



**THE EFFECT OF USING THE INDUCTIVE METHOD IN TEACHING  
SIMPLE PAST TENSE THROUGH NARRATIVE STORIES ON THE  
EIGHTH GRADE STUDENTS OF SIMPLE PAST TENSE MASTERY AT  
SMPN 2 SUKODONO LUMAJANG**

**THESIS**

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2015**



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Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Education Program, Language and Arts Education Department  
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**2015**

**STATEMENT OF THESIS AUTHENTICITY**

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Dwi Citra Resmi

NIM 070210491146

**CONSULTANT'S APPROVAL**

**THE EFFECT OF USING THE INDUCTIVE METHOD IN TEACHING  
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**DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Mudjijo and Supiati*
- 2. All of my family*
- 3. All of my friends*



MOTTO

“Don’t wait for the perfect moment, take the moment and make it perfect”

Vin Diesel

“If you have a dream, only you can pursue it”

Vin Diesel



## ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to Allah S.W.T., the Almighty, who always leads and provides His blessing and guidance to me, so I can finish this thesis entitled **“The Effect of Using the Inductive Method in Teaching Simple Past Tense through Narrative Stories on the Eighth Grade Students of Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang”**

I do realize this thesis could not be materialized without the supervision and the cooperation of many people. It this occasion, I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Dra. Siti Sundari, M.A, and my second consultant, Drs. I Putu Sukmaantara, M. Ed., for their guidance, advice and motivation in accomplishing this thesis. Their valuable corrector and contribution to the writing of this thesis are highly appreciated,
5. My accademic Supervisor (DPA)
6. The Examiners who have given me input to the completion of this thesis,
7. The Principal, the English teacher, and the students of class VIII F and VIII G of SMP Negeri 2 Sukodono Lumajang who helped me willingly to involve in this research,

To tell the truth, this thesis has not slipped away from carelessness and errors, but I have tried to strive for being perfect. It is expected to be useful either for the readers or the researcher. Finally, any constructive criticism as well as the advice from those who really want to have this thesis perfect will be fully appreciated.

Jember, March 2015

Dwi Citra Resmi



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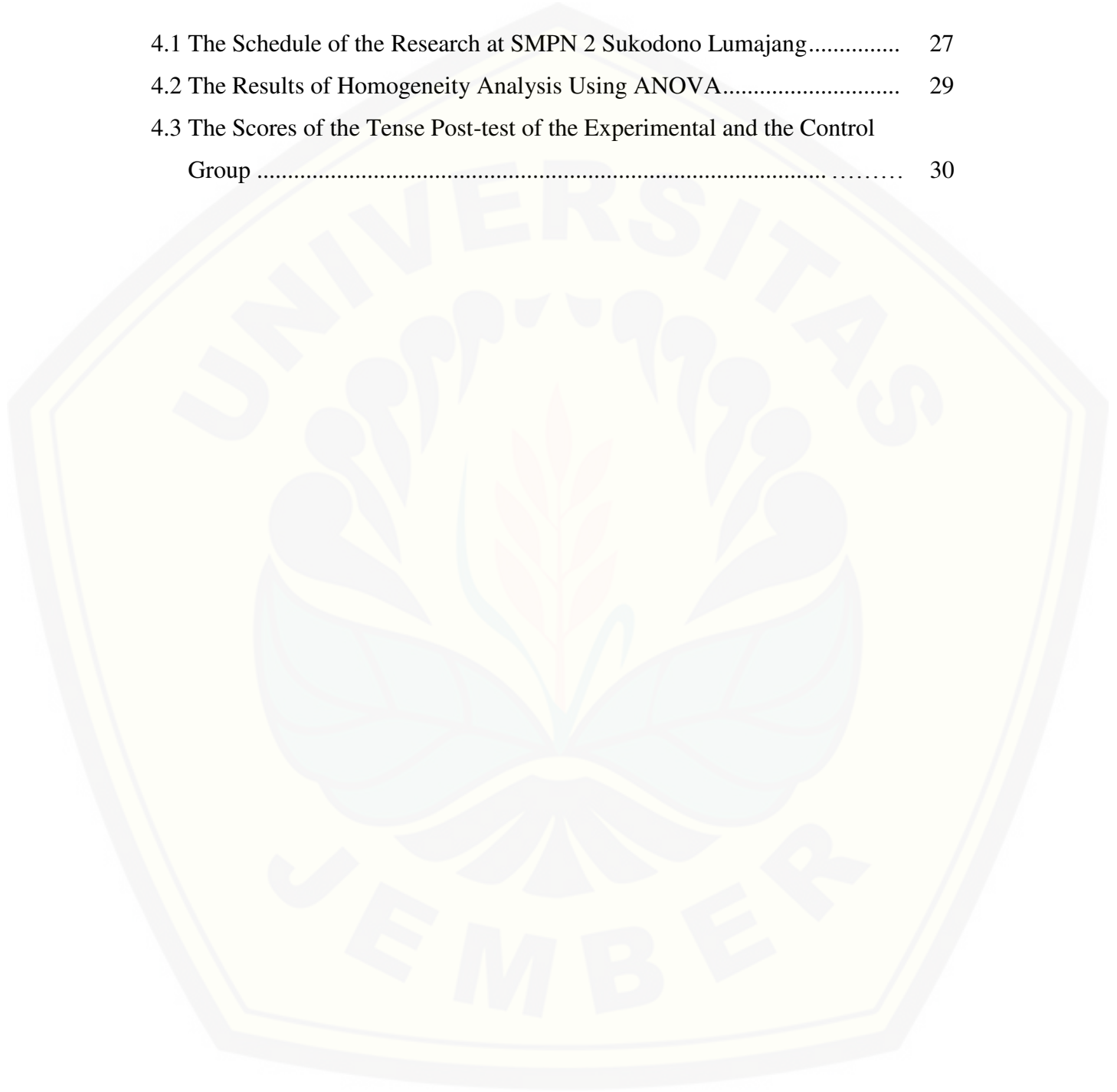
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**SUMMARY**

**THE EFFECT OF USING THE INDUCTIVE METHOD IN TEACHING SIMPLE PAST TENSE THROUGH NARRATIVE STORIES ON THE EIGHTH GRADE STUDENTS OF SIMPLE PAST TENSE MASTERY AT SMPN 2 SUKODONO LUMAJANG;** Dwi Citra Resmi, 070210491146; 2014: 36 pages. English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of using inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang in the 2014/2015 academic years. The respondents of this research were choosing two classes that were determined by cluster random sampling (lottery) since the research population was homogeneous. The research respondents were determined by students' English score in the previous midterm test. The number of respondents was 72 students, consisting of 36 students of grade VIII G as the control group that was taught by using the deductive method, and 36 students of grade VIII F as the experimental group that was taught by using inductive method. Then, after giving the treatment twice to the experimental group and two times teaching by using deductive method, to the control groups the simple past tense post-test was administered to both groups in the third meeting. The results of the past tense post-test were analyzed to find out the difference mean between the two groups. Further, the results of the past tense post-test were compared and analyzed by using independent t-test formula.

Based on the calculation, the result of this research showed that there was a significant effect of using inductive method on student's simple past tense mastery of the eighth grade students of SMPN 2 Sukodono Lumajang. It was proven by the value of t-test that was higher than the value of t-table with significance level of 5% ( $4.736 > 1.994$ ). This means that the null hypothesis ( $H_0$ ) formulated: "there is no

significant effect of using inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang.” was rejected, while the alternative hypothesis (Ha): “there is a significant effect of using Inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang” was accepted.

Based on the results of this research, it proved that there was a significant effect of using Inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang. Therefore, it is recommended for the English teacher to use Inductive method in teaching simple past tense through narrative stories. Moreover, the result of this research can be used by the future researchers as a reference or information in conducting a future research dealing with similar problem by using another research design by applying Inductive method in teaching simple past tense through narrative stories.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topics of the study. They are background of the research, the research problem, the objective of the research, and the significance of the study. The points are highlighted in the following section respectively.

### 1.1 Background of the Research

English is one subject that has an important role in education. English performs the role of lingua franca for many people in the world (Tonkin, 2003:6). It means that English is used as communicative language that has an important role in the world. It is the means of communication used between groups of people. As a means of communication the people should use the correct grammar and structure of English, so the communication can run well.

In Indonesia, English has status as a main foreign language taught at junior and senior high schools. Most student who are required to master English, think that English grammar is difficult to learn. It cannot be denied that English grammar can be a difficult lesson, especially for the students who learn English as a foreign language. In addition, there is a linguistic knowledge in English which consists of the ability to analyze and recognize the structural features and components in the language itself. Considering the fact, it can be said that it is probably impossible to communicate in a foreign language (in this case English) without knowing the grammatical rules/structures of the target language. Some experts say that it would not be a problem as long as the meaning of the utterance is acceptable / understandable by the hearer, because grammar or structure not only focuses on form but also on meaning and it cannot be separated from the context as well.

Usually, the students' have problem in learning English grammar it caused by the weakness of comprehending the grammar rules. Because, the grammar in



Indonesian and English absolutely different. Usually the students forget about the differences of present and past structure used in English, for example when they write a sentence “My father go to Surabaya yesterday” this sentence tells about something occur in the past (yesterday) but the students forget if they tell about past they must change the verb into verb2 “My father went to Surabaya yesterday”. Most of students have the same problem about it. Another example “When I’m be young” although in this sentence no information about past (like yesterday) this sentence indicates something happened in the past, so the correct sentence “When I was young”. The most important is the teacher asking the students about their problems and give the solution. In this case the teacher should choose an appropriate the method in teaching grammar as a problem solving.

