2290	2926
<b>Average</b>	76,25	80	63,19444	63,75	63,61111	81,27778

### LESSON PLAN 1

School	: SMPN 1 Kalibaru
Subject	: English
Grade	: VIII
Language Component	: Grammar
Tense	: Simple Past tense
Time Allocation	: 2 x 40 Minutes

#### I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

#### II. BASIC COMPETENCE

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### III. INDICATORS

##### **Cognitive Product for the Experimental and Control Group**

- 6.2.1.1. Changing sentences into the form of simple past tense
- 6.2.1.2. Using the correct form of verbs in simple past tense sentences.

##### **Cognitive Process for the Experimental and Control Group**

- 6.2.2.1. Identifying the verbs used in the simple past tense in a text.
- 6.2.2.2. Changing the verbs into the past form.
- 6.2.2.3. Filling in the blank spaces in the sentences by changing the verbs into the correct forms of simple past tense.

- 6.2.2.4. Rearranging jumbled words into good sentences in the form of simple past tense sentences.

#### IV. LEARNING OBJECTIVES

##### **Cognitive Product for the Experimental Group**

- 6.2.1.1. The students are able to change sentences from simple present tense into the form of simple past tense in group and individually.
- 6.2.1.2. The students are able to use the correct form of verbs in simple past tense sentences in group and individually.

##### **Cognitive Product for the Control Group**

- 6.2.1.3. The students are able to change sentences from simple present tense into the form of simple past tense individually.
- 6.2.1.4. The students are able to use the correct form of verbs in simple past tense sentences individually.

##### **Cognitive Process for the Experimental Group**

- 6.2.2.1. The students are able to identify the verbs used in simple past tense in a text in group.
- 6.2.2.2. The students are able to change the verbs into the past form in group.
- 6.2.2.3. The students are able to fill in the blank spaces in the sentences by changing the verbs into the correct form of simple past tense in group.
- 6.2.2.4. The students are able to rearrange the jumbled words into good sentences in the form of simple past tense sentences in group.

##### **Cognitive Process for the Control Group**

- 6.2.2.5. The students are able to identify the verbs used in simple past tense in a text individually.
- 6.2.2.6. The students are able to change the verbs into the past form individually.

6.2.2.7. The students are able to fill in the blank spaces in the sentences by changing the verbs into the correct form of simple past tense individually.

6.2.2.8. The students are able to rearrange the jumbled words into good sentences in the form of simple past tense sentences individually.

## V. MATERIAL

Enclosed

## VI. TEACHING LEARNING STRATEGY

Approach : Cooperative Language Learning

Method : Discussion

Technique : Student Teams-Achievement Divisions (STAD)

## VII. TEACHING LEARNING ACTIVITY

Experimental Group			Control Group		
No.	Activities	Time	No.	Activities	Time
1.	<b>Set Induction</b>			<b>Set Induction</b>	
	a. Greeting	1'		a. Greeting	1'
	b. Checking the attendance list and giving some leading questions related to the topic that will be taught.	3'		b. Checking the attendance list and giving some leading question related to the topic that willbe taught.	3'
	c. Stating the objectives of learning.	1'		c. Stating the objectives of learning.	1'



2.	<p><b>Main Activities</b></p> <p>a. Explaining the procedure of teaching learning process using STAD</p> <p>b. Assigning the students in teams and ask them to move to make team table</p> <p>c. Distributing the team worksheets to each group</p> <p>d. Explaining the material about the uses of simple past tense</p> <p>e. Asking the students to do exercise 1 and 2 in groups</p> <p>f. Asking the students to do exercise 3 and exercise 4 to master the material with the team</p> <p>g. Discussing the answer with the class.</p> <p>h. Asking the students to move apart</p> <p>i. Conducting individual quiz</p> <p>j. Crosscheck the results together</p>	<p>5'</p> <p>2'</p> <p>1'</p> <p>10'</p> <p>10'</p> <p>15'</p> <p>5'</p> <p>1'</p> <p>15'</p> <p>4'</p> <p>2'</p>		<p><b>Main Activities</b></p> <p>a. Explaining the material about the uses of simple past tense</p> <p>b. Distributing the worksheets</p> <p>c. Guiding the students to do exercise 1 and 2 together</p> <p>d. Asking students to do exercise 3 and exercise 4 individually</p> <p>e. Discussing the answers with the class</p> <p>f. Conducting the individual quiz</p> <p>g. Crosscheck the result together</p> <p>h. Rewarding the best student</p>	<p>10'</p> <p>1'</p> <p>10'</p> <p>10'</p> <p>5'</p> <p>20'</p> <p>5'</p> <p>4'</p>
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	k. Figuring the teamscore and giving a reward to the best team				
3.	<b>Post Activities</b>				
	a. Guiding the students to draw a conclusion by giving oral questions related to the main points	3'		a. Guiding the students to draw a conclusion by giving oral questions related to the main points	3'
	b. Reflecting the teaching learning process	1'		b. Reflecting the teaching learning process	1'
	c. Parting the students	1'		c. Parting the students	1'

## VIII. MEDIA

Experimental Group	Control Group
a. Team's worksheets	a. The students' worksheets
b. The students' worksheets	b. Whiteboard
c. Whiteboard	c. Boardmarker
d. Boardmarker	

## IX. SOURCES

Hughes, Arthur. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Richards, Jack C. & Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching Second Edition*. United Kingdom: Cambridge University Press

Harmer, Jeremy. 2004. *Just Grammar*. London: Marshall Cavendish Ltd.

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Priyana, Joko dkk. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional

Wardiman, Antono dkk. 2008. *English in Focus 2: For Grade VIII Junior High School (SMP/MTs)*. Pusat Perbukuan Departemen Pendidikan Nasional.

#### X. ASSESSMENT INSTRUMENT

- Process evaluation : conducted during the teaching learning process of tenses.  
Instrument : task 1, task 2
- Product evaluation will be conducted after the treatments in the third meeting.  
Instrument : tense test

Jember, May 2016

Researcher

(Devy Shintianing Gatri)

NIM 100210401022

## ENCLOSURE

**Learning Materials****A. Pre-Instructional Activity****Leading Questions:**

1. What did you do yesterday?
2. Did you study last night?

**B. Main Activities****1. Explanation****The Uses of Simple Past Tense**

- a. Simple Past Tense indicates that an activity or situation began and ended in particular time in the past.
- b. Single, complete event in the past:  
Example: She **saw** the lorry  
France **won** the world cup
- c. Repeated event in the past:  
Example: She **wrote** to him once a week  
She **went** to work by car everyday
- d. Situation that continued for some time in the past but now is finished:  
Example: We **lived** in the country at that time  
We **studied** philosophy for three years

**The formula of simple past tense**

Type of sentence	Pattern	Examples
Positive (+)	S + V2 + O	I visited my grandmother last holiday
	S + to be + O ( was/were)	You were there She was the winner of last year's competition
Negative (-)	S + did + not + V1 + O	I did not visit my grandmother last holiday
	S + to be + not + O	You were not there

	(was/were)	She was not the winner of last year's competition
Interrogative (?)	Did + S + V1 + O?	Did you visit your grandmother last holiday?
	To be + S + O? (was/were)	Were you there? Was she the winner of last year's competition?
	WH Question + did + S + O?	Who did you visit last holiday? What did you do there? When did she win the competition?

## 2. Exercises

### a. Exercises for the experimental group

#### Exercise 1.

**Look at the text below. Underline the past tense verbs in the sentences of the text! Do it in groups of four or five!**

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andy. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized he was not my classmate. I could not say a word. That moment was just embarrassing.

