



**THE EFFECT OF USING SONGS ON THE EIGHTH YEAR STUDENTS'
TENSE ACHIEVEMENT AT MTS MA'ARIF AMBULU IN THE 2011/2012
ACADEMIC YEAR**

THESIS

By

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JEMBER UNIVERSITY**

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DEDICATION

This thesis is dedicated to my beloved mother Siti Solikhah, my beloved father Ahmad Ghozali and my little sister Arina Hidayah.

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Praised to Allah SWT, the most gracious and the most merciful who always gives me his blessings, so I can accomplish this thesis entitled “ The Effect of Using Songs on the Eighth Year Students’ Tense Achievement at MTs Ma’arif Ambulu in the 2011/2012 Academic Year”.

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SUMMARY

The Effect of Using Songs on the Eighth Year Students' Tense Achievement at MTs Ma'arif Ambulu in the 2011/2012 Academic Year; Izzati Qurrotul A'yun, 070210401103; 2011:42 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Tenses as a part of grammar are very important in learning English since it becomes the basic knowledge in mastering the language skills. However, most students in Indonesia especially the junior high school students face difficulties in learning tenses and sometimes it is considered as a hard task that can be depressing. To solve this problem, the English teacher should find interesting and appropriate teaching aids and materials that can improve the students' motivation in learning tenses and help them understand the subjects more easily. One of the teaching aids and materials that can be used is songs. This research was intended to know whether or not there is a significant effect of using songs on the eighth year students' tense achievement at MTs Ma'arif Ambulu in the 2011/2012 academic year. The research design was experimental research. The research area was MTs Ma'arif Ambulu which was purposively chosen. The population of this research was the eighth year students of MTs Ma'arif Ambulu in the 2011/2012 academic year that consists of seven classes and to determine the respondents of the research, the homogeneity test was administered then the results were analyzed by using ANOVA. Based on the result of ANOVA, the population of the research was not homogenous, so that two classes that had the closest mean were chosen as the respondents of the research. The primary data of this research were collected from the students' post test, while the supporting data were gained through interview and documentation. The primary data were collected then analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ($74,00 > 67,64$). The result of the t-test analysis was lower than 0,05 ($0,007 < 0,05$). The research results proved that there was a significant effect of using songs on the

I. INTRODUCTION

This chapter presents some issues related to the topic being studied. They are the background of the study, the problem of the study, the objective of the study, the operational definitions of the study, and the significance of the study.

I.I The Background of the Study

English has become an international language which has been used by most people in the world to communicate. English is used in any field of study such as in education, science, technology, economy, trade, etc. Therefore, English has an important role and it is very important to be mastered.

Considering the importance of English, it is regarded as a compulsory subject that is taught in junior and senior high schools and as a local content subject in Elementary school. In the Institutional Curriculum (KTSP) for SMP or MTs, it is stated that the objective of teaching English is to develop the students' skills in listening, speaking, reading, and writing as well as the language components (grammar, vocabulary, pronunciation). In this case, the junior high school students have to master the four language skills and the language components integratedly.

Learning English grammar is very important. According to Ur (1988:4) knowledge of grammatical rules is essential for the mastery of a language. Meanwhile, Cox (1969:135) states that to produce good writing, a writer must use grammatically correct sentences and the tense used must be consistent. Tenses as a part of grammar are also very important to be mastered. Rusli, et al (1998:2) state that the achievement of tenses will be useful in reading sentences or written texts in English. Moreover, Farbrain and Winch (1996:110) say that mastering tenses is also significant in order to be able to communicate in an acceptable Standard English. Thus, it is clear that tenses as a part of grammar are very

According to Lo and Li (1998) songs provide a break from classroom routine and develop a non threatening classroom atmosphere. Saricoban and Metin (2000) write that songs can entertain and make the learners relax while they are learning or practicing a structure. Moreover, Shen (2009) says that using English songs in EFL classroom can successfully bring about affective learning by providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interest and motivating them to learn the target language. In short, using songs in English classroom is a great way to learn English.

Schoepp (2001) states three reasons for using songs in the ESL/EFL classroom. First is affective reasons. Krashen (in Schoepp, 2001) explains that to achieve the optimal learning, the affective filter must be weak. It means that the learners have positive attitude towards learning. If the affective filter is strong the learners will not seek language input, and in turn, not be opened for language acquisition. The teacher can apply the affective filter by providing a positive atmosphere in teaching learning process and songs can be used to achieve a weak affective filter. The second is cognitive reasons. The main cognitive reason for using songs in the classroom is for developing automaticity. Most songs are repetitive and consistent, so they are useful to help the students' automaticity in language development process. The third is linguistic reasons. Some songs are excellent examples of colloquial English. In addition, using songs in the classroom helps the teacher to prepare the students the genuine language they will face with. In short, songs are very valuable in teaching English since they can give many advantages to the learners.

According to the result of interview with the English teacher of MTs Ma'arif Ambulu, the English teacher had never used English songs to teach grammar. In this research, the researcher focused on the use of simple present tense, present continuous and simple past tense. It was because two of those tenses (simple present tense, present continuous tense) had been taught to the students by the English teacher and all of them are stated in the Basic Course Outline of English for Junior High School.

Thus, the use of songs here was regarded as the teaching aid and instructional material used for teaching learning process of English grammar.

1.4.2 Tense Achievement

Tense achievement in this research means the test result of tenses test covering simple present tense; present continuous tense and simple past tense. The test results were manifested in the form of scores.

1.4.3 The Treatment

There were two groups in this research namely experimental and control groups. The experimental group was taught tenses by using songs, meanwhile the control group was taught tenses by using lecturing method (non songs).

1.5 The Significance of the Research

The results of this research are expected to give significant contribution to the following persons:

a. The English teacher

The result of this research can be used as an input for the English teacher to teach tenses using popular English songs since they can increase the students' motivation in studying tenses.

b. The students

The treatment in this research is expected to motivate the students in learning tenses. The students can learn English especially tenses in amusing and relaxing situation.

c. The other researcher

The result of this research can be useful for other researchers as a reference to conduct a further research with similar topic in different research design or in different skills or components, such as classroom action research to improve the students' tense achievement by using songs.

Murphey (in Lems: 2001) states that pop songs have several features that help the students in learning English. First, they contain common, short words and many personal pronouns. Second, the language is conversational. Third, the lyrics are often sung at a slower rate. Fourth, there is repetition of vocabularies and structures. In short, popular songs especially pop genres are suitable for teaching English since they are familiar for the students and consist of some features which facilitate the students in learning English, such as containing common, short words and many personal pronouns.

2.2 The Characteristics of Songs

Maley (1987:93-95) mentions that songs are effective language-learning activities, as they are:

1. *Memorability.* The phrases on songs seem to be repeated in the students' ears without conscious, as a result it makes those words are easy to be memorized.
2. *Rhythmicality.* It is doubtless that songs are highly rhythmical. The patterns of sound and stress are repeated in regular sequences, and it facilitates the students' acquisition. By listening to the repetitive rhythm and stress of the songs, the students will able to memorize the songs and pronounce the words correctly.
3. *Performance.* Songs offer opportunity for the students to perform the language. The students can sing a song individually or in a group. But, the students' performance in singing a song in groups will mask individual's error and it will increase the students' self-confidence to perform the language, so that it is better to ask the students to sing a song in a group.

2.3 The Guideline in Selecting Songs

According to Saricoban and Metin (2000) if the teacher selects songs properly and adopts them carefully, the teacher will benefit from songs in all phases of teaching grammar. They also add that in selecting songs, the teacher should consider the ages of the students, the interests of the students and the language of the songs. This statement is in line with Keegan's (1997) who states three criteria of selecting songs. First, the singer must have clear voice. Second, the recording of the songs should be good and clear. Third, the language of the songs must be suitable with the level of the students. Meanwhile, Tsai and Lin (2001) say that in selecting and using songs, the teacher must take into account some factors, such as the relevancy to the course syllabus and linguistic skills to be trained.