In teaching grammar, preparing the materials (tasks) or ways of teaching method in the classroom should be consider because it would have an impact on the teaching and learning process of grammar in the classroom. Dudley-Evans et al (1998) states that the materials/ tasks should stimulate and motivate, the materials/tasks need to be challenging, achievable, encourage, fun and should enhance creativity. It means that the materials/tasks in grammar classroom should be interactive and a trigger for students to elaborate their idea or creativity. In case of teaching, since the teacher will apply different methods when they teach the students, the method is one of the indicators that is very important to be considered. We can say that every teacher has his own unique way to teach students. The successful and unsuccessful in transferring the linguistic knowledge depends on the way the teacher acts in the classroom. In selection of the teaching method, a teacher needs to consider students' background knowledge (level) and learning goals because each student has different strategies to comprehend the knowledge of a new language. They have different ways to absorb the information and to demonstrate their knowledge. As Harris (2003) states that “a variety of teaching strategies, the knowledge of student levels and the implementation of which strategy is the best for particular students can

help the teacher to know which teaching methods will be the effective for students”. That is why students’ success in the classroom is largely based on the effective teaching methods and knowledge of the language itself.

There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Therefore, in this research the researcher applied the inductive method to teaching grammar for the eighth grade students’ at SMPN 2 Sukodono Lumajang to know the effect of the method on the students’ tense mastery. Using the Inductive method means the teacher gives the data first (sentences) and rule follows. As Krashen (1987) said that the learner is given a corpus and has to discover the regularities. Through inductive method, the learners will apply their analogical thinking to grasp the idea/clue of the rule itself. It is of course helped by the teacher, so the teacher gives some sentences and helps the students to grasp the clue of the rule. As Krashen (1987) states that the inductive method is chosen because it makes the students more active in learning than using deductive method. It means that the inductive method is more effective than deductive method.

Al-Khaerat (2000) in his research found that the inductive method involves the students more in an analytical study of the language than the deductive method does. Further he found that the deductive method was less open-ended than the inductive method, and consequently, it could decrease the students’ motivation in learning or might lose their interest. Then the research carried out by Marwaha (2009) in his research about inductive and deductive teaching methods found the inductive was suitable to encourage the students to explore new things.

The researcher used Inductive method because the English teacher at SMPN 2 Sukodono Lumajang has never uses it in teaching tenses. Based on the result of interview with the English teacher this school still uses the KTSP curriculum, and the teacher uses the deductive method in teaching tenses. It means that, the teacher teaches grammar by explaining about the pattern first before he gives the examples; it is the evidence that this school still uses deductive method. So the researcher could

do the research in this school by using the inductive method in teaching simple past tense.

Based on the rationale and the background of the research above, a research entitled “The Effect of Using Inductive Method in Teaching Simple Past Tense Achievement Through Narrative Stories on the Eighth Grade Students of SMPN 2 Sukodono Lumajang” was conducted.

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

Based on the background above, the research problem was formulated as follows “Is there any significant effect of using the Inductive Method in Teaching Simple Past Tense through Narrative Stories on the Eight Grade Students’ Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang ?”

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

The objective of this research is to know whether or not there is a significant effect of using the inductive method in teaching simple past tense through narrative stories on the eighth grade students’ simple past tense mastery at SMPN 2 Sukodono Lumajang.

### **1.4 The Significance of The Research**

The results of this research are expected to be useful for the researcher, the English teacher, the students and the future researchers.

#### **1.4.1 For the Researcher**

The result of this research is expected to be useful for the researcher to get an experience to conduct an experimental research by teaching simple past tense by using the inductive method.

#### 1.4.2 For the English Teacher

The result of this research is expected to be useful for the English teacher as one of the strategies to be used in teaching grammar to increase the students understanding of grammar mainly simple past tense.

#### 1.4.3 For the Students

The results of this research are expected to be useful for the students to learn grammar, especially simple past tense effectively by using the inductive method to get a better understanding of it. The students are expected to learn and do analogical thinking to find out the rule by themselves from the examples given.

#### 1.4.4 For the Future Researchers

The result of this research is expected to be useful for the future researchers as information and a reference to conduct a further research with a similar topic or problem by applying another research design, such as a classroom action research to improve the students grammar mastery at other schools with different subjects.

## CHAPTER 2. LITERATURE REVIEW AND HYPOTHESIS

This chapter reviews the theories that are relevant to topics of the research. In detail, this chapter reviews five topics, named the meaning of inductive method, simple past tense, the definition of narrative text, the procedure by using the inductive method in teaching grammar, the advantages of inductive method in teaching grammar, and research hypothesis. Each part is presented respectively in the following section.

### 2.1 The Meaning of Inductive method

The inductive method means the teacher gives data first and rule follows. The learner is given a corpus and has to discover the regularities (Krashen :1987). Through inductive method, the learners will apply their analogical thinking to grasp the idea/clue of the rule itself. Teaching through the inductive method is used where students start with specific observations and then patterns. The inductive method can make the students more active in learning than the deductive method. It means that the inductive method is more effective than the deductive method.(Asriany, 2011)

The inductive method can make the students easy to remember the material given. Most students have difficulties to remember the grammar materials. By using the inductive method, they can learn the sentences from the examples then they can identify the pattern.

Al-Khaerat (2000) through his research found that Deductive and Inductive Lessons for Saudy EFL Freshmen Students encouraged the students to hypothesize, compare, construct and generate the language. In addition, Al-Khaerat also stated that an inductive method involves students more in an analytical study of the language than the deductive method does. He also emphasizes that the deductive method, on the other hand, is less open-ended than the inductive method and consequently, it will decrease students' motivation in learning or might lose their interest.

In this research, the inductive method was chosen to teach simple past tense to the experimental group, because it can make the students understand better and easy to remember the formula, and the deductive method was chosen to teach simple past tense to the control group.

## 2.2 Simple Past Tense

The simple past tense is a form of a verb which determines: time or action and the complete action at the time or something that happened. The purpose of simple past tense verbs in English is to express an activity, an action, state, or being in the past (www.yourdictionary.com). According to Betty Schramper Azar (1992:18), “simple past tense is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990)”. In general, simple past tense expresses events or situations that always, usually and habitually exist in the past time. Most simple past verbs are formed by adding –ed to regular verbs. There are the specific components about simple past tense:

2.2.1 The simple past tense has some functions, as follows (Shafiyuddin Rifni, 2013):

- a. To indicate that something happened at the specific time in the past.
- b. To indicate the situations that exists for a period of time in the past.
- c. To indicate past habit.

2.2.2 The pattern of Simple Past Tense

There are two kinds of forms of Simple Past Tense. The formulas are as follows (Shafiyuddin Rifni, 2013):

a. **Verbal:**

(+) S + V2 + O + Adv.

(-) S + did not + V1 + O + Adv.

(?) Did + S + V1 + O + Adv.?

**Example:**

(+) I **went** to Bali last week.

(-) I **did not go** to Bali last week.

(?) **Did I go** to Bali last week?

b. **Nominal:**

(+) S + was/were + Adj./noun/Adv.

(-) S + was/were + not + Adj./noun/Adv.

(?) Was/were + S + Adj./noun/Adv.?

**Example:**

(+) You **were** a student.

(-) You **were** not a student.

(?) **Were** you a student?

2.2.2 The time signals use in the simple past tense are as follows:

Yesterday	Last night
Last week	Last month
Last year	The day before
Ago	At the time
I the past	In the early
In 1990	When, etc.12

(Alexander Mongot Jaya and Agus Siswanto AF, 2008:153)

2.2.3 Regular and Irregular Verbs

a. Regular Verbs

- If a verb is regular, the past simple ended in -ed

Example:

(V1) – (V2)

work – worked

happen – happened

play – played

finished – finished

- The verb that the last letter ended by Y and before the Y is consonant, so that, the Y changed into I and then added by –ed.

Example:

(V1) – (V2)  
 carry – carried  
 cry – cried  
 apply – applied

- Verb ended by “y” but before the “y” is vocal, the verb added by –ed. Example:

(V1) – (V2)  
 obey – obeyed  
 play – played

- Verb one word ended by a consonant, the consonant doubled in -ing form or on form -LL added by –ed.

Example:

(V1) – -ing – (V2)  
 stop – stopping – stopped  
 spell – spelling – spelled

- In a verb ends in –e, we add –d.

Example:

(V1) – (V2)  
 hope – hoped  
 smile – smiled  
 dance – danced

- If final syllable is not stressed, the final consonant isn't doubled.

Example:

(V1) – (V2)  
 Visit – visited  
 develop – developed  
 happen – happened  
 remember – remembered



- In British English verbs ending in -L have -LL – before –ed whether the final syllable is stressed or not.

Example:

(V1) – (V2)  
 travel – travelled  
 cancel – cancelled

- Do not double final consonant if there are two vowels letter before it (oil –ed, etc.)

Example:

(V1) – (V2)  
 boil – boiled  
 explain – explained  
 need – needed

- Do not double the consonant if the word ends in two consonants (rt, -lp, -ng, etc.).

Example:

(V1) – (V2)  
 start – started  
 help – helped

- Do not double Y or W at the end of words (at the end of word Y or W are not consonants).

Example:

(V1) – (V2)  
 stay – stayed  
 play – played

#### b. Irregular Verb

When the past simple do not end in –ed (for example “saw” the verb is irregular).

- With some irregular verbs, all these forms (infinitive, past simple) are the same, for example “hit”:  
 a) Don’t hit me. (infinitive)

- b) Somebody hit me as I came into the room. (past simple)
- With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive), for example “tell – told”:
  - a) Can you tell me what to do? (infinitive)
  - b) She told me to come back the next day. (past simple)
- The following verbs can be regular or irregular (Hariyanto, 2003:263).  
Examples:
  - burn – burned or burnt
  - dream – dreamed or dreamt
  - learn – learned or learnt
  - smell – smelled or smelt
  - spell – spelled or spelt

### 2.3 The Students’ Simple Past Tense Achievement

English insists on marking every finite verb group for absolute tense, whether or not the time orientation would be clear without it. Many other languages, however, often do not require such marking of the verb group where the time location is either unimportant or is clear from the context. This may partly explain why some students’ of English tend, for example, to use past tense when writing narratives. (Ovalina,2010)

According to Patricia K. Weiner (1990), the simple past tense describes an action or situation that began and ended in the past. In addition, Eugene J. Hall (1993) stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not. It is in line with Thomson and Martinet who defined the simple past as the action completed in the past at definite time.