#### Exercise 2.

**Change the verbs below into the past form! Do it in groups of four or five!**

1. Arrive

2. Walk

3. Start

4. Open



- |          |          |
|----------|----------|
| 5. Learn | 8. Write |
| 6. Find  | 9. Put   |
| 7. Buy   | 10. Wear |

**Exercise 3.**

**Rewrite the verbs in the bracket into the correct form to make good sentences! Do it in groups of four or five!**

1. Last month, I (visit) ..... My grandmother with my brother.
2. The movie (be, not) ..... interesting. We stopped watching it.
3. Dani and I (do, not) ..... the homework, so the teacher was angry with us.
4. My twin friends (be) ..... happy to get presents from their father.
5. .... (you, bring) my book that you borrow?

**Exercise 4.**

**Rearrange these jumbled words into good sentences in the forms of simple past tense! Do it in groups of four or five!**

1. exploded - at - A - car - a.m. - yesterday - 9.30.
2. night - TV - you - last - watch - ? - Did
3. under - We - had - a - big - rest - and - lunch - a - tree - took.
4. did - you - Where - your - ? - spend - holiday - last
5. I - when - was - in - house - I - that - young - lived.

**Individual Quiz**

**I. Choose the best answer of the following questions by crossing a, b, c, or d!**

1. I ... Toba Lake last week.
 

a. visits	c. visiting
b. visit	d. visited

2. Rani .... T-Shirt in Dago Street last week.
  - a. didn't buy
  - b. didn't bought
  - c. didn't buys
  - d. didn't buying
3. The scenery on that day ... very beautiful.
  - a. is
  - b. was
  - c. are
  - d. were
4. John ... to London last Monday.
  - a. drive
  - b. drives
  - c. drove
  - d. driving
5. Did you ... that car?
  - a. see
  - b. sees
  - c. seed
  - d. saw
6. I ... a bad experience this morning
  - a. had
  - b. has
  - c. have
  - d. having
7. How many days did you ... your holiday?
  - a. spent
  - b. spend
  - c. spending
  - d. spends
8. I only could pass my exam because you ... me.
  - a. helps
  - b. help
  - c. helped
  - d. helping
9. Diana had drunk hot milk last night before she ... to sleep.
  - a. go
  - b. goes
  - c. gone
  - d. went
10. John ... to go hill walking last holiday.
  - a. decide
  - b. decides
  - c. deciding
  - d. decided

**II. Complete the text below by writing good sentences from the words in the bracket in the form of simple past tense!**

Last holiday, I went to Surabaya with my friend for vacation. 1. (We go there on a night bus).

When we arrived in Lamongan, the bus stopped at a small restaurant for us to get some rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then 2. (I go to the toilet). It took only a few minutes.

3. (When I come out again, the bus is not there). *It had gone!* My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. 4. (She says that the bus depart about five minutes ago).

I tried to call my friend on my cell-phone, but the battery was running low. 5. (I cannot do anything but hope and pray). After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

**b. Exercises for the control group**

**Exercise 1.**

**Look at the text below. Underline the past tense verbs in the sentences of the text! Do it in groups of four or five!**

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andy. I pinched him a little and called his

name. The boy was surprised. When he turned around, I finally realized he was not my classmate. I could not say a word. That moment was just embarrassing.

### Exercise 2.

**Change the verbs below into the past form! Do it in groups of four or five!**

- |           |          |
|-----------|----------|
| 1. Arrive | 6. Find  |
| 2. Walk   | 7. Buy   |
| 3. Start  | 8. Write |
| 4. Open   | 9. Put   |
| 5. Learn  | 10. Wear |

### Exercise 3.

**Rewrite the verbs in the bracket into the correct form to make good sentences! Do it in groups of four or five!**

1. Last month, I (visit) ..... My grandmother with my brother.
2. The movie (be, not) ..... interesting. We stopped watching it.
3. Dani and I (do, not) ..... the homework, so the teacher was angry with us.
4. My twin friends (be) ..... happy to get presents from their father.
5. .... (you, bring) my book that you borrow?

### Exercise 4.

**Rearrange these jumbled words into good sentences in the forms of simple past tense! Do it in groups of four or five!**

1. exploded - at - A - car - a.m. - yesterday - 9.30.
2. night - TV - you - last - watch - ? - Did
3. under - We - had - a - big - rest - and - lunch - a - tree - took.

4. did - you - Where - your - ? - spend – holiday – last
5. I – when - was - in - house - I - that - young - lived.

### Answer Key

#### Exercise 1.

Look at the text below. Underline the past tense verbs in each sentences!

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andy. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized he was not my classmate. I could not say a word. That moment was just embarrassing.

#### Exercise 2.

Change the verbs below into the past form!

- |            |           |
|------------|-----------|
| 1. arrived | 6. found  |
| 2. walked  | 7. bought |
| 3. started | 8. wrote  |
| 4. opened  | 9. put    |
| 5. learned | 10. wore  |



**Exercise 3.**

**Rewrite the verbs in the bracket into the correct form to make good sentences!**

1. visited
2. was not
3. did not do
4. were
5. did you bring

**Exercise 4.**

**Rearrange these jumbled words into good sentences in the forms of simple past tense!**

1. A car exploded at 9.30 a.m. yesterday.
2. Did you watch TV last night?
3. We took a rest and had lunch under a big tree.
4. They did not sing at the concert.
5. I lived in that house when I was young.

**Individual Quiz**

**I. Choose the best answer of the following questions by crossing a, b, c, or d!**

- |      |       |
|------|-------|
| 1. d | 6. a  |
| 2. a | 7. b  |
| 3. b | 8. c  |
| 4. c | 9. d  |
| 5. a | 10. d |

**II. Complete the text below by writing good sentences from the words in the bracket in the form of simple past tense!**

1. We went there on a night bus
2. I went to the toilet

3. When I came out again, the bus was not there
4. She said that the bus departed about five minutes ago
5. I could not do anything but hope and pray

### 3. Team recognition

Compute team score based on team member's individual improvement scores

Team score: To figure the team score, enter each student's improvement points in the team summary sheet. The team score is the total score of the member divided by the team member.

#### QUIZ SCORE SHEET

Student	Date:			Date:		
	Quiz:			Quiz:		
	Base score	Quiz score	Improvement point	Base score	Quiz score	Improvement point

#### TEAM SUMMARY SHEET

Team Name: \_\_\_\_\_

Team Members	1	2	3	4	5
Total Team Score					
Average Team Score					
Team Recognition					
Team Standing This Week					