In conclusion, there are three main factors that should be considered in selecting songs. First, the songs should be suitable with the level of the students. Second, songs should be clear, either the voice of the singer or the recording of the songs. Third, the songs are relevant to the lesson.

In this research, there were three songs which were selected to teach tenses: "Tom's Diner" by Suzanne Vega for teaching simple present tense and present continuous tense, "Elevator" by David Archuleta for teaching simple present tense and simple past tense, " I Miss You" by Miley Cyrus for teaching simple past tense and present continuous tense. Those songs were selected because they were sung at a slower rate and they didn't contain violent lyrics so that they were suitable with the level of the students. Besides that, the voice of the singers and the recording of the songs were clear. Moreover, the songs were relevant to the lesson since they covered the tenses that were taught. All of those songs were downloaded from the internet that was from *Bursa Lagu*.

follow-up assignment. All of the steps were important to be done in a sequence in order to gain success in teaching and learning process.

2.5 The Advantages and Disadvantages of Using Songs in the Classroom

2.5.1 The Advantages of Using Songs in the Classroom

Being combination of music and lyrics, songs have many advantages for English Language Teaching. Brewer (2005) states some advantages of using songs in the classroom. They are:

1. *Setting and maintaining a positive attitude.* This statement means that songs are able to adjust the students' positive attitude in learning English. This is in line with Saricoban and Metin (2000) who state that songs often eliminate the students' negative attitude towards learning English. As Brewer (2005) states that playing music at the beginning of the class can set the students' positive mood, while playing music in the middle of the class can maintain the students' positive mood.
2. *Creating a peaceful classroom environment.* Learning English through songs provides a non-threatening atmosphere for students since songs entertain and relax the students while they are learning English (Lo and Li, 1998; Saricoban and Metin, 2000; Jedynek, 2000; Mora, 2000: 151). It means that songs are able to create a peaceful environment in the class and as a result, the teaching learning process will be more fun and interesting.
3. *Motivating students.* Karim and Hasbullah (1986:6.25) say that songs can motivate students in learning a language especially for the apathetic students, they will feel that they have achieved something when they are able to sing. In other words, songs are able to motivate either the high or the low students. Additionally, Shen (2009) say that students are easily motivated by the singers, the music, the rhythm and the popular themes of

Actually the use of songs in the class will not take away from the normal syllabus if the teacher substitutes some book activities with song activities that contain the same patterns or structures. Besides that, the students will not get too excited with the songs if the teacher prepares exercises for the students while they are listening to the song or after they listen to the song. Concerning with the weakness of using song in the class that is disturbing the neighboring classes, Macias (2000) writes in her article that when she uses songs in the class, she receives comments from the teacher of neighboring classes that at the beginning they feel disturbed with her songs but later the neighboring students ask the teacher to use songs in their classes. It proves that songs can cause excitement to students in a positive way.

From the explanations above, it can be concluded that the use of songs in the class has some weaknesses, such as taking away from the normal syllabus, getting the students too excited with the songs and the last is disturbing the neighboring classes. But, those weaknesses can be solved by substituting the book activities with song activities that contain the same patterns, giving exercises to the students when they are listening to the songs and after listening to the songs.

In this research, to avoid the weaknesses to occur, the songs chosen were those which contained the tenses. Besides that, giving gap filling exercises when the students were listening to the songs to make them focused on the songs. But, one thing that couldn't be avoided was the disturbance to the neighboring classes.

2.6 English Tenses

There are many definitions of tenses proposed by the experts. Langan (2004:186) defines tense as the time that is showed by the verb. This is in line with Veit (1986:149) who states that tense is frequently described as the property that relates to the time a verb's action is performed. Meanwhile, Comrie (1985:9) defines tense as grammaticalised expression of location in time. Based on the

4. To show 'historic present'

This occurs in commentaries on games or plays. The commentators use the Simple Present tense in an effort to show the action as though it were taking place at the moment of speaking.

Examples:

“Tony **dashes** out with the ball. It is snatched away by Pepe. Pepe **runs** all the way down the field. He passes the ball to Max.....”

5. The passive form of the Simple Present tense shows that the action is done TO the subject, and not by the subject.

Examples:

Active	Passive
They make it into a paste.	It is made into a paste.
He sells them at \$5/-each.	They are sold at \$5/-each.

2.6.1.2 The Principles of Simple Present Tense

The simple present tense of all verbs except **be** is based on the simple form. The present tense form of all verbs (except **be**) is the simple form for all persons except the third person singular.

SEE: I/You/They/We **see** a policeman every day.

He/She/It **sees** a policeman every day.

The third person singular of almost all verbs is made by adding **s** or **es** to the simple form.

1. The ending **es** is added in the following cases:a. To a simple form ending in the letters **ch, s, sh, x, or z**:

Catch catches

Ex: My cat **catches** a mouse every night.

2.6.2 Present Continuous Tense

Azar (1993: 4) states that present continuous tense or present progressive expresses an activity that is in progress (is occurring, is happening) right now. The event began in the past, is in progress now, and will probably continue into the future.

2.6.2.1 The Use of Present Continuous Tense

1. To show an action that is happening at the moment.
Examples:
 - a. I **am writing** a letter now.
 - b. She **is not studying** now.
 - c. **Is** the water **flowing** over the wall?
2. To show a FUTURE action that has been planned. A time expression is usually shown in such a case.
 - a. We **are visiting** Aunt Sally on Saturday.
 - b. She **is leaving** for Europe next week.
 - c. He **isn't coming** to the meeting tomorrow.
3. To show an action that is performed so often that it becomes a habit.
 - a. They **are** always **doing** that sort of thing.
 - b. She **is** always **losing** her temper with the children.
 - c. He **is** always **eating** ice-cream.

(Alter, 1991:28)

2.6.2.2 The Principles of Present Continuous Tense

Present continuous tense is composed of forms of the auxiliary **be** + the present participle (**ing** form) of the principle verb.

The present participle of both regular and irregular verbs is formed by adding **ing** to the simple form of the verb:

want **wanting** see **seeing**

2.6.3.1 The Use of Simple Past Tense

1. To show an action that happened at a definite time in the past

Examples:

- a. They **made** these chairs all by themselves.
- b. He **left** the house an hour ago.
- c. She **spoke** to me just now.

2. To express a past habit. In this case, we often make use of adverbs such as ‘always’, ‘often’, etc.

Examples:

- a. We always **visited** her whenever we had the time.
- b. He never **played** with us.
- c. They always **brought** us sweets when they visited us.

3. We use the Past tense in Indirect Speech to replace the Present tense in direct speech

Examples:

Direct : “I think it is the best way,” he replied

Indirect: He replied that he **thought** it **was** the best way

4. We use the passive form of the Simple Past tense when we do not know who performed the action.

Examples:

Active	Passive
I found it here.	It was found here.
Somebody told her not to come.	She was told not to come.
Somebody took us to the temple.	We were taken to the temple.

(Alter, 1991:148-149)

2.7 Research Hypothesis

Based on the research problem and review of related literature theory, the research hypothesis can be formulated as follows:

“There is a significant effect of using songs on the eighth year students’ tense achievement at MTs Ma’arif Ambulu in the 2011/2012 academic year.”