Many students’ were still confused about grammar, especially simple past tense. There is about how to change the present sentence to be past sentence and the verb used. In this problem, the teacher must give them the explanations about

verb, auxiliary, and to be that is used in simple past tense sentences and how to make the students remember easily about simple past tense (the use and the pattern), the teacher must look for the way. Choosing an effective method in teaching is one way to make students' remember it easily. In this research the inductive method was used in teaching simple past tense to the experimental group and deductive method was used in teaching simple past tense in the control group.

Why inductive method chosen, because in the inductive method, the students were asked to grab the rule themselves. This method made the students always remember the pattern, because they knew about the way how to grab the rules by themselves.

#### **2.4 The Narrative Text**

As stated by Wardiman et al. (2008:93), a narrative text is an imaginative story to entertain people. His statement tells that the narrative text is the genre of the text that tells a story to the readers in order to entertain them. The narrative text is found in a fable, folktale, fairy tale, and legend. A fable is known as a moral story that gives the readers a message and suggestion after reading it. The characters at the fable usually tell about animals considered as human beings. A folktale is a social story that is told by many people from the old generation to the young generation. It is similar to a fairy tale definition, but the characters in a fairy tale are usually about princess story, fairies, and giant. A legend can be defined as a past story that there are no facts about the truth. Actually, the tense used in the narrative text is past tense and often present tense when in conversation or in direct speech. The passive form is also often used here. The social function of narrative text is to amuse, entertain and to deal with problematic events that lead to a crisis or turning point of some kinds, which in turn finds a resolution (Doddy et. al., 2008:123)

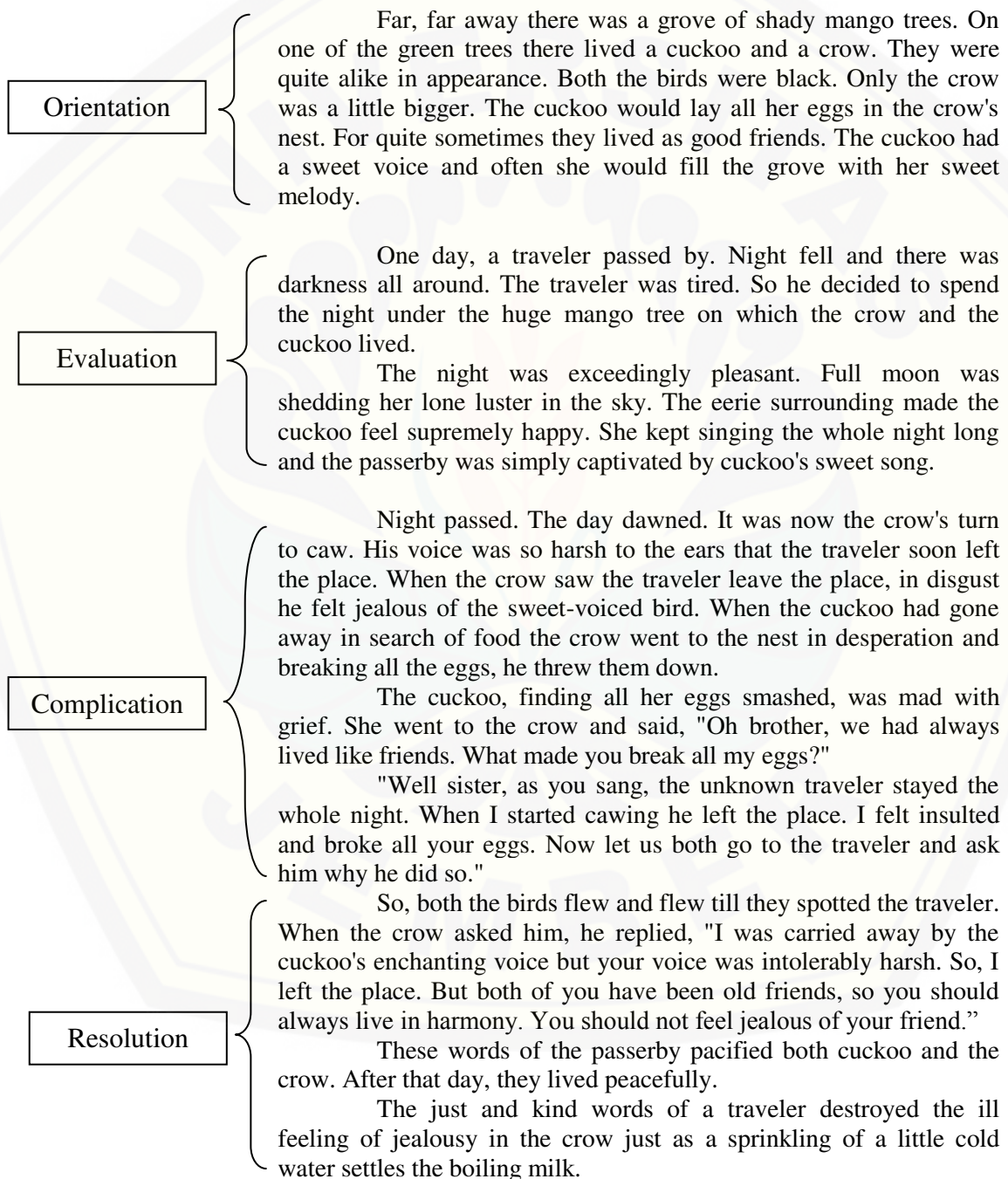
According to Doddy et al. (2008:123), the generic structure of a narrative text is as follows:

1. Orientation : sets the scene and introduces the participants.

2. Evaluation : stepping back to evaluate the plight.
3. Complication : a crisis arises.
4. Resolution : the crisis is resolved, for better or for worse.
5. Reorientation (optional).

Here is the example of a narrative text:

### The Jealous Crow



*(Developing English Competencies for Grade VIII of Language Programme Junior High School, 2008:121-122)*

In this research the narrative text was used as the media in teaching simple past tense by using the inductive method. Many sentences in the narrative text used simple past tense, and most of the students know that the narrative text tells about a story in the past so it makes the students comprehend the materials easily.

## **2.5 The Procedure in Teaching Grammar by Using the Inductive Method**

Inductive is the method that makes the students more active because this method has the procedures that make the teacher do less than students. (Zhou:2008). There are four steps in teaching by using the inductive method as follows (Zhou:2008):

**STEP 1:** The students are given a representative set of sentences of simple past tense

**STEP 2:** The students are asked to generalize the grammatical rule based on the examples of simple past tense sentences

**STEP 3:** The students are asked to check and test the grammatical rule against new sentences about the same area of English grammar (simple past tense);

**STEP 4:** The students are asked to revise the grammatical rule to accommodate the new sentences.

There is another step to teach the inductive method in teaching. Those steps are discussed in detail as follows (adapted from Manis, 2012):

### **1. Planning**

First, determine the concept or generalization to be taught. This procedure gives the students the narrative text and then the teacher asks them about the time the narrative text occurred. This step makes the students move on the simple past tense material. In order that the students memorizes about the simple past tense this step can be used.

### **2. Executing**

This step shows more examples about simple past tense sentences from the narrative text given. Take the sentences from the narrative text, and ask the students what word that gives information about the time in the past. It makes the

students remember what verb used in the past, and then ask them what tense used here. If the students have good responses about it, gives another narrative text, and do this step again.

### **3. Evaluating**

The next step gives test to the students, give them the short narrative text and ask them to choose three sentences from it and identify the sentences what words show that the sentences occur in the past. After the evaluation done, ask the students to identify the formula of the simple past tense of the sentences. The last, ask the students to make some sentences about simple past tense.

In this research the researcher used the teaching procedure from Manis (2012), because these were more simple and they did not need much time to teach.

### **2.6 The Advantages and Disadvantages of Inductive Method in Teaching Grammar**

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept. In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' active pass in their own instruction. In addition, the approach encourages the learner to develop her/his own mental set of strategies for doing the tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

2.6.1 The Advantages of Inductive method in teaching grammar (Thornbury, 2008):

1. Grammar rules discovered by learners themselves are more likely to fit the mental structures which exist in their minds than the rules are purely presented.
2. The mental effort involved cognitive depth which ensures greater memorability.
3. Learners are more attentive and motivated since they are more actively involved in the learning process rather than being simply passive recipients.
4. Inductive approach favors pattern-recognition and problem-solving ability which suggests that it is particularly suitable for learners who like this sort of challenge.

2.6.2 The disadvantages of Inductive method in teaching grammar (Thornbury, 2008):

1. Working out the rules by spending time and energy may mislead students into believing that rules are the objective of language learning rather than a means. To solve this problem the teacher give some examples how to find the rules from the sentence, so the students know which the subject, verb, auxiliary, be, and adjective.
2. It may be time-consuming to work out a rule by putting the rule to some sort of productive practice. To solve the problem the teacher must be help the students to find the rules, like give them some clue.
3. Learners may hypothesize the wrong rule, or their version of the rule maybe either too broad or too narrow in its application. Like the first disadvantage, to solve the problem the teacher gives some examples about how to find the rules of simple past tense from the sentences.
4. Inductive approach frustrates learners who would prefer simply to be told the rule. To solve this problem the teacher give some interest in teaching learning process, it can relieve the boredom of students.

### **2.7 Research Hypothesis**

There is a significant effect of using the inductive method in teaching simple past tense through the narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang.





## CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods that were used in this research. The research methods consist of research design, area determination method, respondent determination method, data collection methods, and data analysis method. Each topic will be explained in detail in the following parts respectively.

### 3.1 Research Design

The research design applied in this research was pre-experimental design: statistic-group comparison. Moore (1983: 172) says that statistic-group comparison design is the same as post-test only control-group design. In this case, the nature of the treatment is controlled by the researcher (McMillan, 1992:143).

The experimental research is one of the most powerful research methodologies that the researcher can use to know cause and effect relationships among variables. According to Arikunto (2010:161), variable is the objects of the research. In an experimental research, there are two kinds of variables namely independent variable and dependent variable. Fraenkel and Wallen (2005:43) state that the independent variable is the variable that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables.