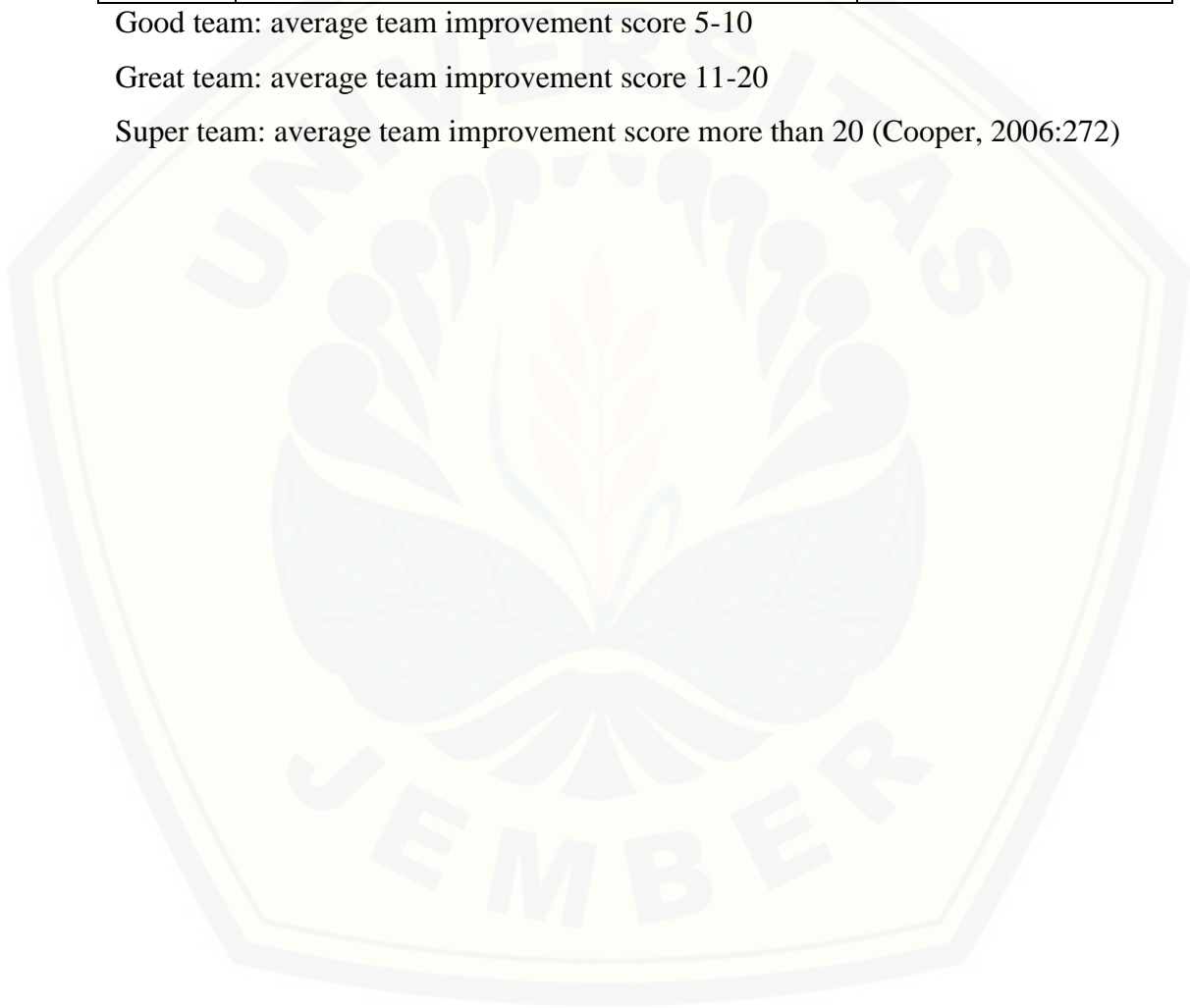
## The Formula of Teams' Improvement Points

Number	Posttest Score (expressed as percentage)	Improvement Points
1	10 or more below base score	0
2	Within 10 points (+ or -) of base score	10
3	11–20 points above base score	20
4	>20 points above base score or a perfect score	30

Good team: average team improvement score 5-10

Great team: average team improvement score 11-20

Super team: average team improvement score more than 20 (Cooper, 2006:272)



## LESSON PLAN 2

School	: SMPN 1 Kalibaru
Subject	: English
Grade	: VIII
Language Component	: Grammar
Tense	: Past Continuous Tense
Time Allocation	: 2 x 40 Minutes

## I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

## II. BASIC COMPETENCE

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

## III. INDICATORS

**Cognitive Product for the Experimental and Control Group**

- 6.2.1.1. Making sentences using past continuous tense in the form of positive, negative, and interrogative sentences.

- 6.2.1.2. Using the correct form of verbs in past continuous tense sentences.

**Cognitive Process for the Experimental and Control Group**

- 6.2.2.1. Identifying the verbs used in past continuous tense a text.

- 6.2.2.2. Stating whether the sentences are grammatically correct in the form of past continuous tense.

6.2.2.3. Choosing the correct form of verbs in the parentheses to make good sentences in past continuous tense.

6.2.2.4. Rearranging the jumbled words into good sentences in the form of past continuous tense sentences.

#### IV. LEARNING OBJECTIVES

##### **Cognitive Product for the Experimental Group**

6.2.1.1. The students are able to make sentences using past continuous tense in the form of positive, negative, and interrogative sentences in group and individually.

6.2.1.2. The students are able to use the correct form of verbs in past continuous tense sentences in group and individually.

##### **Cognitive Product for the Control Group**

6.2.1.3. The students are able to make sentences using past continuous tense in the form of positive, negative, and interrogative sentences individually.

6.2.1.4. The students are able to use the correct form of verbs in past continuous tense sentence individually.

##### **Cognitive Process for the Experimental Group**

6.2.2.1. The students are able to identify the verbs used in past continuous tense in a text in group.

6.2.2.2. The students are able to state whether the sentences are grammatically correct in the form of past continuous tense in group.

6.2.2.3. The students are able to choose the correct form of verbs in the parentheses to make good sentences in past continuous tense in group.

6.2.2.4. The students are able to rearrange the jumbled words into good sentences in the form of past continuous tense sentences in group.



### Cognitive Process for the Control Group

- 6.2.2.5. The students are able to identify the verbs used in past continuous tense individually.
- 6.2.2.6. The students are able to state whether the sentences are grammatically correct in the form of past continuous tense individually.
- 6.2.2.7. The students are able to choose the correct form of verbs in the parenthese to make good sentences in past continuous tense individually.
- 6.2.2.8. The students are able to rearrange the jumbled words into good sentences in the form of past continuous tense sentences individually.

### V. MATERIAL

Enclosed

### VI. TEACHING LEARNING STRATEGY

Approach : Cooperative Language Learning

Method : Discussion

Technique : Student Teams-Achievement Divisions (STAD)

### VII. TEACHING LEARNING ACTIVITY

Experimental Group			Control Group		
No.	Activities	Time	No.	Activities	Time
1.	<b>Set Induction</b>			<b>Set Induction</b>	
	a. Greeting	1'		a. Greeting	1'
	b. Checking the students' attendance.	2'		b. Checking the students' attendance.	2'
	c. Giving some leading questions related to the	5'		c. Giving some leading questions related to the	5'

	topic that will be taught.			topic that will be taught.	
	d. Stating the objectives of learning	2'		d. Stating the objectives of learning	2'
2.	<b>Main Activities</b>			<b>Main Activities</b>	
	a. Assigning the students in teams and ask them to move to make table team	2'		a. Explaining the material about the uses of past continuous tense	10'
	b. Distributing the team worksheet to each group	1'		b. Distributing the worksheet to each group	1'
	c. Explaining the material about the uses of past continuous tense	10'		c. Guiding the students to do the exercise 1 and 2 together	10'
	d. Asking the students to do exercise 1 and 2 in groups	10'		d. Asking students to do exercise 3 and 4 individually	10'
	e. Asking the students to do the exercises 3 and exercise 4 in groups	10'		e. Discussing the answers together	5'
	f. Discussing the answer together	5'		f. Conducting individual quiz	20'
	g. Asking the students to move apart	1'		g. Crosscheck the result together	5'
	h. Conducting individual quiz	20'		h. Rewarding the best student	4'
	i. Crosscheck the results together	4'			

	j. Figuring the teamscore and giving a reward to the best team	2'			
3.	<b>Post Activities</b>				
	a. Guiding the students to draw a conclusion by giving oral questions related to the main points	3'		a. Guiding the students to draw a conclusion by giving oral questions related to the main points	3'
	b. Reflecting the teaching learning process	1'		b. Reflecting the teaching learning process	1'
	c. Parting the students	1'		c. Parting the students	1'

## VIII. MEDIA

Experimental Group	Control Group
a. Team's worksheets b. The students' worksheets c. Whiteboard d. Boardmarker	a. The students' worksheets b. Whiteboard c. Boardmarker

## IX. SOURCES

- Hughes, Arthur. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Richards, Jack C. & Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching Second Edition*. United Kingdom: Cambridge University Press
- Harmer, Jeremy. 2004. *Just Grammar*. London: Marshall Cavendish Ltd.
- BSNP. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Depdiknas
- Priyana, Joko dkk. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional

Wardiman, Antono dkk. 2008. *English in Focus 2: For Grade VIII Junior High School (SMP/MTs)*. Pusat Perbukuan Departemen Pendidikan Nasional.