Treatment group	R	X1	O
Control group	R	X2	O

(Fraenkel and Wallen, 2000:290)

The procedures of the research design are as follows:

1. Administering the homogeneity test to the population (seven classes of the eighth year) to know the homogeneity of the population.
2. Analyzing the scores of the homogeneity test by using ANOVA (Analysis of Variance).
3. Taking two classes that had the closest mean difference because the population was not homogenous. The F-computation (4,058) was higher than that of F-table (2,68).
4. Determining the experimental group and the control group by lottery. Class C was the experimental group and class F was the control group.
5. Giving treatment to the experimental group, that was, teaching tenses by using songs. While, the control group was taught tenses by using non songs that was lecturing method.
6. Teaching learning process was conducted in three meetings. The first meeting was teaching simple present tense and present continuous tense, the second meeting was teaching simple present tense and simple past tense and then the third meeting was teaching simple past tense and present continuous tense. Every meeting took 80 minutes.
7. Administering a try out to establish validity, reliability and index difficulty of teacher-made test and analyzing the result. The try out was administered to the class that was not the sample and had almost the same average mean score with the real respondents and they were from class H. The result of the try out showed that the test was reliable ($0,75 \geq 0,700$) and the test items had the range of difficulty index from 0,26 up to 0,72.
8. Giving a posttest to the experimental and the control groups

3.4.1 Test

McMillan (1992:1140) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. Achievement test was used in this research since the researcher wanted to know the students' tense achievement. As Hughes (1996:10) states that achievement test is designed to determine how successful individual, group of students, or courses themselves have been achieving the objectives.

In conducting the test, the researcher used the teacher-made test in the form of objective test that were constructed in the form of multiple choices with 4 options in each item. The total number of the test was 50 items administered in 80 minutes. The test covered the indicators of simple present tense (17 items), present continuous (16 items), and simple past tense (17 items). The following formula was used to score the results of the test.

$$\frac{n}{N} \times 100$$

Notes:

n : The correct answer

N : The number of the test items

(Ali, 1993:186)

So, the maximum total score of the test is 100.

In relation to the validity of the test, Hughes (1996:22) states that a test is considered to be valid if it can measure what is intended to be measured. The test in this research established content validity since the test items were constructed based on the 2006 Institutional Curriculum for SMP or MTs. Besides, the test items were consulted to the English teacher of MTs Ma'arif Ambulu and both of the advisers.

Before administering the posttest, a try out was conducted to know the reliability coefficient, time allocation, and the difficulty index of the test items. The try out was given to one of the seven classes of the eighth year students which

The difficulty index of the test showed how easy or difficult the particular items provided in the test and it was calculated by using the following formula:

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

Notes :

P : The difficulty index

B : The number of the students who answer the questions correctly

JS : The number of the respondents

The criteria of difficulty index:

< 0.30 = Difficult

0.30 – 0.70 = Sufficient

> 0.70 = Easy

(Sudijono, 1998:372)

3.4.2 Interview

An Interview with the English teacher was conducted to know the English curriculum, the English books, the techniques and the media that were used by the teacher in teaching English, especially in teaching tenses. The interview was conducted by using semi structured interview in which a list of questions and details were developed to get the information needed during the process of interview (Arikunto, 2006:227). The interview was conducted with the English teacher of the eighth year students by using an interview guide. The interview guide is enclosed in Appendix 2.

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the result of the experimental treatment, the results of the secondary data, the results of the primary data, data analysis, hypothesis verification, and discussion.

4.1 The Description of the Treatment

In this research, the experimental group received a treatment that was teaching tenses by using songs, while the control group was taught tenses by using non songs (lecturing method). The teaching learning process was conducted in three meetings. The first meeting was teaching simple present tense and present continuous tense, the second meeting was teaching simple present tense and simple past tense and then the third meeting was teaching simple past tense and present continuous tense. The lesson plans of the teaching learning process can be seen on Appendix 4,5,6.

4.2 The Results of the Secondary Data

The results of the secondary data of the research were obtained from the result of the interview with the English teacher and the documentation.

4.2.1 The Result of Interview

The interview was conducted informally with the English teacher on September 13th 2011. The English teacher informed that she used lecturing method in teaching grammar especially tenses. Further, she explained that she taught tenses by explaining the usage, pattern and examples. After that, she asked the students to make some other examples then discussed it with the class. Next, she gave exercises and finally discussed the students' answers together. In addition, she verified that pictures were media that were often used by the teacher since she could find them easily in the book that is being used. The book that the

4.2.3 The Result of Homogeneity Test

The homogeneity test was conducted on September 15th 2011. The homogeneity test was administered to know whether the seven classes were homogeneous or not.

The results of the homogeneity test were analyzed statistically by using ANOVA formula as presented below:

Table 4.2 The Result of Homogeneity Test Using ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2457,499	6	409,583	4,058	,94
Within Groups	24424,630	242	100,928		
Total	26882,129	248			

The result of ANOVA analysis above showed that 'fo' value was 4,058. The value of F table was 2,14. Having been compared, the result of 'fo' was higher than that of the F table. The result implied that there were differences on the students' tense ability among those seven classes. In other words, the population was not homogeneous. Thus, two classes which had the closest mean were chosen as the subjects of the research. The following table showed the mean scores of the seven classes:

4.2.4.1 The Analysis of Difficulty Index

The try out test had 50 items with 4 options in each item. The students' correct answers were divided by the number of the test items then multiplied 100, so that the maximum total score of the test was 100. Then, to know whether the test items were too difficult or too easy, the difficulty index of the test items was analyzed and it can be seen on Appendix 12.

Sudjana (1990:135) states that the member of test items proportion judgment can be based on the normal curve. It means that most of the test items are categorized as average and other items are categorized as easy and difficult in the equal proportion. Based on the result, it was known that the proportion of the test items fulfilled the requirement because 10 items of 50 items were categorized as easy items (20%), 10 items were categorized as difficult items (20%), and the rest of the items were categorized as average items (60%).

Dealing with the time, it was found that the time allocation for the try out was enough since the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised and the time allocation for the test did not need to be extended or shortened.

4.2.4.2 The Analysis of Reliability Coefficient

In estimating the value of reliability coefficient, split half odd-even technique was applied in this research. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The correlation between X and Y was analyzed by using Product moment formula as presented below:

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$r_{11} = \frac{2 \times 0,60}{1 + 0,60}$$

$$r_{11} = \frac{1,2}{1,6}$$

$$r_{11} = 0,75$$

Notes:

r_{11} = reliability coefficient for the whole items

$r_{\frac{11}{12}}$ = reliability coefficient for the half of the test items

From the calculation above, the reliability coefficient of the whole test was 0,75. Regarding this, Sudijono (1998:209) states that the reliability coefficient of a teacher made test is believed to be reliable if the reliability coefficient is ≥ 0.70 . Therefore, the test could be regarded as reliable because 0,75 was higher than 0,70.

Relating to the validity, content validity was established in the test. The test was constructed based on the 2006 Institutional Curriculum for SMP or MTs. Besides, the test items had already checked and consulted to the English teacher of MTs Ma'arif Ambulu and both of the research consultants.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.466	.497	2.815	61	.007	6.364	2.261	1.843	10.884
Score Equal variances not assumed			2.836	60.759	.006	6.364	2.244	1.877	10.850

From the table above, the value of significant column of Lavene's test was 0,497. It was higher than 0,05. Consequently, the row that must be read was the first row of t-test column. In t-test column, the value significant (2 tailed) was less than 0,05 that was 0,007. It means that there was a statistical difference between the experimental and control groups.

4.4 Hypothesis Verification

Based on the output of Independent sample of t-test by using SPSS, the value of sig column was 0,007 and it was lower than 0,05. Therefore, the null hypothesis (H_0) formulated : "there is no significant effect of using songs on the eighth year students' tense achievement at MTs Ma'arif Ambulu in the 2011/2012 academic year" was rejected. On the other hand, the formulated alternative hypothesis (H_a): "there is a significant effect of using songs on the eighth year students' tense achievement at MTs Ma'arif Ambulu in the 2011/2012 academic year" was accepted.

herself. The research result showed that the use of English children songs gave a significant effect to the first year students' structure achievement at SLTPN 12 Jember in the 2003/2004 academic year. Another research was conducted by Lidiastutik (2006) who applied an experimental research to the first year students' grammar achievement at SMPN 1 Randuagung Lumajang in the 2005/2006 academic year by using popular English songs. Based on the research result, it was known that there was a significant effect of using popular English songs to the first year students' grammar achievement at SMPN 1 Randuagung Lumajang in the 2005/2006 academic year.