Thus, the dependent variable is the variable that the independent variable is presumed to affect. In other words, the independent variable is the variable manipulated which concern to the effect on the dependent variable. It is stated by Fraenkel and Wallen (2005:267) that in an experimental research, the researcher manipulates the independent variable. Furthermore, they decide that the nature of treatment (that is, what is going to happen to the subjects of the study), to whom it is to be applied, and to what extent. It means that the independent variable in an experimental research has the treatment given to the respondents of the research in a certain level to know the effect of using it.

On the other hand, Fraenkel and Wallen (2005:268) explain that the experimental group receives a treatment of some sorts (such as a new text book or

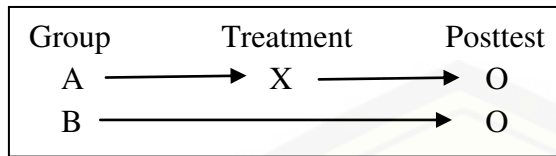
a different teaching method), while the control group or comparison group receives no treatment or different treatment. The control group or the comparison group is very important for it enables the researcher to evaluate whether the treatment has an effect or whether one treatment is more effective than another. Cohen *et al.* (2007:284) define the failure to provide him intended equation will insure the occurrence of unwanted regression effects. It becomes predictably certain that the two groups differ on their post-test scores altogether independently of any effects of  $X$ .

In short, an experimental research is a research to know cause and effect relationship among dependent and independent variables. In the experimental research, the researcher manipulates the dependent variable to know the effect of it on the dependent variable. The independent variable has the treatment given to the subjects of the study in a certain level to know the effect of using it. There are two groups in an experimental research, namely experimental and control/comparison groups. The experimental group receives a treatment while the control group receives no treatment. After the treatment in experimental group has been performed, both experimental and control groups are given a post-test. The two groups differ on their post-test scores altogether independently of any effects of  $X$ .

In this research, the experimental group was taught simple past tense by using the inductive method in teaching simple past tense through narrative stories, while the control group was taught simple past tense by the deductive method. The number of questions shown depended on the students' simple past tense mastery.

The experimental or the control group is very important for it enables the researcher to determine whether the treatment has an effect or whether one treatment is more effective than another. Kerlinger 1970, in Cohen (2007:283) says that where matching the experimental and control groups is not possible, the researcher is advised to use samples from the same population or samples that are as like as possible. Moreover, it is best employed when groups of subjects are comparable and can be assumed to be about the same on the trait being measured

before the treatment is given to the subjects (McMillan, 1992:176). The following diagram presents the design used in this research.



A : Experimental group

B : Control group

X : Treatment

O : Posttest

(McMillan, 1992:175)

### 3.2 Area Determination Method

The purposive method was applied in determining this research area. A purposive method is a method employed in selecting particularly informative or useful subjects (McMillan, 1992:76). The area of this research was SMPN 2 Sukodono Lumajang. The area was determined purposively based on two considerations. The first was academic reason and the second was technical reason. Based on the academic reason, the inductive method had never been used by the English teacher in teaching simple past tense through narrative stories in SMPN 2 Sukodono Lumajang. For the technical reason, both the headmaster and the English teacher gave permission to the researcher to conduct the experimental research at this school.

### 3.3 Respondent Determination Method

Arikunto (2010:188) states that respondents are the people who give responses or answers to the researcher's questions either orally or in the written form. The populations of this research were the eighth grade students of SMPN 2 Sukodono Lumajang in the 2014/2015 academic year. There were seven classes of the eighth grade. There were 36 students in each class of 8A-8G. The member of the population of the eighth grade students was 252 students.

Referring to the research design, two classes were taken as the samples; one class as the experimental group and another one as the control group. Cluster

random sampling was used to determine the respondents. According to Lodico *et al.* (2006:145), cluster random sampling selection is a procedure where entire groups, not individuals, are randomly selected.

To know where the analyze was homogeneity or not the eighth grade students' simple past tense scores obtained from the English teacher's documents were analyzed by using ANOVA (Analysis of Variance) on SPSS (Statistical Package for Social Science). If the population was homogeneous, two classes were taken from those classes by lottery. However, if the population was heterogeneous, the researcher took two classes when had the closest mean score.

### **3.4 Data Collection Methods**

A data collection method is a method used by the researcher to collect the information needed in the research. There are two ways in collecting the data, namely test and non-test (Arikunto, 2010:193). Test is a set of questions, exercises or instruments which are used to measure the skills, knowledge and intelligence, capability or aptitude. Non-test is an instrument used to collect the information orally or in the written form, such as interview, observation, documentation.

There were two kinds of data obtained in this research, namely primary data and supporting data. The primary data were obtained from the students' simple past tense achievement of the experimental group (the post test scores). Then interview and documentation were used get the supporting data. Interview was done on Saturday 06 December 2014 at SMPN 2 Sukodono Lumajang. The interview was conducted with the English teacher of the eighth grade in SMPN 2 Sukodono Lumajang, to get the information above and the documentation was got from the English teacher.

#### **3.4.1 Test**

The test, in this research was simple past tense test. It was intended to measure the students' mastery of simple past tense after they were taught it by using the inductive method. Concerning with the test validity, the test item of simple past tense were constructed based on the research indicator namely

teaching by giving the examples to the students about simple past tense sentences taken from the narrative stories, asking the students to identify the patterns of simple past tense, giving the post test to the students. Hughes (2003:22) stated that there are two kinds of test based on the method of scoring; they are objective and subjective test. Further, he mentioned that the objective test has higher reliability than the subjective test. Therefore, the objective test was applied in this research, in order that the test was reliable. It is based on the idea that a test is valid if it measures what is intended to be measured (Hughes, 2003). The number of the past tense test are 20 items that consisted of 10 items of multiple choice, 5 items of change the verb in the bracket, and 5 items for change the underlined sentences. The time for doing the test was 60 minutes. In scoring the test items, the score of each correct answer for multiple choice the sentences was 1 and 0 for the wrong answer, so that the total score was 10. For filling in the blank test, the score of each correct answer was 2 and 0 for the wrong answer, so the total score was 10. Then, for changing the underlined sentences test the score of each correct answer was 3 and 0 for wrong answer, so the total score was 15. So, the maximum score of the test items was 35. To find the students final score, this formula was used:

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

Notes:

$\Sigma$  = the student's simple past tense score

n = the score obtained by the students in the test

N = the maximum score of the test items

The form of test intended to get the primary data was the simple past tense test through narrative stories by using inductive method. The test applied was teacher made test in order to ensure the suitability used of the test and the test were constructed based on the curriculum and the indicator to be measured. Consulted to the English teacher and the consultants.

Designing a good simple past tense test obliges the researcher to ponder test reliability and validity. According to Fraenkel and Norman (2005:93), validity refers to meaningfulness, correctness, usefulness of the inferences a researcher

makes. Setyadi (2006:14) clarifies that when a test is said to be valid, it is mostly reliable. There are four traits of validity covering content validity, construct validity, face validity, concurrent validity, and predictive validity. Hughes states (1989:27) that the greater a test is content validity.

Dealing with the validity of the test, this research established content validity. Thus, the material for the simple past tense post-test in this research was based on the English Curriculum KTSP on the eighth grade students in junior high school that was simple past tense through narrative stories which had been previously taught to the students during the treatment. Besides, to create a valid test, it is also important to provide clear instructions for test takers (Weigle, 2002:103).

Test is the major data used to get the scores of the students' achievement test. McMillan (1992:144) explains that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. As Hughes (2003:10) explains that the purpose of an achievement test is to know how successful individual students, group of students, or the course themselves have been in achieving the learning objective.

Based on the type of test, a test is classified into two kinds, namely an objective test and subjective test. Hughes (2003:22) clarifies that if no judgment is required on the part of the scorer, then the scoring is objective. If judgment is called for, the scoring is said to be subjective. In short, subjective scoring needs the impression judgment to score a test. Meanwhile, objective scoring does not need the impression of judgment to score a test. In this research the test was in the form of objective test that was constructed in the form of multiple choices, because it is analyzed and can give high reliability. (Djiwandono, 1996:29)

Concerning with the scoring method, the researcher applied analytical scoring method; Hughes (1989:91) defines analytical scoring method as a scoring method requiring separated scores for each number of aspect of a task. It means that each evaluation aspect is scored separately according to certain criteria.

### 3.4.2 Interview

To obtain the supporting data, an interview was conducted. Interview is a data collection method by asking questions orally. Arikunto (2010:198) argues that interview is a dialogue between an interviewer and the interviewee to get the information that supports the primary data. Lodico *et al.* (2006:123-124) clarify that there are three kinds of interview covering structured interview, semi structured interview, and non-structured interview. Structured interview is one in which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions to all the participants. Then, in a structured interview, the interviewer prepares a list of questions to be asked to the interviewee and he does not ask other questions out of the list of questions made.

In a semi structured interview, the researcher usually prepares a list of questions to be asked but allows themselves the opportunity to probe beyond the protocol. It means that in a semi structured interview, the interviewer still prepares a list of questions, but he allows himself to ask other questions out of the list of questions made. Non-structured interview is more conversation-like and allows for the greatest flexibility. In other words, in a non-structured interview, the interviewer does not prepare a list of questions to be asked to the interviewee, but it smoothly happens like a conversation and he has big freedom to ask questions to get the information he wants. Based on the consideration that the data acquired will be more accurate and clearer, the researcher applied structured interview, because before conducting the interview, the researcher prepared a list of questions to be asked to avoid unnecessary questions related to the research.

In this experimental research, the interview was conducted to the eighth year English teacher in SMPN 2 Sukodono Lumajang to get the supporting data about the curriculum used, the English books, teaching media and strategies used by the teacher, and the students' problems in learning English, especially in simple past tense. The interview guide in the form of a list of questions was prepared and used during the process of interview. The consideration of using interview guide was because it was simple, practical, and easy to carry out.

### 3.4.3 Documentation

Beside the teacher's information about the teaching and learning process, administrative data was also needed. Therefore, another data collection method was also applied. Documentation was used to get the supporting data regarding the number of the eighth grade students and the students' names in the experimental and control class. And then the previous scores in the midterm test. It was applied before giving the treatment.

### 3.5 Data Analysis Method

The data that were to be analyzed were the primary data, about the students' simple past tense scores from the posttest which were analyzed by using t-test formula, because it was analyzed the data to know significant mean difference between the experiment and the control groups.