#### X. ASSESSMENT INSTRUMENT

- Process evaluation : conducted during the teaching learning process of tenses.

Instrument : task 1, task 2

- Product evaluation will be conducted after the treatments in the third meeting.

Instrument : tense test

Jember, May 2016

Researcher

(Devy Shintianing Gatri)

NIM 100210401022

## ENCLOSURE

**Learning Materials****A. Pre-Instructional Activity****Leading Questions:**

1. What were you doing last night?
2. What were your family doing when you did that?

**B. Main Activity****1. Explanation****The uses of past continuous tense are as follows:**

1. To indicate that a longer action in the past was interrupted.  
For example: I **was watching** TV when she called me.
2. To describe two actions that were going on at the same time in the past.  
For example: I **was studying** while he **was having** dinner.
3. To describe the introductory scene for a story written in the past tense.  
For example: The sun **was shining** after weeks of rain. The flowers **were waving** in the breeze.
4. Past continuous tense and simple past tense can be used together to say that something happened in the middle of something else.  
For example: It **was raining** when I **got up**.

(Adapted from Harmer, 2004:12)

**The Formula of Past Continuous Tense**

Type of sentence	Pattern	Examples
Positive (+)	S + to be (was/were) + V-ing	She was watching TV
Negative (-)	S + to be (was/were) + not + V-ing	She was not watching TV

Interrogative (?)	To be (was/were) + S + V-ing?	Was she watching TV?
	WH Question + to be (was/were) + S + V- ing?	What was she watching last night at 9pm? Who was watching TV last night at 9pm?

## 2. Exercises

### a. Exercises for the experimental group

#### Exercise 1.

**Look at the text below. Underline the past continuous tense verbs in the sentences in the text! Do it in group!**

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "Why are they looking at me?"

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

#### Exercise 2.

**State whether the sentences below are gramatically correct by writing C if it is correct and I if it is incorrect! Do it in group!**

1. ( ... ) Rama went home early because it was raining.



2. ( ... ) What was you doing at 7 pm last night?
3. ( ... ) They were not playing football at 9 am this morning.
4. ( ... ) Kiara was waiting for me outside the door when I arrived.
5. ( ... ) My mother were looking for my brother.

### Exercise 3.

**Choose the correct verb forms in the parenthese in the sentences below by circling the correct form! Do it in group!**

1. My mother (have cooked/was cooking) when I came home.
2. Dani (was not listening/did not listen) while the teacher was explaining the material.
3. Why (are you crying/were you crying) in Ms. Rossi's class yesterday?
4. She (was getting dressed/have dressed) when her friend came to pick her up.
5. The wind (blew/was blowing) fiercely while it was raining.

### Exercise 4.

**Rearrange these jumbled words into good sentences in the form of past continuous tense! Do it in group!**

1. was – Julia – homework - pm – doing – last - at – her – 8 - night.
2. was - television - watching - nobody - but - The - was - it – on.
3. when – I – went - was – lights – the - reading - out.
4. The - doorbell - taking - was - while - I - bath - rang - a.
5. for – her - Sophia – I - when - waiting – the – met - was - bus.

### Individual Quiz

**I. Choose the best answer of the following questions by crossing a, b, c, or d!**

1. Mr.Thompson ... very fast when he hit a tree.
  - a. drives
  - b. drove

- c. were driving  
d. was driving
2. The children ... hide and seek in the playground at 8.00 a.m yesterday.
- a. were playing  
b. was playing  
c. is playing  
d. are playing
3. Tina was playing with her dolls when her brother ... his homework.
- a. finished  
b. finishes  
c. was finishing  
d. were finishing
4. My brother was tidying the bookcase while I ... the beds.
- a. made  
b. make  
c. was making  
d. were making
5. I tried to tell them the truth but they ... to me.
- a. was not listening  
b. were not listening  
c. did not listen  
d. did not listened
6. What ... at 07.00 yesterday?
- a. was you doing  
b. were you doing  
c. are you doing  
d. did you do
7. The children were playing tennis when their grandmother ... them for lunch.
- a. call  
b. called  
c. calls  
d. calling
8. When I arrived, they ... cards.
- a. were playing  
b. was playing  
c. played  
d. play
9. Who ... to after the class ended yesterday?
- a. did you talk  
b. are you talking  
c. have you talked  
d. were you talking
10. Laura and her mother ... strawberry ice-cream at 2pm yesterday.
- a. is eating  
b. are eating  
c. were eating  
d. was eating

**II. Complete the conversation between Linda and Avi below by writing good sentences in the form of past continuous tense.**

Avi : Linda, I called you last night but there's no answer. What were you doing?

Linda : I'm sorry Avi.(1) .....

Avi : So there was no one at your house last night?

Linda : Yes. (2) .....

Avi : It's great that you're having fun with your family.

Linda : By the way, (3) .....?

Avi : I was calling you to ask about our English task. Have you finished your part?

Linda : Oh I'm really sorry, Avi. (4) ..... when suddenly my mom asked my family to have dinner outside.

Avi : But it has to be submitted today.

Linda : I'm so sorry. What should we do now?

Avi : That's okay, I have finished that part too.

Linda : Really?

Avi : Yes. (5) ..... at that time so I could do your part too.

Linda : Oh thank you so much Avi.

**b. The exercises for the control group**

**Exercise 1.**

**Look at the text below. Underline the sentences with past continuous tense! Do it individually!**

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party. I got on with my usual

morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

### **Exercise 2.**

**State whether the sentences below are gramatically correct by writing C if it is correct and I if it is incorrect! Do it individually!**

1. ( ... ) Rama went home early because it was raining.
2. ( ... ) What was you doing at 7 pm last night?
3. ( ... ) They were not playing football at 9 am this morning.
4. ( ... ) Kiara was waiting for me outside the door when I arrived.
5. ( ... ) My mother were looking for my brother.

### **Exercise 3.**

**Choose the correct verb forms in the parenthese in the sentences below by circling the correct form! Do it individually!**

1. My mother (have cooked/was cooking) when I came home.
2. Dani (was not listening/did not listen) while the teacher was explaining the material.
3. Why (are you crying/were you crying) in Ms. Rossi's class yesterday?
4. She (was getting dressed/have dressed) when her friend came to pick her up.
5. The wind (blew/was blowing) fiercely while it was raining..

**Exercise 4.**

**Rearrange these jumbled words into good sentences in the form of past continuous tense! Do it individually!**

1. was – Julia – homework - pm – doing – last - at – her – 8 - night.
2. was - television - watching - nobody - but - The - was - it – on.
3. when – I – went - was – lights – the - reading - out.
4. The - doorbell - taking - was - while - I - bath - rang - a.
5. for – her - Sophia – I - when - waiting – the – met - was - bus.