Based on the previous research results, it could be seen that English songs either they were English children songs or popular English songs helped the students in learning English, especially tenses. In other words, the use of English songs affected the students' tense achievement. Moreover, the statistical value of this research proved that there was a significant effect of using songs on the eighth year students' tense achievement at MTs Ma'arif Ambulu in the 2011/2012 academic year. Therefore, it could be concluded that teaching tenses by using English songs gave a significant effect to the students' tense achievement at MTs Ma'arif Ambulu in the 2011/2012 academic year.

b. The Students

It is suggested to the students to get used to listening or singing English songs since they are not only amusing but also useful for the students to learn English including tenses.

c. Other Researchers

Other researchers may use the result of this research as a reference to conduct a further research with a similar topic using a different research design or different level of the students, such as a classroom action research to improve the students' tense achievement by using songs.

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Appendix 2

Guide of Supporting Data Instrument**1. Interview Guide**

Data resources: The eighth grade English teacher in MTs Ma'arif Ambulu

No	Questions	
1	What curriculum do you use?	Institutional Curriculum (KTSP) for SMP or MTs
2	What tenses are taught at second grade?	Present continuous tense, simple past tense.
3	Do students have problem in learning tenses?	Yes, they do.
4	What books do you use in teaching English especially tenses?	LKS Gemilang Bahasa Inggris SMP/MTs published by <i>Cipta Pustaka</i> , English in Focus for Grade VIII Junior High School (SMP/MTs) published by <i>Pusat Perbukuan Departemen Pendidikan Nasional</i> .
5	What technique do you use in teaching tenses?	Lecturing method.
6	What media do you use in teaching tenses?	Pictures.
7	Have you ever taught your students by using songs in teaching tenses?	Not yet.

2. Documentation Guide

Data resources: School documents

1	The total number and the names of the experimental group students
2	The total number and the names of the control group students

7. Ina to the market every morning.
 - a. goes
 - b. go
 - c. is going
 - d. went
8. What is Mr. Danu doing now?
 - a. He is driving a car
 - b. He drives a car
 - c. He drive a car
 - d. He driving a car
9.they watch movies every week?
 - a. Does
 - b. Are
 - c. Do
 - d. Is
10. I.....my mother last night.
 - a. called
 - b. calls
 - c. call
 - d. am calling
11. The boys.....here two hours ago.
 - a. are
 - b. were
 - c. is
 - d. was
12. The studentstheir classes at noon.
 - a. finishes
 - b. are finishing
 - c. finish
 - d. finished

19. Mr. Andi.....every day.
- a. works
 - b. work
 - c. is working
 - d. worked
20. Did you.....all the questions?
- a. answered
 - b. answer
 - c. answers
 - d. answering

LESSON PLAN I

Subject	: English
Class/ Semester	: VIII/1
Theme	: Travelling
Language Skill	: Listening
Language Focus	: Simple Present Tense and Present Continuous Tense

I. Standard Competence:

Comprehending the meaning of very simple transactional and interpersonal conversation to communicate with others.

II. Basic Competence:

Comprehending the use of simple present tense and present continuous tense.

III. Indicators**A. Experimental Group:**

1. Completing the lyrics of the song
2. Completing the sentences with suitable forms of verbs provided
3. Making sentences using simple present tense and present continuous tense

B. Control Group:

1. Completing the sentences with suitable forms of verbs provided
2. Making sentences using simple present tense and present continuous tense

IV. Objectives**A. Experimental Group:**

1. Students are able to complete the lyrics of the song
2. Students are able to complete the sentences with suitable forms of verbs provided
3. Students are able to make sentences using simple present tense and present continuous tense

		5. Asking the students to give examples of present continuous tense in sentences	4'
		6. Discussing the examples from the students	5'
6. Asking the students to do the exercises (I-II) individually.	20'	7. Asking the students to do the exercises (I-II) individually.	20'
7. Discussing the students' answers.	6'	8. Discussing the students' answers.	6'
8. Singing the song together.	4'		
III. Closure		III. Closure	
1. Guiding the students to draw conclusion.	5'	1. Guiding the students to draw conclusion	5'
2. Parting the students.	1'	2. Parting the students.	1'

VII. Sources:

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts.* Jakarta: Pusat Kurikulum Balitbang, Depdiknas.

Soengeng. 2005. *Effective English for Grade VII of Junior High School.* Solo: Tiga Serangkai.

Hayden, R, Pilgrim, D and Haggard, A.1956. *Mastering American English.* New Jersey: Prentice-Hall

VIII. Evaluation:

Product evaluation was conducted at the end of the teaching learning process.

When **I'm feeling**
Someone's (13.) me
 And so **I** (14.) my head

There's a woman on the outside
 Looking inside, **does she** (15.) me?
 No, **she** (16.....) really see me
 Cause **she** (17.) her own reflection

And **I'm** (18.) not to notice
 That **She's hitching** up her skirt
 And while **she's straightening** her stockings

Her hair is (19.) wet

Oh, this rain, it will continue
 Through the morning as **I'm listening**
 To the bells of the cathedral
I am (20.) of your voice

(<http://www.azlyrics.com/lyrics/suzannevega/tomsdiner.html>)

Pay attention to this explanation!

Study these sentences!

1. **I am sitting** in the morning at the diner on the corner.
2. **I am waiting** at the counter for the man to pour the coffee.
3. **He is looking** out of the window at somebody coming in.
4. **She is shaking** her umbrella.

The pattern of the sentences above is as follows:

Subject + is/am/are + Verb-ing +.....

The pattern above is used to express an activity that is in progress

The following changes in spelling occur when adding **ing** to the simple form of the verb:

- a. A final **e** that is not pronounced is dropped.

Write **writing**

Ex: Mrs. Tuti is **writing** a recipe now.

Study these sentences!

I **look** the other way.

I **pour** the milk.

I **open up** the paper.

The bold words (**look, pour, open up**) are the simple forms of verb (verb 1). The tense that is used in those sentences are simple present tense. The functions of simple present tense are used to show habitual action and general truth.

The present tense form of all verbs (except **be**) is the simple form for all persons except the third person singular. For example:

He **fills** it only halfway.

She **sees** her own reflection.

The third person singular of almost all verbs is made by adding **s** or **es** to the simple form.

1. The ending **es** is added in the following cases:
 - a. to a simple form ending the letters with **ch, s, sh, x, or z**:

Catch catches

Ex: My cat **catches** a mouse every night.

Wash washes

Ex: She **washes** her car every day.

Pass passes

Ex: Hendra always **passes** his English examination.

Mix mixes

Ex: My father always **mixes** milk in his coffee.

- c. **Do** I/you/they/we **go** to the beach once a month?
Does he/she/ **go** to the beach once a month?

They are called interrogative sentences

So the patterns of those sentences are:

- a. Affirmative sentences:
 Subjects (I/You/They/We) + Verb 1 +
 Subjects (He/She/It) + Verb 1 + s/es +
- b. Negative sentences:
 Subjects (I/You/They/We) + do not + Verb 1 +
 Subjects (He/She/It) + does not+ Verb 1 +
- c. Interrogative sentences:
 Do + Subjects (I/You/They/We) +?
 Does + Subjects (He/She/It) +

Adverbs of time:

Every day/ every night/ every week/ (every.....)

On Sundays, On Mondays etc.

Once a week, twice a week, etc.

Sometimes, usually, always, often, etc.

The Teaching Material for the Control Group

Subject	: English
Level/semester	: VIII/1
Language Skill	: Listening
Language Focus	: Simple Present Tense and Present Continuous Tense
Theme	: Travelling
Time	: 2x40 minutes

Answer these questions orally!

1. Do you like travelling by train?
2. Do you usually wait for the train?
3. What are you doing when you are waiting for the train?

Pay attention to this explanation!

Present continuous tense is used to express an activity that is in progress.