In this research, the t-test used was independent sample t-test which was used to analyze the data obtained to find out the mean difference of the experimental and control groups. Then, they were compared to know whether or not there was an effect of using the Inductive Method on the students' simple past tense mastery. The result was consulted to the t-table of 5% significance level to know whether the result was significant or not. The independent sample t-test formula was as follows:

$$t_{test} = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Note:

Mx : Mean of the experimental group.

My : Mean of the control group.

Xx : Individual score deviation Ma.

Xy : Individual score deviation Mb.

Nx : The number of respondents in the experimental group.

Ny : The number of respondents in the control group.

(Adapted from Arikunto, 2010: 354)



## CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the description of the treatment to the experimental group and the control group with no treatment, the results of data collection method, the hypothesis verification, and discussion. The main activity of the research was to investigate whether or not there was a significant effect of using Inductive Method in Teaching Simple Past Tense Through Narrative Stories on the Eighth Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang. Each part will be explained in the following section.

### **4.1 The Description of the Treatment Given to the Experimental and Control Groups without Treatment**

In this research, the experimental group received an experimental the treatment twice by using the inductive method in teaching simple past tense through a narrative story. At first, the researcher gave the experimental class the materials about simple past tense through a narrative story by using the inductive method, because this method has never been taught before in the previous semester. After the researcher gave the examples of a narrative story, the teacher showed about the verbs, auxiliary, (to be), and the sentences of simple past tense taken from the narrative story. Then the researcher gave many examples about simple past tense, the form of positive, negative and question sentences found in the narrative story given. The students were asked to find the rules of simple past tense from the examples but in this activity, the researcher gave some help by giving the clue. It was done when the students could write the rules by themselves. After the experimental group was given the treatments twice, then researcher gave the tense post test to the students. In the control group the researcher gave the same materials as the experimental group but the control group was taught simple past tense by using the deductive method. First, the researcher gave them the explanation about the uses of simple past tense based on the rule, and gave some examples. After teaching the control group twice, the tense post test was given to the control group. The material and the tasks for both

experimental and control groups were the same including the time allocation but had the different method in teaching. Here was the schedule of administering the research.

*Table 4.1 the Schedule of the Research at SMPN 2 Sukodono Lumajang*

Note	Day	Date	Time	Class
1 <sup>st</sup> meeting	Monday	December, 08 <sup>th</sup> 2014	07.15 – 08.45	Experiment class (8A)
1 <sup>st</sup> meeting	Monday	December, 08 <sup>th</sup> 2014	09.15 – 10.45	Control class (8B)
2 <sup>nd</sup> meeting	Tuesday	December, 09 <sup>th</sup> 2014	07.15 – 08.45	Control class (8B)
2 <sup>nd</sup> meeting	Tuesday	December, 09 <sup>th</sup> 2014	09.15 – 08.45	Experiment class (8A)
Post-test	Tuesday	December, 09 <sup>th</sup> 2014	10.00 – 11.00	Experiment class (8A)
Post-test	Tuesday	December, 09 <sup>th</sup> 2014	11.00 – 12.00	Control class (8B)

## 4.2 The Results of Data Collection Method

There were three data collection methods that researcher used in this research. They were the result of interview, the result of documentation and the results of post-test. To get the information about the respondents, first the researcher conducted a preliminary study to gain the information about the teaching used in teach simple past tense and the students' problem in learning tenses (taught). The information was obtained from the interview.

### 4.2.1 The Results of Interview

To get the information before conducting the research, the interview was conducted informally with the English teacher of SMPN 2 Sukodono Lumajang on December 01, 2014. According to the English teacher, English was taught twice a week and the school applies Curriculum 2006 (KTSP). Furthermore, the teacher used lecturing and deductive method in teaching grammar, especially in teaching simple past tense. The teacher had never used the inductive method before. For the students' ability, the teacher said that most of the students still had difficulties in remembering the verb forms of tenses used in the simple past tense. Moreover, some of them were also still confused in remembering the rules of simple past tense sentences like negative and question sentences. They were also

confused to use the auxiliary (to be) in the simple past tense. These problems were caused by the students' difficulties in remembering the rules, of simple past tense in contexts.

#### 4.2.2 The Results of Documentation

Documentation was used to get the supp data about the list of the names of the students of the experimental group and the control group and the number of the students in each class about the male and female students. It was also used to get the supp data about the students' scores in the previous mitterm test. It used for measure the class are homogeneity or not

##### 4.2.2.1 The Total Number of the Students

The documentation in this research was used to get the supporting data about the eighth grade students of SMPN 2 Sukodono Lumajang. The total number of the eighth grade students of SMPN 2 Sukodono Lumajang in the 2014/2015 academic year was 252 students which were divided into seven classes. There are 36 students in each class of VIII A-VIII G. In this research the reseacher used two clases used as the respondents. For class VIII F was determined to be the experimental group and class VIII G was determined as the control group.

##### 4.2.2.2 The Result of Homogeneity

To choose the experimental group and the control group, the researcher collected the data about the students' English test in the previous midterm test in the 2013/2014 academic years. The researcher analyzed the scores from the English teacher to know whether the population were homogeneous or heterogeneous. The researcher analyzed those scores statistically by using ANOVA formula in SPSS. ANOVA was used since there were more than two classes within the population.

Table 4.2 The Result of Homogeneity Analysis Using ANOVA

Source of variation	Sum of Square (SS)	Degree of Freedom (df)	Mean Score (MS)	F <sub>0</sub>	F-table
Between Groups	424.29	7	40.38	0.27	73.5
Within Groups	38449.86	245	155.21		

Based on the calculation, the result of statistical computation was 0.27, while the value of F-table in 5% significance level was 73.5. From the calculation above, it was known that F-computation was lower than that of F-table ( $0.27 < 73.5$ ). It means that the population was homogeneous. Therefore, the two classes as the samples could be taken randomly from any classes of the population.

To determine the experimental group and the control group, the researcher used lottery. Based on the lottery, two classes were chosen as the respondents of the research. It was found that grade VIII F as the experimental group and VIII G as the control group. The mean score of VIII F was 79.83 and the mean VIII B was 79.89. Class VIII F had 36 students and class VIII G also had 36 students.

#### 4.2.3 The Result of the Post-test

The primary data were obtained from the scores of test as post-test which was given to the two groups of the respondents. It was administered on December, 08<sup>th</sup> 2014 to both experimental group (VIII F) and control group (VIII G) after the treatments had been completed. The students in each group did the post-test for 60 minutes. The scores of the experimental (VIII F) and the control (VIII G) groups were used as the data to investigate the effect of using the inductive method for the experimental group and deductive method for the control group in their achievement of simple past tense. In scoring the students' results of the tense post test, the researcher did inter-rater scoring method by copying the students' work. The researcher did the first scoring and took the original students' work, while the English teacher did the second one and took the copy of the students' sheets.

The students' scores of (simple past tense test) were evaluated based on the correct answer of the use of simple past tense (or key answers). The students' score was obtained from the score of the students was divided by maximum score multiplied by one hundred. In other words, the students' score:

$$\frac{\text{the score obtained by the students}}{\text{the maximum score}} \times 100$$

The scores of the tense post-test were used to find out the significant difference between the experimental group and control group. The results of the tense post-test could be seen in the following table.

*Table 4.3 The Scores of the Tense Post-test of the Experimental and the Control Group*

No.	Experimental Group		Control Group	
	Name	Scores	Name	Scores
1.	A. J. R.	84	A. M.	77
2.	A. N. K.	84	A.A. A. S.	80
3.	A. K.	84	A. H. N. W	73
4.	A. A. S.	60	C. L.	73
5.	B. B. N.	73	D. A. I.	80
6.	B. A. P.	84	D. K. J.	73
7.	D. S. G.	86	E. S.	63
8.	D. R. S.	63	F. S. S.	80
9.	D. I. P.	77	F. P. S.	73
10.	D. R.	88	G. W. R.	80
11.	D. M.	88	H. O. D.	77
12.	D. S. A.	77	I.F	77
13.	E. U	86	IP	77
14.	F. I	84	I.N. S.	80
15.	F. P. W.	73	K.	73
16.	G.A.P	63	M. C. N. I	80
17.	H. R. A. P.	84	M. F.	73
18.	H. C. P.	73	M. R. Y. S	80
19.	I. N.	77	M. I. E.	77
20.	M. H.	86	M. M	80
21.	M. R. A. A.	84	M. R.	63
22.	M. S	77	M. K.	80
23.	M. T. S.	84	N. I.	73
24.	R. S	84	N. A. N	77
25.	R. M	88	O. A. L	80
26.	R. A. W.	88	S. A. M	80
27.	R. F.	84	S. B. P	80
28.	R. D.	73	S.	84
29.	R. M.	77	T. D. P	50
30.	R. S. F	86	T. P	80
31.	R. Z. K	77	T. E. S.	73
32.	S. N	63	V. I. J.	77
33.	Y. M	77	Y. B.	80
34.	Z. R. N. F	90	Y. D. F. R	63
35.	D. F	73	A.P. S.	80

36.	R. A. R	86	I.M.I	73
	$\Sigma$	2995	$\Sigma$	2770
	Mean	83.2	Mean	76.94

Based on the scores in the table above, it was known that the mean score of the experimental group was 82.6 and the mean score of the control group was 75.97. From the result above, next data analysis was applied by using t-test formula by using SPSS, the computation of t-test on students' tense scores as follow:

1. The mean score of the experimental group

$$Ma = \frac{\sum x}{na} = \frac{2972.5}{36} = 82.6$$

2. The mean score of the control group

$$Mb = \frac{\sum y}{nb} = \frac{2735}{36} = 75.97$$

3. The individual score deviation square of Ma

$$\begin{aligned} \sum x_a^2 &= \sum x^2 - \frac{(\sum x)^2}{na} \\ &= 955.56 - \frac{(0)^2}{36} \\ &= 955.56 - 0 \\ &= 955.56 \end{aligned}$$