**Answer Key****Exercise 1.**

**Look at the text below. Underline the sentences with past continuous tense!**

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

**Exercise 2.**

State whether the sentences below are gramatically correct by writing C if it is correct and I if it is incorrect!

1. C
2. I
3. C
4. C
5. I

**Exercise 3.**

Choose the correct verb forms in the parenthese in the sentences below by circling the correct form!

1. was cooking
2. was not listening
3. were you crying
4. was getting dressed
5. was blowing

**Exercise 4.**

Rearrange these jumbled words into good sentences in the form of past continuous tense!

1. Julia was doing her homework at 8 pm last night.
2. The television was on but nobody was watching it.
3. I was reading when the lights went out.
4. The doorbell rang while i was taking a bath.
5. Sophia was waiting for the bus when I met her.

**Individual Quiz**

**I. Choose the best answer of the following questions by crossing a, b, c, or d!**

1. d

2. a



- |      |       |
|------|-------|
| 3. a | 7. b  |
| 4. c | 8. a  |
| 5. b | 9. d  |
| 6. d | 10. c |

**Key Answer**

**II. Complete the conversation between Linda and Avi below by writing good sentences in the form of past continuous tense.**

1. My family and I were going outside last night.
2. We were having dinner at restaurant.
3. Why were you calling me last night?
4. I was doing my part
5. I was doing nothing

**3. Team recognition**

Compute team score based on team member's individual improvement scores

Team score: To figure the team score, enter each student's improvement points in the team summary sheet. The team score is the total score of the member divided by the team member.

**QUIZ SCORE SHEET**

	Date:			Date:		
	Quiz:			Quiz:		
Student	Base score	Quiz score	Improvement point	Base score	Quiz score	Improvement point

## TEAM SUMMARY SHEET

Team Name: \_\_\_\_\_

Team Members	1	2	3	4	5
Total Team Score					
Average Team Score					
Team Recognition					
Team Standing This Week					

## The Formula of Teams' Improvement Points

Number	Posttest Score (expressed as percentage)	Improvement Points
1	10 or more below base score	0
2	Within 10 points (+ or -) of base score	10
3	11-20 points above base score	20
4	>20 points above base score or a perfect score	30

Good team: average team improvement score 5-10

Great team: average team improvement score 11-20

Super team: average team improvement score more than 20 (Cooper, 2006:272)

**The Improvement Points of the Experimental Group**

No.	Name	Date: 9 January 2017			Date: 12 January 2017		
		Quiz 1			Quiz 2		
		Based score	Quiz score	IP	Based score	Quiz score	IP
1	A.A.H	66	61	0	66	67	0
2	A.D.Z	58	79	30	58	79	30
3	A.P.N.J	68	55	0	68	0	-
4	A	52	76	30	52	73	30
5	B.S.P	64	85	30	64	79	20
6	B.S.W	64	79	20	64	67	0
7	C.B.P	82	91	10	82	85	0
8	C.A.M	60	82	30	60	79	20
9	C.F.I.P.Z	72	52	0	72	79	10
10	D.N.A	66	0	0	66	79	20
11	D.E	66	88	30	66	0	-
12	D.A.P	70	73	0	70	79	10
13	D.P.R	62	76	20	62	76	20
14	D.L.P	72	58	0	72	79	10
15	H.S	72	85	20	72	94	30
16	L.A.P	60	79	20	60	76	20
17	M.A.C. P	68	79	20	68	73	10
18	M.F.A	62	55	0	62	76	20
19	M.A.D.W	90	97	10	90	90	0
20	M.R	72	79	10	72	79	10
21	M.R.A.N.B	56	58	0	56	79	30
22	M.E.A	54	73	20	54	79	30
23	M.A.S.P	62	79	20	62	76	20
24	M.R.N	84	88	0	84	97	20
25	M.R.A	52	79	30	52	85	30
26	O.R.Y	44	70	30	44	76	30
27	R.N.P	40	73	30	40	76	30
28	R.L.R	52	73	30	52	76	30
29	R.S.S.P	58	79	30	58	76	20
30	R.A.F	56	55	0	56	70	20
31	R.T.A.P	68	79	20	68	85	20
32	R.M.M	54	67	20	54	67	20
33	R.M.S	60	79	20	60	76	20
34	S.R.T.D	77	76	0	77	79	0
35	S.N.A.K	68	82	20	68	79	20
36	Z.A.M	54	76	30	54	82	30

THE TEAM SCORE OF EXPERIMENTAL GROUP

Team Members of BEAR	1	2	3	4	5
1. Meitha Auliana Dwi W.	10	0			
2. Bimantara Syahputra W.	20	0			
3. Cindy Agista Mentari	30	20			
4. Renal Niko Pratama	30	30			
Total Team Score	90	50			
Average Team Score	22.5	12.5			
Team Recognition	Super team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members of TIGER	1	2	3	4	5
1. Muhammad Rafi Najmi	0	20			
2. Bagus Sandi Prasetyo	30	20			
3. Lailia Ardha Pramesti	20	20			
4. Rika Lestari Rahayu	30	30			
Total Team Score	80	90			
Average Team Score	20	22.5			
Team Recognition	Great team	Super team			
Team Standing This Day	Worm	Tiger			

Team Members of RABBIT	1	2	3	4	5
1. Chofifah Bella P.	10	0			
2. Devi Elisa	30	-			
3. Muhammad Andi Setia P	20	20			
4. Muhammad Rafli Arifin	30	30			
Total Team Score	90	50			
Average Team Score	22.5	16.66			
Team Recognition	Super team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members of SNAKE	1	2	3	4	5
1. Septa Reviana Trialita D	0	0			
2. Defi Nurdiana Aprilia	-	20			
3. Diray Prawira Rohman	20	20			
4. Ongki Ramesta Yuwono	30	30			
Total Team Score	50	70			
Average Team Score	16.66	17.5			
Team Recognition	Great team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members GIRAFFE	1	2	3	4	5
1. Clarizha Falah Ika Putri	0	10			
2. Abie Afrizal Hanafi	0	0			
3. Masfur Fajar Alamsyah	0	20			
4. Andini	30	30			
Total Team Score	30	60			
Average Team Score	7.5	15			
Team Recognition	Good team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members of CAT	1	2	3	4	5
1. Moch Rizal	10	10			
2. Siti Nur Azizatul K	20	20			
3. Rofirli Mahelda Saputri	20	20			
4. Zan Ardhi Mahardana	30	30			
Total Team Score	80	80			
Average Team Score	20	20			
Team Recognition	Great team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members of WORM	1	2	3	4	5
1. Hidayatus Shiptiyani	20	30			
2. Risma Tania Adellia P	20	20			
3. Ahmad Dwiki Z	30	20			
4. Risqi Mia Maulita	30	20			
Total Team Score	100	90			
Average Team Score	25	22.5			
Team Recognition	Super team	Super team			
Team Standing This Day	Worm	Tiger			

Team Members of LION	1	2	3	4	5
1. Dimas Anom Prakoso	0	10			
2. Mahardika Augusta C P	20	0			
3. Rina Salyu Sekar Pratiwi	30	20			
4. Moh Erdin Arviansyah	20	30			
Total Team Score	70	60			
Average Team Score	17.5	15			
Team Recognition	Great team	Great team			
Team Standing This Day	Worm	Tiger			

Team Members of HORSE	1	2	3	4	5
1. Dwi Lutri Pramesti	0	10			
2. Alfi Putri Nur Jannah	0	-			
3. Moch. Raffy Abidin N B	0	30			
4. Rio Achmad Fauzi	0	20			
Total Team Score	0	60			
Average Team Score	0	15			
Team Recognition	Good team	Great team			
Team Standing This Day	Worm	Tiger			



**TRY OUT TEST**

**Subject : English**

**Class : The eighth grade students**

**Time : 80 minutes**

**I. Choose the best answer of the following questions by crossing a, b, c, or d on your worksheet!**

1. Andre : . . .

Beni : Yes, I did. It was totally funny.