Example:

1. Look! **Mr. Andi is preparing** his bag for camping.
2. We want watch films in the movie and **we are buying** tickets now.
3. Ani is in the swimming pool and **she is swimming** at present.

The pattern of the sentences above is as follows:

Subject + is/am/are + Verb-ing +.....

The following changes in spelling occur when adding **ing** to the simple form of the verb:

- a. A final **e** that is not pronounced is dropped.

Write **writing**

Ex: Mrs. Tuti is **writing** a recipe now.

Take **taking**

Ex: Ani is **taking** an English course at present.

Simple present tense is used to show habitual action and general truth.

The present tense form of all verbs (except **be**) is the simple form for all persons except the third person singular. For example:

1. They **ride** bicycle every morning
2. She **eats** vegetables **every day**.

The third person singular of almost all verbs is made by adding **s** or **es** to the simple form.

1. The ending **es** is added in the following cases:
 - a. To a simple form ending the letters with **ch, s, sh, x, or z**:

Catch **catches**

Ex: My cat **catches** a mouse every night.

Wash **washes**

Ex: She **washes** her car every day.

Pass **passes**

Ex: Hendra always **passes** his English examination.

Mix **mixes**

Ex: My father always **mixes** milk in his coffee.

- b. To a simple form ending in **y**, preceded by a consonant (after changing **y** to **i**):

Study **studies**

Ex: She **studies** English every day.

Worry **worries**

Ex: My mother often **worries** about me.

Try **tries**

Ex: Andi always **tries** to get the best score in his class.

b. Negative sentences:

Subjects (I/You/They/We) + do not + Verb 1 +

Subjects (He/She/It) + does not+ Verb 1 +

c. Interrogative sentences:

Do + Subjects (I/You/They/We) +?

Does + Subjects (He/She/It) +?

Adverbs of time:

Every day/ every night/ every week/ (every.....)

On Sundays, On Mondays etc.

Once a week, twice a week, etc.

Sometimes, usually, always, often, etc.

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. We..... bicycle every morning. (ride)
2. Tono his friends every day. (not, call)
3. Yuni a brown skirt now. (wear)
4. they alwaystheir bags in the drawer? (Do, put)
5. Look! The students the floor of the class. (sweep)
6.you.....news at present? (to be, watch)
7. Dinda..... a purple bag. (not, have)
8. I.....my English now. (practice)
9. Mr. Rahmat often about his son. (worry)
10. Listen! Mrs. Ayu a story about Cinderella to the students. (tell)

Answer Key

Lyrics of the song for the experimental group

Tom's Diner by Suzanne Vega

I am (1. sitting) in the morning at the diner on the corner
I am (2. waiting) at the counter for the man to pour the coffee
 And **he (3. fills)** it only halfway and before I even argue
He is (4. looking) out of the window at somebody coming in

"**It(5. is)** always nice to see you" (**6. says**) the man behind the counter
 To the woman who has come in
She is (7. shaking) her umbrella
 And **I(8. look)** the other way
 As **they are (9. kissing)** their hellos
 And **I'm pretending** not to see them
 And instead **I (10. pour)** the milk

I (11. open) up the paper
 There's a story of an actor
 Who had died while he was drinking
 He was no one I had heard of
 And **I'm (12. turning)** to the horoscope
 And looking for the funnie
 When **I'm feeling**
Someone's (13. watching) me
 And so **I (14. raise)** my head

There's a woman on the outside
 Looking inside, **does she (15. see)** me?
 No, **she (16. Does not)** really see me
 Cause **she (17.sees)** her own reflection

And **I'm (18. trying)** not to notice
 That **She's hitching** up her skirt
 And while **she's straightening** her stockings

Her hair is (19. getting) wet
 Oh, this rain, it will continue
 Through the morning as **I'm listening**
 To the bells of the cathedral
I am (20. thinking) of your voice

(<http://www.azlyrics.com/lyrics/suzannevega/tomsdiner.html>)

Appendix 5

LESSON PLAN II

Subject	: English
Class/ Semester	: VIII/1
Theme	: Dream
Language Skill	: Listening
Language Focus	: Simple Present Tense and Simple Past tense

I. Standard Competence:

Comprehending the meaning of very simple transactional and interpersonal conversation to communicate with others.

II. Basic Competence:

Comprehending the use of simple present tense and simple past tense

III. Indicators:**A. Experimental:**

1. Completing the lyrics of the song.
2. Completing the sentences with suitable forms of verbs provided.
3. Making sentences using simple present tense and simple past tense.

B. Control:

1. Completing the sentences with suitable forms of verbs provided.
2. Making sentences using simple present tense and simple past tense.

IV. Objectives:**A. Experimental:**

1. Students are able to complete the lyrics of the song.
2. Students are able to complete the sentences with suitable forms of verbs provided.
3. Students are able to make sentences using simple present tense and simple past tense.

B. Control:

1. Students are able to complete the sentences with suitable forms of verbs provided.
2. Students are able to make sentences using simple present tense and simple past tense.

6. Asking the students to do the exercises (I-II) individually.	20'	6. Discussing the examples from the students	5'
7. Discussing the students' answers.	6'	7. Asking the students to do the exercises (I-II) individually.	20'
8. Singing the song together.	4'	8. Discussing the students' answers	6'
III. Closure		III. Closure	
1. Guiding the students to draw conclusion	5'	1. Guiding the students to draw conclusion	5'
2. Parting the students.	1'	2. Parting the students.	1'

VII. Sources:

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts.* Jakarta: Pusat Kurikulum Balitbang, Depdiknas.

Soengeng. 2005. *Effective English for Grade VII of Junior High School.* Solo: Tiga Serangkai.

Hayden, R, Pilgrim, D and Haggard, A.1956. *Mastering American English.* New Jersey: Prentice-Hall

VIII. Evaluation:

Product evaluation was conducted at the end of the teaching learning process.

That keep you feeling so alive, so alive
 You gotta get back that high

And in my dream last night
 The doors they finally **(13)** and I **(14)**there, somewhere
 Alone in my reality inside an empty box
 That's filled with air
 But I **(15)** care, noooo

Next time I'll get it right
 Next time I'll be okay
 I'll have a different dream tonight
 Tomorrow's another day

[Chorus]
 Elevator up
 Elevator down
 And you just with the flow
 Until your feet back on the ground
It's an endless ride
 Sometimes it you up
 Sometimes it you down inside
But it's the butterflies
 That keep you feeling so alive, so alive
 You gotta get back that high

You'll never know
 What you're gonna get
 What you don't expect will come and find you
 If you laugh or cry
 If you run and hide
 But it's all right

[Chorus]
 Elevator up
 Elevator down
 And you just with the flow
 Until your feet back on the ground
It's an endless ride
 Sometimes it you up
 Sometimes it you down inside
But it's the butterflies
 That keep you feeling so alive, so alive
 You gotta get back that high

(<http://www.metrolyrics.com/elevator-lyrics-david-archuleta.html>)

Worry **worries**

Ex: She always worries about her performance.

Try **tries**

Ex: My sister tries to ride bicycle every afternoon.

Cry **cries**

Ex: Dina often cries because of her boy friend.

c. To **do** and **go**:

Do **does**

Ex: Lila always does push up before going to bed.

Go **goes**

Ex: My mother goes to the market every morning.

2. The ending **s** is added to the simple form of all other verbs (except **have**):

see sees like likes

BUT: have **has**

Ex: She has long hair.

Observe these sentences!

a. I/You/They/We sometimes **forget** about the last dreams

He/She/It sometimes **forgets** about the last dreams

They are called positive sentences

b. I/You/They/We sometimes **do not** remember about the last dreams

He/She/It sometimes **does not** remember about the last dreams

They are called negative sentences

c. **Do** I/you/they/we sometimes **forget** about the last dreams?

Does he/she/it sometimes **forget** about the last dreams?

They are called interrogative sentences

Agree agreed

Ex: I agreed with you yesterday.