4. The individual score deviation square of Mb

$$\begin{aligned} \sum x_b^2 &= \sum y^2 - \frac{(\sum y)^2}{nb} \\ &= 1197.7 - \frac{(22)^2}{36} \\ &= 1197.7 - 13.44 \end{aligned}$$

$$= 1184.26$$

5. The degree of freedom

$$\begin{aligned} D_f &= (n_x + n_y - 2) \\ &= (36 + 36 - 2) \\ &= 70 (1.994) \end{aligned}$$

6. Calculating the t-test of speaking ability:

$$\begin{aligned} t_{tes} &= \frac{(M_x - M_y)}{\sqrt{\left(\frac{\sum X_x^2 + \sum X_y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{82.6 - 75.97}{\sqrt{\left(\frac{955.56 + 1184.26}{36 + 36 - 2}\right) \left(\frac{1}{36} + \frac{1}{36}\right)}} \\ &= \frac{6.63}{\sqrt{(30.56)(0.06)}} \\ &= \frac{6.63}{\sqrt{1.83}} \\ &= \frac{6.63}{1.4} \end{aligned}$$

$$T\text{-test} = 4.736$$

Notes:

- $M_x$  : Mean score of the experimental group
- $M_y$  : Mean score of the control group
- $X_x$  : Individual score deviation of the experimental group
- $X_y$  : Individual score deviation of the control group
- $N_x$  : The number of subject in the experimental group
- $N_y$  : The number of subject in the control group

(Adapted from Arikunto, 2010: 354)

### 4.3 The Hypothesis Verification

The result of the data analysis showed that the statistical value of the tense post-test was 4.736 while the value of t-table at the significance level of 5 % with degree of freedom (  $D_f$  ) 70 was 1.994. It indicated that the value of t-test was higher than of t-table ( $4.736 > 1.994$ ). Then, the result of t-test was greater than the value of t-table ( $t_{value} > t_{table}$ ). It was ( $4.736 > 1.994$ ). Based on the output of the independent sample t-test, it could be concluded that there was a significant difference between the control group and the experimental group.

### 4.4 Discussion

The result of the research showed that the students of the experimental group who were taught simple past tense through narrative stories by using the inductive method got better scores on the simple past tense post-test than the students of the control group who were taught simple past tense using the deductive method. The students in the experimental group could remember the rules of simple past tense better than the students in the control group because by using inductive method in the experimental group the students could find the rules their selves and by using the deductive method in control group the rules was explain firsth by the teacher. It could be seen from the result of statistical computation value of t-test which was higher than the value of t-table with significance level of 5% ( $4.736 > 1.994$ ). It means that the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it could be concluded that the use of the Inductive Method in teaching had a significant effect on the eighth grade students' simple past tense mastery at SMPN 2 Sukodono Lumajang.

The evidence of the different treatments could be seen from the results of the tense post-test. In this case, the mean deviation of the control group was ( $83.6 > 75.97$ ). It means there was a little deviation between them. Consequently, it gave an effect on the result of the independent sample t-test. The value of t-test was 4.736. It was far greater than the value of t-table for  $D_f$  (70) that was 1.994.



Although the experimental treatment showed successful result, there were some weaknesses found in this research. Some students still got score less than 75. It might be due to the fact that they did not pay attention well to the researcher's explanation, so that they did not really understand about the task given. However, since the objective of the research was not to improve the students' score, but to know the significant effect of using Inductive method in teaching simple past tense through narrative story, it does not matter if there were some of the students still got score less than 75, as the research problem was answered (in the experimental group).

The second weakness was about the students' understanding when identifying the formula. Although the researcher had given the while identifying the formula, they still needed some guiding from the English Teacher like giving the examples of verbs and the examples of past sentences and ask the students to open their dictionary to search type of verb and then how to identify the sentences to find the formula of simple past tense. However, when the students got clear explanations, that problem could be solved.

Apart from the weaknesses, the research result showed that Inductive Method was an appropriate technique for teaching simple past tense through narrative stories and it was proved by the result of this experimental research which indicated.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teacher, the students, and the other researchers. Each topic is described respectively in the following section.

### 5.1 Conclusion

Regarding the result of hypothesis verification and the discussion in the previous chapter, it could be concluded that there was a significant effect of using the Inductive Method in Teaching Simple Past Tense through Narrative Stories on the Eight Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang. The students who were taught simple past tense through narrative stories by using the inductive method for the experimental group had better tense achievement than the students of the control group who were taught simple past tense through narrative stories by using the deductive method. In other words, inductive method gave a significant effect on the students' simple past tense mastery through narrative stories.

### 5.2 Suggestions

Since the use of the inductive method in teaching simple past tense through narrative stories gave a significant effect on the students' simple past tense mastery, the researcher proposes some suggestions to the following people.

#### 5.2.1 The English Teacher

The English teacher is suggested to develop the way of teaching simple past tense through narrative stories by using the Inductive Method to improve the students' simple past tense mastery.

#### 5.2.2 The Students

The students are suggested to continue increasing their tense mastery by studying the use of simple past tense from the examples of the sentences given by the teacher.

### 5.2.3 The Future Researchers

The future researchers who are interested in using the inductive Method as a teaching technique are suggested to conduct further research about the use of the Inductive Method. With different research design and different skills such as a classroom action research to improve the students' other tenses mastery at different schools.



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RESEARCH MATRIX

Appendix 1

TITTLE	The Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using the Inductive Method in Teaching Simple Past Tense Through Narrative Stories on the Eight Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang	Is there any significant effect of using the Inductive Method in Teaching Simple Past Tense Through Narrative Stories on the Eight Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang	1. Independent variable: teaching simple past tense using the inductive method 2. Dependent variable: the eight grade students simple past tense mastery	1. Teaching by giving the examples to the students about simple past tense sentences taken from the narrative stories 2. Asking the students to identify the patterns of simple past tense 3. Giving the post test to the students	Research Respondents: The grade VIII students of SMPN 2 Sukodono Lumajang 2. Informants: - The English teacher of the grade VIII at SMPN 2 Sukodono Lumajang 3. Documents: -The names of research respondents (the experimental group and the control group)	1. Research design: Quasi-experimental research 2. Area determination method: Purposive method 3. Research respondent determination method: Cluster random sampling (lottery) 4. Data collection methods: • Primary data: - Simple past tense test (post test) • Supporting data: - Interview - Documentation 5. Data analysis: The results of post test were analyzed by using t-test formula below. $t_{test} = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$ Note: Mx : Mean of the experimental group. My : Mean of the control group. Xx : Individual score deviation Ma. Xy : Individual score deviation Mb. Nx : The number of the respondents in the experimental group. Ny : The number of the respondents in the experimental group. (Adapted from Arikunto, 2010: 354)	There is a significant effect of using the Inductive Method in Teaching Simple Past Tense through Narrative Stories on the Eight Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang



The Names of The Respondents of The Eighth Grade Students of SMPN 2 Sukodono Lumajang  
in the 2014/2015 Academic Years

No.	The Experimental Groups (VIII F)	No.	The Control Group (VIII G)
1.	ADINDA JUWITA RIZKA	1.	AYU MUSTAQFIROH
2.	AKHMAD NANANG .K.	2.	ABDULAH AHMAT .A. S.
3.	ANDHIKO KRISTIYANTO	3.	ALFANDA HARDIAN .N. W.
4.	ARIF ALEK SANDRO	4.	CHUSNUL LAILIYAH
5.	BAGUS BAROKATUN .N.	5.	DWI ARISKA INDRAWATI
6.	BAYU ADI PRAYOGA	6.	DWI KHUFFATUL JANNAH
7.	DAVID SAHRUL .G.	7.	ENY SAFITRI
8.	DEVI RETNO SARI	8.	FAHRI SAPUTRA .S.
9.	DEWI INTAN PANDINI	9.	FARAH PUTRI SALSABILA
10.	DIAH ROSITA	10.	GANDA WAHYU .R.
11.	DIMAS MAULANA	11.	HELDI OKTA DIANSYAH
12.	DWI SILFI AYUNI	12.	IMROATUL FAIZAH
13.	EVA URBANINGRUM	13.	INTAN PUSPITASARI
14.	FARIDATUL ISLAMIA	14.	IRMA NUR SAFITRI
15.	FRISCA PUTRI WIDIASTI	15.	KHOLIFAH
16.	GALUH ADI PRASETYO	16.	MAHARDHIKA .C.N. I.
17.	HELEN RAHMAT ARSA .P.	17.	MELIANA FEBRIYANTI
18.	HEPPY CRISTINA PUTRI	18.	MOCHAMMAD RICKY .Y. S
19.	IFATUN NASIFAH	19.	MUCHAMMAD INSAN .E.
20.	MIFTAHUL HILMI	20.	MUHAMMAD MAHADIR
21.	MUHAMAD RICO .A. A.	21.	MUHAMMAD RIKY
22.	MUHAMAD SYEHUDIN	22.	MUHAMMAD WILDAN .D.
23.	MUHAMAD TRI .S.	23.	MUZZAIYATUL KARROMAH
24.	RAMADHAN .S.	24.	NAFISATUL INSIYAH
25.	RIDHO MAHENDRA	25.	NAURAH AMBARWATI .N.
26.	RIKA AYUNNIA WATI	26.	OKTARESTIKO ARIEL .L.
27.	RIO FIRMANSYAH	27.	SAIFUL ARIF MARDANI
28.	RISMA DEVITASARI	28.	SATRIA BAGUS PRANOTO
29.	RITA MARDANI	29.	SILVIANI
30.	RIZKY SALSABILA .F.	30.	TEGUH DWI PRAMONO
31.	ROMLI ZAINUL KHUSEIN	31.	TEGUH PRASETYO
32.	SUSILOWATI NINGSIH	32.	TRENADI EKA SETIAWAN
33.	YUSTI MAISAROH	33.	VICKY ILHAM JAYAKUSUMA
34.	ZIA RINTIANAWATI .N. F.	34.	YOSINTA BERLIANASARI
35.	DHEDEK FIRMANSYAH	35.	AMRULLAH PUTRI .S.
36.	REGITA ANORAGA	36.	IQBAL MAULANA .I.