- a. Do you watch the stand up show last night?
- b. Do you watched the stand up show last night?
- c. Did you watch the stand up show last night?
- d. Did you watched the stand up show last night?

2. Eric : I called you last night but you didn't answer it.

Fani : Sorry, I . . . dinner when you called.

- a. prepared
- b. was prepared
- c. am preparing
- d. was preparing

3. Dani . . . the championship last year because of his talent and hard efforts.

- a. won
- b. win
- c. wins
- d. wonned

4. . . . . when her father left the house this morning

- a. She is washing the clothes
- b. She washed the clothes
- c. She was washing the clothes
- d. She washes the clothes

5. I was . . . a car when the accident suddenly happened.

- a. drive
- b. drove
- c. driven
- d. driving



- c. got  
d. getting
16. I did not . . . that cake on the table.  
a. eat  
b. ate  
c. eaten  
d. eating
17. When our father came back from the office, . . .  
a. we watch TV  
b. we watched TV  
c. we are watching TV  
d. we were watching TV
18. Joni . . . English here at 4 p.m. yesterday.  
a. is studying  
b. was studying  
c. are studying  
d. were studying
19. He . . . me a letter last week.  
a. send  
b. sent  
c. sends  
d. sending
20. Did you . . . me last night?  
a. call  
b. calls  
c. called  
d. calling
21. Geisha and Nidji . . . together in a TV show at 9 o'clock last night.  
a. is singing  
b. was singing  
c. are singing  
d. were singing
22. Maria : Who stood behind me last night?  
Nico : . . .  
a. It is I who stand behind you last night.  
b. It is I who stood behind you last night.  
c. It was I who stand behind you last night.  
d. It was I who stood behind you last night.
23. Khrisna : Why did you not drop in last night?  
Luna : . . .  
a. I cannot drop in because I am in a hurry.  
b. I cannot drop in because I was in a hurry.  
c. I could not drop in because I am in a hurry.  
d. I could not drop in because I was in a hurry.

**II. Rewrite the verbs of following sentences into the correct form of simple past tense or past continuous tense!**

1. Marina (arrive) late at school today.
2. Mr. Ahmad (close) the shop two hours early yesterday.
3. My father (repair) the roof when the rain suddenly came.
4. My mother was calling out my name but I didn't hear it because I (wear) headphones.
5. Dina's family (adopt) Toby the cat two months ago.
6. Those children (be) happy to receive so many presents from that man last Sunday.
7. Teacher : Emma, where did you put the papers yesterday?  
Emma : I (put) them on your desk in language lab, sir.
8. Yesterday at this time I (watch) my favorite band concert.
9. Nanny (try) to make the baby sleep when a loud voice was heard.
10. My sister (make) me a beautiful necklace last week.
11. You were not at home when I came. Where you (go) last night?
12. You (try) to escape from class just now?
13. The music stopped when the dancers (dance) on the stage.
14. I (sleep) when the car crashed my home last night.
15. Anna's cooking (take) the first prize in that cooking competition.
16. The rain (pour) heavily when I arrived at home this morning.
17. Erza's voice (get) compliment from the judges in singing competition last Sunday.
18. The race director (delay) the race due to weather condition.

**III. Make the text below better by changing the sentences in the bracket in the form of simple past tense or past continuous tense!**

Tuesday, September 30<sup>th</sup>, 2008

It was *takbiran* night. 1. (It is also my birthday, and nothing happen). Or I had thought nothing would happen, but I was wrong.

That night, **2. (I watch television with my family)** when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. **3. (It is very dark outside)**. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that **4. (no one gives something special on my birthday)**.

I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend. **5. (She asks me to come out)**. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. **6. (Next my other friend surprise me by come out from the darkness)**. **7. (She brings a beautiful birthday cake on her hands while sings happy birthday)**. Oh my God! I shrieked. Then they *gave* the cake to me who was too stunned to say anything. I realized **8. (I am blushing furiously because my whole family is watching)**. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. **9. (I don't know how to describe what I feel)**. Happy was the simplest word.

**Answer Key****I. Choose the best answer of the following questions by crossing a, b, c, or d!**

1. B. Did you watch the stand up show last night?
2. C. Was preparing
3. A. Won
4. C. She was washing the clothes
5. D. Driving
6. D. Didn't
7. B. Saw
8. C. Was writing
9. C. Sold
10. D. Were
11. A. Sweeping
12. C. Did
13. B. Walked
14. B. Sang
15. C. Got
16. A. Eat
17. D. We were watching TV
18. B. Was studying
19. B. Sent
20. A. Call
21. D. Were singing
22. D. It was I who stood behind you last night.
23. D. I could not drop in because I was in a hurry.

**II. Change the verbs of following sentences into the correct form of simple past tense or past continuous tense!**

1. Arrived
2. Closed



3. Was repairing
4. Was wearing
5. Adopted
6. Was
7. Put
8. Was watching
9. Was trying
10. Made
11. Where did you go
12. Were you trying
13. Were dancing
14. Was sleeping
15. Took
16. Was pouring
17. Got
18. Delayed

**III. Make the text below better by changing the sentences in the bracket in the form of simple past tense or past continuous tense!**

Tuesday, September 30<sup>th</sup>, 2008

It was *takbiran* night. 1. (It was also my birthday, and nothing happened).  
Or I had thought nothing would happen, but I was wrong.

That night, 2. (I was watching television with my family) when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. 3. (It was very dark outside). Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that 4. (no one gave something special on my birthday).

I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend. 5. (She was asking me to come out). Wondering what was going on, I grabbed my jacket

and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. 6. (Next my other friend was surprising me by coming out from the darkness). 7. (She was bringing a beautiful birthday cake on her hands while singing happy birthday). Oh my God! I shrieked. Then they *gave* the cake to me who was too stunned to say anything. I realized 8. (I was blushing furiously because my whole family was watching). Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. 9. (I didn't know how to describe what I felt). Happy was the simplest word.