2. The ending **ed** is added to all other verbs. The following changes in spelling occur.

- a. Final **y**, preceded by a consonant, is changed to **i** before adding **ed**.

Study studied

Ex: We studied together last night.

Cry cried

Ex: She cried in the class yesterday.

- b. A final consonant letter (except **h, w, x, y**), preceded by a single vowel letter, is doubled in words of one syllable.

Beg begged

Ex: He begged a remedial test to his teacher.

Stop stopped

Ex: Eka stopped writing novels last year.

Observe the sentences below!

1. Lili slept well last night.
It is called a positive sentence.
2. Lili didn't sleep well this morning.
It is called a negative sentence.
3. Did Lili sleep well last night?
It is called an interrogative sentence.

The patterns of the sentences above are:

- | | |
|----------------------------|------------------------|
| 1. Subjects + V2 +..... | positive sentence |
| 2. Subjects + did not + V1 | negative sentence |
| 3. Did + Subjects + V1? | interrogative sentence |

We use **were** and **was** as the past forms of **to be (are and is)**.

Observe these sentences below!

- | | |
|--------------------------------|--|
| 1. You were gone yesterday. | It is called a positive sentence |
| 2. You weren't gone last week. | It is called a negative sentence |
| 3. Were you gone yesterday? | It is called an interrogative sentence |

Task II

Answer the questions below using the suitable forms of the verbs! Number 1 is done for you.

1. X: Did you come to Nina's party last night?
Y: Yes, I came to Nina's party last night.
2. X: Does your little brother brush his teeth every morning?
Y: Yes,
3. X: Was your mother angry to you yesterday?
Y: No,
4. X: Did Mr. Danu spend his time with his daughter last holiday?
Y: Yes,
5. X: Do you always eat lunch at school?
Y: No,
6. X: Did Putri help you yesterday?
Y: No,

Mix mixes

Ex: My mother often mixes a tomato and an apple in her juice.

- b. To a simple form ending in **y**, preceded by a consonant (after changing **y** to **i**):

Study studies

Ex: He studies hard last night.

Worry worries

Ex: She always worries about her performance.

Try tries

Ex: My sister tries to ride bicycle every afternoon.

Cry cries

Ex: Dina often cries because of her boy friend.

- c. To **do** and **go**:

Do does

Ex: Lila always does push up before going to bed.

Go goes

Ex: My mother goes to the market every morning.

3. The ending **s** is added to the simple form of all other verbs (except **have**):

see sees like likes

BUT: have **has**

Ex: She has long hair.

Observe these sentences!

- a. I/You/They/We sometimes **forget** about the last dreams.

He/She/It sometimes **forgets** about the last dreams.

They are called positive sentences.

Simple past tense is used to express an activity that happened in the past. The simple past tense is the same as the past form of a verb. The form is the same for all persons, singular and plural. For example:

1. **I had** a beautiful dream last night because **I prayed** before going to bed.
2. **We had** a beautiful dream last night because **we prayed** before going to bed.

The verb *prayed* is ended with –ed is called as **regular verb**. The verb *had* is not ended with- ed and it is called as **irregular verb**.

The past form of all regular verb is made by adding **d** or **ed** to the simple form of the verb.

1. The ending **d** is added when the simple form ends in **e** or **ee**.

Hope hoped

Ex: She hoped for her friends' happiness.

Agree agreed

Ex: I agreed with you yesterday.

2. The ending **ed** is added to all other verbs. The following changes in spelling occur.

- a. Final **y**, preceded by a consonant, is changed to **i** before adding **ed**.

Study studied

Ex: We studied together last night.

Cry cried

Ex: She cried in the class yesterday.

- b. A final consonant letter (except **h, w, x, y**), preceded by a single vowel letter, is doubled in words of one syllable.

Beg begged

Ex: He begged a remedial test to his teacher.

Stop stopped

Ex: Eka stopped writing novels last year.

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. Doni usuallysugar in his coffee. (mix)
2.you.....lunch every afternoon? (Do, eat)
3. Mrs. Eni about present continuous tense last meeting. (teach)
4. My father always.....to work every day. (drive)
5. Theyto Jatim Park last holiday. (not, go)
6.you.....your grandmother yesterday? (Do, visit)
7. Mrs. Nanivegetables every day. (not, buy)
8. We.....in Bandung last week. (to be)
9. Ani alwaysher cat every day? (Do, feed)
10. Andi.....at the post office yesterday, he was at the bank. (be, not)

Task II

Answer the questions below using the suitable forms of the verbs! Number 1 is done for you.

1. X: Did you come to Nina's party last night?
Y: Yes, I came to Nina's party last night.
2. X: Does your little brother brush his teeth every morning?
Y: Yes,
3. X: Was your mother angry to you yesterday?
Y: No,
4. X: Did Mr. Danu spend his time with his daughter last holiday?
Y: Yes,
5. X: Do you always eat lunch at school?
Y: No,
6. X: Did Putri help you yesterday?
Y: No,

Until your feet are back on the ground
 It's an endless ride
 Sometimes it takes you up
 Sometimes it tears you down inside
 But it's the butterflies
 That keep you feeling so alive, so alive
 You gotta get back that high

You'll never know
 What you're gonna get
 What you don't expect will come and find you
 If you laugh or cry
 If you run and hide
 But it's all right

[Chorus]
 Elevator goes up
 Elevator come down
 And you just go with the flow
 Until your feet are back on the ground
 It's an endless ride
 Sometimes it takes you up
 Sometimes it tears you down inside
 But it's the butterflies
 That keep you feeling so alive, so alive
 You gotta get back that high

(<http://www.metrolyrics.com/elevator-lyrics-david-archuleta.html>)

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. Doni usually **mixes** sugar in his coffee.
2. **Do** you **eat** lunch every afternoon?
3. Mrs. Eni **taught** about present continuous tense last meeting.
4. My father always **drives** to work every day.
5. They **didn't go** to Jatim Park last holiday.
6. **Did** you **visit** your grandmother yesterday?

LESSON PLAN III

Subject	: English
Class/ Semester	: VIII/1
Theme	: Memory
Language Skill	: Listening
Language Focus	: Simple Past Tense and Present Continuous Tense

I. Standard Competence:

Comprehending the meaning of very simple transactional and interpersonal conversation to communicate with others.

II. Basic Competence:

Comprehending the use of simple past tense and present continuous tense.

III. Indicators:

A. Experimental:

1. Completing the lyrics of the song
2. Completing the sentences with suitable form of verbs provided
3. Completing the dialogues with suitable form of verbs

B. Control:

1. Completing the sentences with suitable form of verbs provided
2. Completing the dialogues with suitable form of verbs

IV. Objectives:

A. Experimental:

1. Students are able to complete the lyrics of the song
2. Students are able to complete the sentences with suitable forms of verbs provided
3. Students are able to complete the dialogues with suitable forms of verbs

B. Control:

1. Students are able to complete the sentences with suitable forms of verbs provided
2. Students are able to complete the dialogues with suitable forms of verbs

6. Asking the students to do the exercises (I-II) individually.	20'	6. Discussing the examples from the students	5'
7. Discussing the students' answers.	5'	7. Asking the students to do the exercises (I-II) individually.	20'
8. Singing the song together.	4'	8. Discussing the students' answers.	5'
III. Closure		III. Closure	
1. Guiding the students to draw conclusion	5'	1. Guiding the students to draw conclusion	5'
2. Parting the students.	1'	2. Parting the students.	1'

VII. Sources:

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts.* Jakarta: Pusat Kurikulum Balitbang, Depdiknas.

Soengeng. 2005. *Effective English for Grade VII of Junior High School.* Solo: Tiga Serangkai.

Hayden, R, Pilgrim, D and Haggard, A.1956. *Mastering American English.* New Jersey: Prentice-Hall

VIII. Evaluation:

Product evaluation was conducted at the end of the teaching learning process.

You used to call me your dreamer
And now (4) out my dream
Oh, how I wish you (5) see
Everything (6) for me

(7) back on the past
It's true (8) by too fast

I miss you, I miss your smile
And I still shed a tear every once in a while
And even though it's different now
You're still here somehow

My heart won't let you go
And I need you to know
I miss you, sha la la la la
I miss you

I know you're in a better place yeah
But I wish that I could see your face, oh
I know you're where you need to be
Even though it's not here with me

I miss you, I miss your smile
And I still shed a tear every once in a while
And even though it's different now
You're still here somehow
My heart won't let you go
And I need you to know
I miss you, sha la la la la

I miss you, I miss your smile
And I still shed a tear every once in a while
And even though it's different now
You're still here somehow
My heart won't let you go
And I need you to know
I miss you, sha la la la la
I miss you

<http://www.elyrics.net/read/m/miley-cyrus-lyrics/i-miss-you-lyrics.html>

Study these sentences!

I **thought** of the way you **felt** so strong

I wish you **could** see

The verbs (thought, felt, could) are also called as Verb 2. But they are not added with –ed. Those verbs are called as **irregular verbs**.

Observe the sentences below!

1. Dini went to the zoo with her family last holiday.
It is called a positive sentence.
2. Dini didn't go to the zoo with her friends last holiday.
It is called a negative sentence.
3. Did Dini go to the zoo with her family last holiday?
It is called an interrogative sentence.

The patterns of the sentences above are:

- | | |
|----------------------------|------------------------|
| 1. Subjects + V2 +..... | positive sentence |
| 2. Subjects + did not + V1 | negative sentence |
| 3. Did + Subjects + V1? | interrogative sentence |

We use **were** and **was** as the past forms of **to be (are and is)**.

Observe these sentences below!

- | | |
|------------------------------|--|
| 1. She was happy yesterday. | It is called a positive sentence |
| 2. She wasn't sad yesterday. | It is called a negative sentence |
| 3. Was she sad yesterday? | It is called an interrogative sentence |

The patterns of the sentences above are:

1. S + Be (was/were) + N/ Adj/ Adv
2. S + Be (was/were) + not + N/ Adj/ Adv
3. Be (was/were) + S + N/ Adj/ Adv

Adverbs of time

Last night/last week/last month/last year/last.....

Two days ago/ three years ago/.....ago

Yesterday

Just now

Observe these sentences!

- a. You are studying English now.
It is called an affirmative sentence.
- b. You are not studying Indonesian now.
It is called a negative sentence.
- c. Are you studying English now?
It is called an interrogative sentence.

Notes:

- a. To make negative sentences, we must add “not” after to be (is/am/are).
- b. To make interrogative sentences, to be (is/am/are) is placed before the subject (I, he, she, it, you etc)

Adverbs of time:

Now

At present

At the moment

Look!

Listen!

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. Mr. Doni.....a new motor cycle yesterday. (buy)
2. Shedinner last night. (not, have)
3. Look! Your sister.....the flowers. (water)
4. Linamy key two days ago. (find)
5. Tarato the supermarket now. She is studying in her room. (not, go)
6. Andiyour English book at present? (to be, borrow)
7. We.....school last week. (not, start)
8. Farah and her mother.....fried rice at the moment. (cook)
9.youan English course last semester? (Do, take)
10. Edwin.....his new trousers at the moment. (try)

The Teaching Material for the Control Group

Subject	: English
Level/semester	: VIII/1
Language Skill	: Listening
Language Focus	: Simple Past Tense and Present Continuous Tense
Theme	: Memory
Time	: 2x40 minutes

Answer these questions orally!

1. Did you have a beautiful memory with your old friends?
2. Do you miss them?
3. Are you thinking about them now?

Pay attention to this explanation!

Simple past tense is used to express an activity that happened in the past. The simple past tense is the same as the past form of a verb. The form is the same for all persons, singular and plural. For example:

1. We **went** to Jogjakarta last holiday and **visited** our grandmother.
2. Rini **went** to Jogjakarta last holiday and **visited** her grandmother.

The verb *visited* is ended with –ed which is called a **regular verb**. The verb *went* is not ended with- ed and it is called an **irregular verb**.

The past form of all regular verbs is made by adding **d** or **ed** to the simple form of the verb.

1. The ending **d** is added when the simple form ends in **e** or **ee**.

Hope hoped

Ex: I **hoped** that he came here last week.

The patterns of the sentences above are:

1. S + Be (was/were) + N/ Adj/ Adv
2. S + Be (was/were) + not + N/ Adj/ Adv
3. Be (was/were) + S + N/ Adj/ Adv

Adverbs of time:

Last night/last week/last month/last year/last.....

Two days ago/ three years ago/.....ago

Yesterday

Just now

Present continuous tense is used to express an activity that is in progress at the moment.

Example:

1. **I am teaching** present continuous tense now.
2. **You are listening** to me.
3. **He is writing** some sentences in his book at present.

The pattern of the sentences above is as follows:

Subject + is/am/are + Verb-ing +.....

The following changes in spelling occur when adding **ing** to the simple form of the verb:

- d. A final **e** that is not pronounced is dropped.

Smile smiling

Ex: He is **smiling** to me.

Dine dining

Ex: They are **dining** at a Chinese restaurant.

- e. A final consonant letter (except **h, w, x, y**), preceded by a single vowel letter, is doubled in words of one syllable.

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. Mr. Doni.....a new motor cycle yesterday. (buy)
2. Shedinner last night. (not, have)
3. Look! Your sister.....the flowers. (water)
4. Linamy key two days ago. (find)
5. Tarato the supermarket now. She is studying in her room. (not, go)
6. Andiyour English book at present? (to be, borrow)
7. We.....school last week. (not, start)
8. Farah and her mother.....fried rice at the moment. (cook)
9.you an English course last semester? (Do, take)
10. Edwin.....his new trousers at the moment. (try)

Task II

Complete these dialogues using suitable forms of verbs!

Tina : Ani, are you busy?

Ani : No, I am just (1)..... (play) games in my computer.

Tina : Can you help me? (2) I am(look for) an English book in Sinta's room.

Ani : Is Sinta in her room now?

Tina : No, she (3).....(have) a class now.

Ani : Did you (4).....(get) her permission to find the book?

Tina : Yes, I did. I (5)(tell) her an hour ago.

Ani : That's ok.

I miss you, sha la la la la
I miss you

I know you're in a better place yeah
But I wish that I could see your face, oh
I know you're where you need to be
Even though it's not here with me

I miss you, I miss your smile
And I still shed a tear every once in a while
And even though it's different now
You're still here somehow

My heart won't let you go
And I need you to know
I miss you, sha la la la la

I miss you, I miss your smile
And I still shed a tear every once in a while
And even though it's different now
You're still here somehow
My heart won't let you go
And I need you to know
I miss you, sha la la la la
I miss you

(<http://www.elyrics.net/read/m/miley-cyrus-lyrics/i-miss-you-lyrics.html>)

Task I

Fill in the blanks in the sentences below with the suitable form of the verbs given in the brackets!

1. Mr. Doni **bought** a new motor cycle yesterday.
2. She **didn't have** dinner last night.
3. Look! Your sister **is watering** the flowers.
4. Lina **found** my key two days ago.
5. Tara **is not going** to the supermarket now. She is studying in her room.
6. **Is** Andi **borrowing** your English book at present?