#### The Distribution of the Test Items

No.	Grammatical points	Items	Number of items
1	simple past tense	I. 1, 3, 7, 9, 10, 13, 14, 15, 16, 19, 20, 22 II. 1, 2, 5, 6, 7, 10, 11, 17, 18 III. 1, 3, 4, 9	25
2	Past continuous tense	I. 2, 4, 5, 6, 8, 11, 12, 17, 18, 21, 23 II. 3, 4, 8, 9, 12, 13, 14, 15, 16 III. 2, 5, 6, 7, 8	25

The Analysis of the Odd Numbers of Try Out Test

No.	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49
1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0
2	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0
3	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0
4	1	1	0	0	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
5	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
6	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0
7	1	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
8	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0
9	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0
10	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	0	0	1	1	0	0	0
11	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	1	0	0	0
12	1	1	0	1	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0
13	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0
14	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	0	1	0	0	0
15	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0
16	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0
17	1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0
18	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0
19	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0

20	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0
21	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
22	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0
23	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0
24	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0
25	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0
26	0	0	0	0	0	1	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0
27	1	1	0	1	0	0	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	1	1
28	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
29	1	1	0	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	0	0	0	1	0	0	0
30	1	1	0	0	0	1	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0
31	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	0	0	1	0	0	0
32	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0
33	0	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
34	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0
35	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
36	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0
total	32	34	3	28	15	23	12	29	12	25	32	7	35	1	11	4	33	11	7	2	9	15	9	3	2

The Analysis of the Even Numbers of Try Out Test

No.	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	0
2	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0
3	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0
4	1	1	0	0	0	1	1	0	1	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0
5	1	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0
6	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0
7	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	0	0
8	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0
9	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	0	0
10	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	0
11	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0
12	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	0
13	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0
14	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0
15	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0
16	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0
17	1	0	1	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	0	0	0
18	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	0
19	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	0

20	1	1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0
21	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0
22	1	1	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	0	0	0
23	1	0	1	1	0	1	0	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0
24	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0
25	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0
26	0	0	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	0	0	0
27	1	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	0
28	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1
29	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	0
30	1	0	1	0	0	1	1	0	1	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0
31	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	0
32	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	0	0
33	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0
34	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0
35	1	1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0
36	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	0	0
total	32	30	25	26	8	36	25	12	31	26	12	33	10	27	31	12	0	7	33	33	26	22	4	4	1



**The Calculation of Each Odd and Even Number**

No.	Odd (X)	Even (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	10	13	100	169	130
2	13	13	169	169	169
3	12	18	144	324	216
4	7	9	49	81	63
5	9	12	81	144	108
6	10	12	100	144	120
7	5	11	25	121	55
8	9	12	81	144	108
9	12	14	144	196	168
10	11	13	121	169	143
11	11	13	121	169	143
12	11	15	121	225	165
13	12	18	144	324	216
14	16	14	256	196	224
15	14	20	196	400	280
16	20	18	400	324	360
17	7	12	49	144	84
18	11	16	121	256	176
19	11	16	121	256	176
20	8	12	64	144	96
21	9	13	81	169	117
22	9	14	81	196	126
23	13	13	169	169	169
24	10	12	100	144	120
25	10	13	100	169	130
26	8	12	64	144	96
27	12	14	144	196	168
28	21	20	441	400	420
29	11	17	121	289	187
30	11	11	121	121	121
31	12	17	144	289	204
32	12	13	144	169	156
33	10	15	100	225	150
34	12	16	144	256	192
35	7	11	49	121	77
36	8	14	64	196	112
<b>SUM</b>	<b>394</b>	<b>506</b>	<b>4674</b>	<b>7352</b>	<b>5745</b>

The Difficulty Index of Try Out Test Items

No.	R	N	FV	Criteria
1	32	36	0,8888889	easy
2	32	36	0,8888889	easy
3	34	36	0,9444444	easy
4	30	36	0,8333333	easy
5	3	36	0,0833333	difficult
6	25	36	0,6944444	fair
7	28	36	0,7777778	fair
8	26	36	0,7222222	fair
9	15	36	0,4166667	fair
10	8	36	0,2222222	fair
11	23	36	0,6388889	fair
12	36	36	1	easy
13	12	36	0,3333333	fair
14	25	36	0,6944444	fair
15	29	36	0,8055556	easy
16	12	36	0,3333333	fair
17	12	36	0,3333333	fair
18	31	36	0,8611111	easy
19	25	36	0,6944444	fair
20	26	36	0,7222222	fair
21	32	36	0,8888889	easy
22	12	36	0,3333333	fair
23	7	36	0,1944444	fair
24	33	36	0,9166667	easy
25	35	36	0,9722222	easy
26	10	36	0,2777778	fair
27	1	36	0,0277778	difficult
28	27	36	0,75	fair
29	11	36	0,3055556	fair
30	31	36	0,8611111	easy
31	4	36	0,1111111	difficult
32	12	36	0,3333333	fair
33	33	36	0,9166667	easy
34	0	36	0	difficult
35	11	36	0,3055556	fair
36	7	36	0,1944444	fair
37	7	36	0,1944444	fair
38	33	36	0,9166667	easy
39	2	36	0,0555556	difficult
40	33	36	0,9166667	easy
41	9	36	0,25	fair
42	26	36	0,7222222	fair

43	15	36	0,4166667	fair
44	22	36	0,6111111	fair
45	9	36	0,25	fair
46	4	36	0,1111111	difficult
47	3	36	0,0833333	difficult
48	4	36	0,1111111	difficult
49	2	36	0,0555556	difficult
50	1	36	0,0277778	difficult



**POST TEST**

**Subject : English**

**Class : The eighth grade students**

**Time : 80 minutes**

**I. Choose the best answer of the following questions by crossing a, b, c, or d on your worksheet!**

1. Andre : . . .

Beni : Yes, I did. It was totally funny.

- a. Do you watch the stand up show last night?
- b. Do you watched the stand up show last night?
- c. Did you watch the stand up show last night?
- d. Did you watched the stand up show last night?

2. Eric : I called you last night but you didn't answer it.

Fani : Sorry, I . . . dinner when you called.

- a. prepared
- b. was prepared
- c. am preparing
- d. was preparing

3. Dani . . . the championship last year because of his talent and hard efforts.

- a. won
- b. win
- c. wins
- d. winned

4. . . . . when her father left the house this morning

- a. She is washing the clothes
- b. She washed the clothes
- c. She was washing the clothes
- d. She washes the clothes

5. I was . . . a car when the accident suddenly happened.

- a. drive
- b. drove
- c. driven
- d. driving

6. . . . you study last night?

- a. Wasn't  
b. Weren't
- c. Don't  
d. Didn't
7. They . . . the accident as they were crossing the street.  
a. see  
b. saw  
c. seen  
d. seeing
8. While I . . . the email, the computer suddenly went off.  
a. write  
b. am writing  
c. was writing  
d. wrote
9. This house was mine, but my father . . . it last year.  
a. sell  
b. sells  
c. sold  
d. selling
10. . . . you sweeping the floor at 9 o'clock yesterday?  
a. Is  
b. Are  
c. Was  
d. Were
11. Gandhi : Why didn't you go to school yesterday?  
Harris : I got a fever because I . . . in the rain yesterday.  
a. walking  
b. walked  
c. walks  
d. walk
12. Irina . . . at her birthday party last night. Her voice was beautiful.  
a. sing  
b. sang  
c. sung  
d. singing
13. My brother . . . a surprise farewell party from his friends before he left to study abroad.  
a. get  
b. gets  
c. got  
d. getting
14. I did not . . . that cake on the table.  
a. eat  
b. ate  
c. eaten  
d. eating
15. When our father came back from the office, . . .  
a. we watch TV  
b. we watched TV  
c. we are watching TV  
d. we were watching TV
16. Joni . . . English here at 4 p.m. yesterday.

- a. is studying  
b. was studying
- c. are studying  
d. were studying
17. He . . . me a letter last week.
- a. send  
b. sent
- c. sends  
d. sending
18. Did you . . . me last night?
- a. call  
b. calls
- c. called  
d. calling
19. Geisha and Nidji . . . together in a TV show at 9 o'clock last night.
- a. is singing  
b. was singing
- c. are singing  
d. were singing
20. Maria : Who stood behind me last night?  
Nico : . . .
- a. It is I who stand behind you last night.  
b. It is I who stood behind you last night.  
c. It was I who stand behind you last night.  
d. It was I who stood behind you last night.