POST TEST**Tense Test****Time: 80 minutes****Choose the correct answer by crossing (X) a, b, c, or d!**

1. I fourteen years old.

a. is	c. are
b. am	d. was
2. What.....you.....on Saturdays?

a. did-do	c. do-do
b. do-did	d. did-did
3. The studentsreading book now.

a. are	c. were
b. is	d. was
4. Joniunder the tree now.

a. Is atand	c. standing
b. Is standing	d. stand
5. They don't an English book today.

a. Brings	c. bringing
b. Bring	d. brought
6. I.....a blue bag yesterday.

a. buy	c. was bought
b. buying	d. bought
7. My grandmother.....me last week.

a. visited	c. visits
b. visit	d. was visited
8. Did you.....me last night?

a. called	c. calls
b. call	d. calling
9. Ani is.....on a bench.

a. sit	c. sitting
b. sits	d. sat

18. Anita.....a student. She is a nurse.
- | | |
|----------|------------|
| a. is | c. doesn't |
| b. isn't | d. aren't |
19. Doni and his friendstheir holiday last week.
- | | |
|-----------|-----------------|
| a. enjoy | c. were enjoyed |
| b. enjoys | d. enjoyed |
20. Did Sheila.....her old friend last month?
- | | |
|---------|------------|
| a. meet | c. meets |
| b. met | d. meeting |
21. We went to the supermarket and we didn't.....to the bookstore.
- | | |
|---------|----------|
| a. went | c. goes |
| b. go | d. going |
22. Mr. Danu read a newspaper every day?
- | | |
|---------|--------|
| a. Does | c. Is |
| b. Do | d. Are |
23. "Does your sister.....milk every day?"
- | | |
|-----------|-------------|
| a. drink | c. drank |
| b. drinks | d. drinking |
24. Tina and I films in the cinema once a week.
- | | |
|-------------|------------|
| a. watching | c. watches |
| b. watch | d. watched |
25. We are playing basketball and we are not.....football.
- | | |
|----------|------------|
| a. play | c. playing |
| b. plays | d. played |
26.your parents speaking with the teacher?
- | | |
|--------|---------|
| a. Is | c. Was |
| b. Are | d. Were |
27. My English teacher.....homework last meeting.
- | | |
|------------------|-----------------|
| a. don't- give | c. didn't-give |
| b. doesn't- gave | d. didn't -gave |

The Answer Key of the Post Test

- | | |
|-------|-------|
| 1. B | 26. B |
| 2. C | 27. C |
| 3. A | 28. B |
| 4. B | 29. B |
| 5. B | 30. A |
| 6. D | 31. B |
| 7. A | 32. D |
| 8. B | 33. A |
| 9. C | 34. A |
| 10. D | 35. B |
| 11. A | 36. C |
| 12. A | 37. A |
| 13. A | 38. C |
| 14. B | 39. A |
| 15. A | 40. B |
| 16. B | 41. B |
| 17. A | 42. A |
| 18. B | 43. A |
| 19. D | 44. B |
| 20. A | 45. A |
| 21. B | 46. C |
| 22. A | 47. A |
| 23. A | 48. B |
| 24. B | 49. C |
| 25. C | 50. A |

The Distribution of the Test Items

No	Grammatical Points	Items	Number of Items
1	Simple Present Tense	1,2,5,11,12,13,18,22,23,24,32,33,36,37,38,47,48	17
2	Present Continuous Tense	3,4,9,10,15,16,17,25,26,30,31,39,40,43,44,46	16
3	Simple Past Tense	6,7,8,14,19,20,21,27,28,29,34,35,41,42,45,49,50	17

The Names of the Sample in the Class F (Control Group)

No	Names
1	Abdul Ghofur
2	Ahmad Rohman Marzuqi
3	Anik Indah Priantini
4	Aris
5	Aris Fandi Fathoni
6	Beni Iskandar
7	Danu Prayogo
8	Dika Andrianto
9	Eva Meiroikhatul Jannah
10	Feri Suji Juniawan
11	Fifi Fatmawati
12	Hery Saputra
13	Imro'atun Munasyiroh
14	Isma Rahmawati
15	Lia Andriani Rukmana
16	Lina Karimatuz Zahro
17	Luqman Yasit
18	Lutfi Indri Hariastika
19	M. Rico Enggar Saputro
20	Mei Fatmawati Dwi Rahayu
21	Moh Bahrudin Fuadi
22	Moh. Khoirul Anam
23	Moh. Linggar Ariansyah
24	Moh. Nindy Syaiful Kafi
25	Moh. Sugiarto
26	Mohammad Miftakhul Azis
27	Muhammad Billy Santoso
28	Muhammad Habib Ubaidillah
29	Muhammad Khoirul Anam
30	Muhammad Lutfi Aji Yusuf
31	Mukhammad Yusuf Junaidi
32	Putri Nur Diana
33	Richo Cahyo Kusumo
34	Riswandi
35	Santi Wiranti
36	Siti Fatkur Rohmah
37	Syam Aji Pangestu
38	Yusron Khanafi
39	Zaenal Arifin

23	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	14
24	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	1	10
25	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	1	0	0	0	12
26	0	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	12
27	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	0	0	1	13
28	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	1	12
29	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	12
30	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	1	0	0	1	0	10
31	1	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	0	1	0	1	0	0	1	13
32	0	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	1	0	0	1	1	1	0	12
33	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	14
34	1	0	1	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	1	1	0	0	1	0	13
35	0	1	1	0	0	1	0	1	1	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	12
36	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	0	1	0	0	1	0	13
37	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	15
38	1	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	11
39	0	0	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	1	13
40	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	0	14
41	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1	13
42	0	1	0	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	1	0	1	0	0	0	1	12
43	1	0	0	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	1	11
Total	27	26	23	18	22	20	19	19	24	21	20	20	16	18	24	20	19	19	19	21	21	20	19	25	27	527

21	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	12	
22	0	0	0	1	1	0	0	0	1	0	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	12	
23	1	0	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	13	
24	0	1	0	0	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	1	11	
25	1	1	0	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	11	
26	0	1	0	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	13	
27	1	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	1	1	1	1	0	13
28	0	1	0	0	1	1	1	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	13	
29	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	14	
30	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	1	11	
31	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	14	
32	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	12	
33	0	0	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	14
34	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	1	0	0	11	
35	0	0	0	1	1	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	11	
36	1	0	1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	13	
37	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	14	
38	0	0	1	0	0	0	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	12	
39	1	0	0	1	0	1	0	0	0	1	1	0	0	1	1	0	1	1	0	0	1	1	1	0	1	13	
40	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	14	
41	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	1	0	1	14	
42	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	1	0	0	11	
43	0	1	0	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	0	0	1	1	12	
Total	21	23	18	17	20	20	23	20	19	22	22	22	20	23	21	20	19	24	20	21	23	21	20	26	26	531	

39	Siti Rohatin	13	13	169	169	169
40	Umi Safira Damayanti	14	14	196	196	196
41	Wardatul Kamilah	13	14	169	196	182
42	Yeni Nur Fitriana	12	11	144	121	132
43	Yunita Diana Sari	11	12	121	144	132
	SUM	527	531	6523	6607	6542

37	43	19	0.44	Sufficient
38	43	12	0.28	Difficult
39	43	31	0.72	Easy
40	43	30	0.70	Easy
41	43	11	0.26	Difficult
42	43	30	0.70	Easy
43	43	20	0.46	Sufficient
44	43	21	0.48	Sufficient
45	43	19	0.44	Sufficient
46	43	20	0.46	Sufficient
47	43	25	0.58	Sufficient
48	43	12	0.28	Difficult
49	43	12	0.28	Difficult
50	43	11	0.26	Difficult

The Schedule of Administering the Research

Activity		Date	Time
Interview		Tuesday, September 13 th 2011	09.00
Homogeneity test		Thursday, September 15 th 2011	07.00-11.00
Lesson plan 1	Experimental	Monday, September 19 th 2011	07.40-09.00
	Control	Monday, September 19 th 2011	09.15-10.35
Lesson plan 2	Experimental	Tuesday, September 20 th 2011	09.15-10.35
	Control	Wednesday, September 21 th 2011	09.15-10.35
Lesson plan 3	Experimental	Monday, September 26 th 2011	07.40-09.00
	Control	Monday, September 26 th 2011	09.15-10.35
Try Out		Wednesday, September 28 th 2011	07.40-09.00
Post test	Experimental	Tuesday, October 4 th 2011	09.15-10.35
	Control	Tuesday, October 4 th 2011	07.40-09.00