**II. Rewrite the verbs of following sentences into the correct form of simple past tense or past continuous tense!**

1. Marina (arrive) late at school today.
2. My father (repair) the roof when the rain suddenly came.
3. My mother was calling out my name but I didn't hear it because I (wear) headphones.
4. Dina's family (adopt) Toby the cat two months ago.
5. Those children (be) happy to receive so many presents from that man last Sunday.
6. Teacher : Emma, where did you put the papers yesterday?  
Emma : I (put) them on your desk in language lab, sir.
7. Yesterday at this time I (watch) my favorite band concert.
8. Nanny (try) to make the baby sleep when a loud voice was heard.



9. My sister (make) me a beautiful necklace last week.
10. The music stopped when the dancers (dance) on the stage.
11. I (sleep) when the car crashed my home last night.
12. Anna's cooking (take) the first prize in that cooking competition.
13. The rain (pour) heavily when I arrived at home this morning.
14. Erza's voice (get) compliment from the judges in singing competition last Sunday.
15. The race director (delay) the race due to weather condition.

**III. Make the text below better by changing the sentences in the bracket in the form of simple past tense or past continuous tense!**

Tuesday, September 30<sup>th</sup>, 2008

It was *takbiran* night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, **1. (I watch television with my family)** when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. **2. (It is very dark outside)**. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that **3. (no one gives something special on my birthday)**.

I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend. **4. (She asks me to come out)**. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next my other friend was surprising me by coming out from the darkness She was bringing a beautiful birthday cake on her hands while singing happy birthday. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized **5. (I am blushing furiously because my whole family is watching)**. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't know how to describe what I felt. Happy was the simplest word.



**Answer Key****I. Choose the best answer of the following questions by crossing a, b, c, or d!**

1. B. Did you watch the stand up show last night?
2. C. Was preparing
3. A. Won
4. C. She was washing the clothes
5. D. Driving
6. D. Didn't
7. B. Saw
8. C. Was writing
9. C. Sold
10. D. Were
11. A. Sweeping
12. C. Did
13. B. Walked
14. B. Sang
15. C. Got
16. A. Eat
17. D. We were watching TV
18. B. Was studying
19. B. Sent
20. A. Call
21. D. Were singing
22. D. It was I who stood behind you last night.
23. D. I could not drop in because I was in a hurry.

**II. Change the verbs of following sentences into the correct form of simple past tense or past continuous tense!**

1. Arrived
2. Closed

3. Was repairing
4. Was wearing
5. Adopted
6. Was
7. Put
8. Was watching
9. Was trying
10. Made
11. Where did you go
12. Were you trying
13. Were dancing
14. Was sleeping
15. Took
16. Was pouring
17. Got
18. Delayed

**III. Make the text below better by changing the sentences in the bracket in the form of simple past tense or past continuous tense!**

Tuesday, September 30<sup>th</sup>, 2008

It was *takbiran* night. 1. (It was also my birthday, and nothing happened). Or I had thought nothing would happen, but I was wrong.

That night, 2. (I was watching television with my family) when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. 3. (It was very dark outside). Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that 4. (no one gave something special on my birthday).

I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend. 5. (She was asking me to come out). Wondering what was going on, I grabbed my jacket

and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. 6. (Next my other friend was surprising me by coming out from the darkness). 7. (She was bringing a beautiful birthday cake on her hands while singing happy birthday). Oh my God! I shrieked. Then they *gave* the cake to me who was too stunned to say anything. I realized 8. (I was blushing furiously because my whole family was watching). Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. 9. (I didn't know how to describe what I felt). Happy was the simplest word.

#### The Distribution of the Test Items

No.	Grammatical points	Items	Number of items
1	simple past tense	I. 1, 3, 7, 9, 10, 13, 14, 15, 16, 19, 20, 22 II. 1, 2, 5, 6, 7, 10, 11, 17, 18 III. 1, 3, 4, 9	25
2	Past continuous tense	I. 2, 4, 5, 6, 8, 11, 12, 17, 18, 21, 23 II. 3, 4, 8, 9, 12, 13, 14, 15, 16 III. 2, 5, 6, 7, 8	25

POST TEST SCORE

Experimental Group			Control Group		
No.	Name	Score	No.	Name	Score
1	A.A.H	70	1	A.M	72
2	A.D.Z	74	2	A.D.A	61
3	A.P.N.J	70	3	A.T	70
4	A.	65	4	A.W.P	58
5	B.S.P	70	5	A.F.N	79
6	B.S.W	85	6	A.D.L	58
7	C.B	85	7	A.N.A.P	79
8	C.A.M	72	8	B.D	72
9	C.F.I.P	77	9	B.S	72
10	D.N.A	73	10	D.O.K.W	69
11	D.E	68	11	D.F.F	71
12	D.A.P	77	12	D.I	56
13	D.P.R	70	13	D.T.R	83
14	D.L.P	75	14	D.S.P	63
15	H.S	77	15	E.R.A	71
16	L.A.P	81	16	E.A.I	58
17	M.A.C.P	70	17	F.U	63
18	M.F.A	77	18	F.T.W	56
19	M.A.D.W	90	19	F.D.A	63
20	M.R.	75	20	F.R.J	77
21	M.R.A.N.B	75	21	H.S.M	56
22	M.E.A	75	22	K.M.H	42
23	M.A.S.P.	85	23	L.D.H.P	83
24	M.R.N	95	24	M.A.R	67
25	M.R.A	91	25	M.N.R	68
26	O.R.Y	65	26	N.K	83
27	R.N.P	65	27	R.A.P	62
28	R.L.R	65	28	R.F.A	79
29	R.S.S.P	65	29	R	79
30	R.A.F	75	30	S.C.D	65
31	R.T.A.P	83	31	S.W	61
32	R.M.M	65	32	T.A.N	57
33	R.M.S	70	33	T.W.P	58
34	S.R.T.D	85	34	T.F.R	57
35	S.N.A.K	75	35	W.J	72
36	Z.A.M	65	36	Z.R.I.U.N	73
Total		2700	Total		2413
Average		75	Average		67,02





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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08 NOV 2016

Nomor : 1009/UN25.1.5/LT/2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala Sekolah SMPN 1 Kalibaru  
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Devy Shintianing Gatri  
NIM : 100210401022  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin, yakni tentang "The Effect of Using Student Teams-Achievement Divisions (STAD) Technique on The Eight Grade Students' Tense Mastery at SMPN 1 Kalibaru".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,



Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001



PEMERINTAH KABUPATEN BANYUWANGI  
DINAS PENDIDIKAN

**SMP NEGERI 1 KALIBARU**

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NSS : 20.1.05.25.09.007

NPSN : 20525731

**SURAT KETERANGAN**

Nomor : 421.3/060/429.425.200550/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Kalibaru Kabupaten Banyuwangi Propinsi Jawa Timur menerangkan dengan sebenarnya bahwa :

N a m a	: DEVY SHINTIANING GATRI
Tempat tanggal lahir	: Banyuwangi, 3 Januari 1992
NIM	: 100210401022
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. KH. Dewantoro 101 Rt. 02/08 Kalibaru Wetan Kalibaru

Yang bersangkutan telah melaksanakan Penelitian di SMP Negeri 1 Kalibaru Kabupaten Banyuwangi dengan judul skripsi :  
“The Effect of Using Student Teams Achievement Division (STAD) Technique on The Eighth Grade Students Tense Mastery in SMPN 1 Kalibaru Banyuwangi”.

Demikian Surat Keterangan ini dibuat untuk dapatnya dipergunakan sebagaimana mestinya.

Kalibaru, 2 Februari 2017

Kepala Sekolah,



**H.M. SODJO, S.Pd**

Pembina Tk.I

NIP. 19650418 199003 1 008