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**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7A

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. P.	75	72	82	70	75	79	98	92		90	81	79
2	A. S. R.	63	75	82	53	68	72	97	90		86	75	87
3	A. K. R.	68	84	78	60	73	79	53	90		74	73	75
4	A. N. P.	75	85	83	70	78	80	90	85		85	81	89
5	A. N. S.	75	80	78	65	75	80	80	93		84	78	87
6	A. G. M.	68	76	82	53	70	78	72	93		81	74	75
7	C. A. R.	85	90	95	80	88	83	72	95		83	86	81
8	D. R. H.	63	70	82	63	70	78	70	87		78	73	75
9	D. S. W. P.	75	65	82	75	80	80	80	93		84	78	86
10	D. L. K.	55	65	80	65	66	75	58	89		74	69	81
11	D. H. S.	78	80	86	83	82	78	73	95		82	82	81
12	D. S.	70	88	85	84	82	71	80	95		82	82	73
13	E. F.	70	75	83	55	71	78	70	89		79	74	86
14	E. L. J.	90	90	86	93	92	92	92	90		90	88	75
15	F. O. P.	60	62	70	60	63	78	65	92		78	69	76
16	F. R. N. S.	60	70	78	65	68	78	68	87		78	72	75
17	F. D. A.	63	75	82	53	68	72	97	90		86	75	77
18	K. S. R.	82	75	60	66	68	74	93	92		86	76	85
19	L. A.	52	64	83	74	68	72	94	93		86	79	87
20	L. S.	73	85	82	70	78	75	80	87		81	79	75
21	M. A. W.	78	80	86	83	82	78	73	95		82	82	87
22	M. D. D. P	60	75	83	64	71	78	72	95		82	75	72
23	M. F.	75	96	90	78	85	84	80	92		85	85	75
24	M. I. M.	64	66	75	66	68	78	87	80		82	73	81
25	N. K. K. P.	68	60	83	60	68	78	72	92		81	73	75
26	P. D. F.	60	74	78	63	69	75	70	90		78	73	75
27	R. C. W.	60	65	83	63	68	75	75	92		81	73	76
28	R. Y.	78	80	86	83	82	78	73	95		82	82	75
29	R. E. P. D.	90	90	86	93	92	92	92	90		90	88	75
30	R. M. N.	73	78	83	65	75	83	87	87		86	79	88
31	S. K.	73	75	86	60	74	79	70	95		81	77	83
32	U. R.	75	75	80	68	75	78	70	90		79	76	75
33	U. D.	75	65	82	75	80	80	80	93		84	78	76
34	W. E. W.	83	75	86	68	78	78	72	90		80	79	75
35	Y. M. R.	83	80	70	53	72	78	72	90		80	75	72
36	Y. D. H.	75	96	90	78	85	84	80	92		85	85	75

Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisEko Sucahyono, S.Pd  
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**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7B

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. W.	75	72	82	70	75	79	98	92		90	81	71
2	A.R. A.	63	75	82	53	68	72	97	90		86	75	70
3	A. W.	68	84	78	60	73	79	53	90		74	73	70
4	A. L.	75	85	83	70	78	80	90	85		85	81	70
5	A. F	75	80	78	65	75	80	80	93		84	78	85
6	A. A	68	76	82	53	70	78	72	93		81	74	72
7	C. A. R.	85	90	95	80	88	83	72	95		83	86	85
8	D. R.H.	63	70	82	63	70	78	70	87		78	73	73
9	D. S. W. P.	75	65	82	75	80	80	80	93		84	78	85
10	D. L. K.	55	65	80	65	66	75	58	89		74	69	67
11	D. H. S.	78	80	86	83	82	78	73	95		82	82	85
12	D. S.	70	88	85	84	82	71	80	95		82	82	85
13	E. F.	70	75	83	55	71	78	70	89		79	74	70
14	E. L. J.	90	90	86	93	92	92	92	90		90	88	85
15	F. O. P.	60	62	70	60	63	78	65	92		78	69	84
16	F. R. N. S.	60	70	78	65	68	78	68	87		78	72	80
17	F. D. A.	63	75	82	53	68	72	97	90		86	75	86
18	K. S. R.	82	75	60	66	68	74	93	92		86	76	85
19	L. A.	52	64	83	74	68	72	94	93		86	79	69
20	L. S.	73	85	82	70	78	75	80	87		81	79	70
21	M. A. W.	78	80	86	83	82	78	73	95		82	82	85
22	M. D. D. P	60	75	83	64	71	78	72	95		82	75	67
23	M. F.	75	96	90	78	85	84	80	92		85	85	68
24	M. I. M.	64	66	75	66	68	78	87	80		82	73	70
25	N. K. K. P.	68	60	83	60	68	78	72	92		81	73	84
26	P. D. F	60	74	78	63	69	75	70	90		78	73	69
27	R. C. W.	60	65	83	63	68	75	75	92		81	73	70
28	R. Y.	78	80	86	83	82	78	73	95		82	82	85
29	R. E. P. D.	90	90	86	93	92	92	92	90		90	88	70
30	R. M. N.	73	78	83	65	75	83	87	87		86	79	70
31	S. K.	73	75	86	60	74	79	70	95		81	77	85
32	U. R.	75	75	80	68	75	78	70	90		79	76	69
33	U. D.	75	65	82	75	80	80	80	93		84	78	70
34	W. E. W.	83	75	86	68	78	78	72	90		80	79	84
35	Y. M. R.	83	80	70	53	72	78	72	90		80	75	85
36	Y. D. H.	75	96	90	78	85	84	80	92		85	85	85

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**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7C

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A.	75	72	82	70	75	79	98	92		90	81	78
2	A. S	63	75	82	53	68	72	97	90		86	75	79
3	A. K. R.	68	84	78	60	73	79	53	90		74	73	76
4	A. P.	75	85	83	70	78	80	90	85		85	81	90
5	A. N. S.	75	80	78	65	75	80	80	93		84	78	81
6	A. M.	68	76	82	53	70	78	72	93		81	74	83
7	C. A. R.	85	90	95	80	88	83	72	95		83	86	75
8	D. R.H.	63	70	82	63	70	78	70	87		78	73	75
9	D. S. W	75	65	82	75	80	80	80	93		84	78	80
10	D. L. K.	55	65	80	65	66	75	58	89		74	69	77
11	D. H. S.	78	80	86	83	82	78	73	95		82	82	75
12	D. S.	70	88	85	84	82	71	80	95		82	82	75
13	E. F.	70	75	83	55	71	78	70	89		79	74	83
14	E. L. J.	90	90	86	93	92	92	92	90		90	88	75
15	F. O.	60	62	70	60	63	78	65	92		78	69	77
16	F. R.	60	70	78	65	68	78	68	87		78	72	81
17	F. D. A.	63	75	82	53	68	72	97	90		86	75	85
18	K. S.	82	75	60	66	68	74	93	92		86	76	76
19	L. A.	52	64	83	74	68	72	94	93		86	79	77
20	L. S.	73	85	82	70	78	75	80	87		81	79	91
21	M. A. W.	78	80	86	83	82	78	73	95		82	82	75
22	M. D. D. P	60	75	83	64	71	78	72	95		82	75	75
23	M. F.	75	96	90	78	85	84	80	92		85	85	76
24	M. I. M.	64	66	75	66	68	78	87	80		82	73	75
25	N. K. K. P.	68	60	83	60	68	78	72	92		81	73	89
26	P. D. F	60	74	78	63	69	75	70	90		78	73	75
27	R. W.	60	65	83	63	68	75	75	92		81	73	78
28	R.	78	80	86	83	82	78	73	95		82	82	81
29	R. E. P.	90	90	86	93	92	92	92	90		90	88	81
30	R. M.	73	78	83	65	75	83	87	87		86	79	79
31	S. K.	73	75	86	60	74	79	70	95		81	77	79
32	U. R.	75	75	80	68	75	78	70	90		79	76	84
33	U. D.	75	65	82	75	80	80	80	93		84	78	86
34	W. E. W.	83	75	86	68	78	78	72	90		80	79	85
35	Y.	83	80	70	53	72	78	72	90		80	75	75
36	Y. D.	75	96	90	78	85	84	80	92		85	85	75

Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisUrfiati, S.Pd  
NIP. 197008081993022002



PEMERINTAH KABUPATEN LUMAJANG

DINAS PENDIDIKAN

SMP NEGERI 2 SUKODONO

Jl. Kebonarang no.2 Sukodono Telp (0334) 883 071 Lumajang 67352

## LAPORAN HASIL BELAJAR TENGAH SEMESTER I

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7D

NO	N A M A S I S W A	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. P.	75	72	82	70	75	79	98	92		90	81	81
2	A. S. R.	63	75	82	53	68	72	97	90		86	75	79
3	A. K. R.	68	84	78	60	73	79	53	90		74	73	77
4	A. N. P.	75	85	83	70	78	80	90	85		85	81	77
5	A. N. S.	75	80	78	65	75	80	80	93		84	78	78
6	A. G. M.	68	76	82	53	70	78	72	93		81	74	79
7	C. A. R.	85	90	95	80	88	83	72	95		83	86	87
8	D. R. H.	63	70	82	63	70	78	70	87		78	73	83
9	D. S. W. P.	75	65	82	75	80	80	80	93		84	78	82
10	D. L. K.	55	65	80	65	66	75	58	89		74	69	73
11	D. H. S.	78	80	86	83	82	78	73	95		82	82	78
12	D. S.	70	88	85	84	82	71	80	95		82	82	82
13	E. F.	70	75	83	55	71	78	70	89		79	74	77
14	E. L. J.	90	90	86	93	92	92	92	90		90	88	84
15	F. O. P.	60	62	70	60	63	78	65	92		78	69	83
16	F. R. N. S.	60	70	78	65	68	78	68	87		78	72	82
17	F. D. A.	63	75	82	53	68	72	97	90		86	75	75
18	K. S. R.	82	75	60	66	68	74	93	92		86	76	80
19	L. A.	52	64	83	74	68	72	94	93		86	79	75
20	L. S.	73	85	82	70	78	75	80	87		81	79	75
21	M. A. W.	78	80	86	83	82	78	73	95		82	82	78
22	M. D. D. P	60	75	83	64	71	78	72	95		82	75	86
23	M. F.	75	96	90	78	85	84	80	92		85	85	83
24	M. I. M.	64	66	75	66	68	78	87	80		82	73	77
25	N. K. K. P.	68	60	83	60	68	78	72	92		81	73	75
26	P. D. F	60	74	78	63	69	75	70	90		78	73	75
27	R. C. W.	60	65	83	63	68	75	75	92		81	73	76
28	R. Y.	78	80	86	83	82	78	73	95		82	82	77
29	R. E. P. D.	90	90	86	93	92	92	92	90		90	88	83
30	R. M. N.	73	78	83	65	75	83	87	87		86	79	75
31	S. K.	73	75	86	60	74	79	70	95		81	77	89
32	U. R.	75	75	80	68	75	78	70	90		79	76	77
33	U. D.	75	65	82	75	80	80	80	93		84	78	82
34	W. E. W.	83	75	86	68	78	78	72	90		80	79	75
35	Y. M. R.	83	80	70	53	72	78	72	90		80	75	87
36	Y. D. H.	75	96	90	78	85	84	80	92		85	85	81

Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisSugeng Prasetyo, S.Pd  
NIP. 19700808199302 2 002



PEMERINTAH KABUPATEN LUMAJANG

DINAS PENDIDIKAN

**SMP NEGERI 2 SUKODONO**

Jl. Kebonarang no.2 Sukodono Telp (0334) 883 071 Lumajang 67352

**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7E

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. P.	75	72	82	70	75	79	98	92		90	81	80
2	A. S. R.	63	75	82	53	68	72	97	90		86	75	84
3	A. K. R.	68	84	78	60	73	79	53	90		74	73	75
4	A. N. P.	75	85	83	70	78	80	90	85		85	81	75
5	A. N. S.	75	80	78	65	75	80	80	93		84	78	75
6	A. G. M.	68	76	82	53	70	78	72	93		81	74	82
7	C. A. R.	85	90	95	80	88	83	72	95		83	86	77
8	D. R. H.	63	70	82	63	70	78	70	87		78	73	81
9	D. S. W. P.	75	65	82	75	80	80	80	93		84	78	81
10	D. L. K.	55	65	80	65	66	75	58	89		74	69	76
11	D. H. S.	78	80	86	83	82	78	73	95		82	82	75
12	D. S.	70	88	85	84	82	71	80	95		82	82	79
13	E. F.	70	75	83	55	71	78	70	89		79	74	78
14	E. L. J.	90	90	86	93	92	92	92	90		90	88	85
15	F. O. P.	60	62	70	60	63	78	65	92		78	69	87
16	F. R. N. S.	60	70	78	65	68	78	68	87		78	72	83
17	F. D. A.	63	75	82	53	68	72	97	90		86	75	82
18	K. S. R.	82	75	60	66	68	74	93	92		86	76	83
19	L. A.	52	64	83	74	68	72	94	93		86	79	75
20	L. S.	73	85	82	70	78	75	80	87		81	79	85
21	M. A. W.	78	80	86	83	82	78	73	95		82	82	75
22	M. D. D. P	60	75	83	64	71	78	72	95		82	75	80
23	M. F.	75	96	90	78	85	84	80	92		85	85	84
24	M. I. M.	64	66	75	66	68	78	87	80		82	73	75
25	N. K. K. P.	68	60	83	60	68	78	72	92		81	73	79
26	P. D. F	60	74	78	63	69	75	70	90		78	73	75
27	R. C. W.	60	65	83	63	68	75	75	92		81	73	75
28	R. Y.	78	80	86	83	82	78	73	95		82	82	80
29	R. E. P. D.	90	90	86	93	92	92	92	90		90	88	80
30	R. M. N.	73	78	83	65	75	83	87	87		86	79	83
31	S. K.	73	75	86	60	74	79	70	95		81	77	75
32	U. R.	75	75	80	68	75	78	70	90		79	76	79
33	U. D.	75	65	82	75	80	80	80	93		84	78	75
34	W. E. W.	83	75	86	68	78	78	72	90		80	79	77
35	Y. M. R.	83	80	70	53	72	78	72	90		80	75	75
36	Y. D. H.	75	96	90	78	85	84	80	92		85	85	80

Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisAmir Faisol, S.Pd  
NIP. 197008081993022002



PEMERINTAH KABUPATEN LUMAJANG

DINAS PENDIDIKAN

**SMP NEGERI 2 SUKODONO**

Jl. Kebonarang no.2 Sukodono Telp (0334) 883 071 Lumajang 67352

**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7F

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. J. R.	75	72	82	70	75	79	98	92		90	81	76
2	A. N. K.	63	75	82	53	68	72	97	90		86	75	79
3	A. K.	68	84	78	60	73	79	53	90		74	73	80
4	A. A. S.	75	85	83	70	78	80	90	85		85	81	83
5	B. B. N.	75	80	78	65	75	80	80	93		84	78	82
6	B. A. P.	68	76	82	53	70	78	72	93		81	74	77
7	D. S. G.	85	90	95	80	88	83	72	95		83	86	89
8	D. R. S.	63	70	82	63	70	78	70	87		78	73	75
9	D. I. P.	75	65	82	75	80	80	80	93		84	78	82
10	D. R.	55	65	80	65	66	75	58	89		74	69	75
11	D. M.	78	80	86	83	82	78	73	95		82	82	83
12	D. S. A.	70	88	85	84	82	71	80	95		82	82	83
13	E. U	70	75	83	55	71	78	70	89		79	74	75
14	F. I	90	90	86	93	92	92	92	90		90	88	92
15	F. P. W.	60	62	70	60	63	78	65	92		78	69	75
16	G.A.P	60	70	78	65	68	78	68	87		78	72	75
17	H. R. A. P.	63	75	82	53	68	72	97	90		86	75	79
18	H. C. P.	82	75	60	66	68	74	93	92		86	76	79
19	I. N.	52	64	83	74	68	72	94	93		86	79	79
20	M. H.	73	85	82	70	78	75	80	87		81	79	80
21	M. R. A. A.	78	80	86	83	82	78	73	95		82	82	83
22	M. S	60	75	83	64	71	78	72	95		82	75	75
23	M. T. S.	75	96	90	78	85	84	80	92		85	85	87
24	R. S	64	66	75	66	68	78	87	80		82	73	75
25	R. M	68	60	83	60	68	78	72	92		81	73	75
26	R. A. W.	60	74	78	63	69	75	70	90		78	73	75
27	R. F.	60	65	83	63	68	75	75	92		81	73	75
28	R. D.	78	80	86	83	82	78	73	95		82	82	83
29	R. M.	90	90	86	93	92	92	92	90		90	88	91
30	R. S. F	73	78	83	65	75	83	87	87		86	79	81
31	R. Z. K	73	75	86	60	74	79	70	95		81	77	75
32	S. N	75	75	80	68	75	78	70	90		79	76	75
33	Y. M	75	65	82	75	80	80	80	93		84	78	82
34	Z. R. N. F	83	75	86	68	78	78	72	90		80	79	80
35	D. F	83	80	70	53	72	78	72	90		80	75	77
36	R. A. R	75	96	90	78	85	84	80	92		85	85	87

Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisAgus Muasim, S.Pd  
NIP. 19700808199302 2 002



PEMERINTAH KABUPATEN LUMAJANG

DINAS PENDIDIKAN

**SMP NEGERI 2 SUKODONO**

Jl. Kebonarang no.2 Sukodono Telp (0334) 883 071 Lumajang 67352

**LAPORAN HASIL BELAJAR TENGAH SEMESTER I**

TAHUN PELAJARAN 2014-2015

Semester : Genap

Kelas : 7G

NO	NAMA SISWA	NILAI											
		UH				RATA2 UH	TUGAS				RATA2 TUGAS	NH	UTS
		1	2	3	4		1	2	3	4			
1	A. M.	75	72	82	70	75	79	98	92		90	81	83
2	A.A. A. S.	63	75	82	53	68	72	97	90		86	75	76
3	A. H. N. W	68	84	78	60	73	79	53	90		74	73	79
4	C. L.	75	85	83	70	78	80	90	85		85	81	75
5	D. A. I.	75	80	78	65	75	80	80	93		84	78	92
6	D. K. J.	68	76	82	53	70	78	72	93		81	74	75
7	E. S.	85	90	95	80	88	83	72	95		83	86	87
8	F. S. S.	63	70	82	63	70	78	70	87		78	73	75
9	F. P. S.	75	65	82	75	80	80	80	93		84	78	84
10	G. W. R.	55	65	80	65	66	75	58	89		74	69	83
11	H. O. D.	78	80	86	83	82	78	73	95		82	82	76
12	LF	70	88	85	84	82	71	80	95		82	82	78
13	LP	70	75	83	55	71	78	70	89		79	74	81
14	I.N. S.	90	90	86	93	92	92	92	90		90	88	79
15	K.	60	62	70	60	63	78	65	92		78	69	84
16	M. C. N. I	60	70	78	65	68	78	68	87		78	72	84
17	M. F.	63	75	82	53	68	72	97	90		86	75	75
18	M. R. Y. S	82	75	60	66	68	74	93	92		86	76	75
19	M. I. E.	52	64	83	74	68	72	94	93		86	79	85
20	M. M	73	85	82	70	78	75	80	87		81	79	75
21	M. R.	78	80	86	83	82	78	73	95		82	82	75
22	M. K.	60	75	83	64	71	78	72	95		82	75	87
23	N. I.	75	96	90	78	85	84	80	92		85	85	75
24	N. A. N	64	66	75	66	68	78	87	80		82	73	75
25	O. A. L	68	60	83	60	68	78	72	92		81	73	88
26	S. A. M	60	74	78	63	69	75	70	90		78	73	78
27	S. B. P	60	65	83	63	68	75	75	92		81	73	78
28	S.	78	80	86	83	82	78	73	95		82	82	75
29	T. D. P	90	90	86	93	92	92	92	90		90	88	84
30	T. P	73	78	83	65	75	83	87	87		86	79	84
31	T. E. S.	73	75	86	60	74	79	70	95		81	77	84
32	V. I. J.	75	75	80	68	75	78	70	90		79	76	78
33	Y. B.	75	65	82	75	80	80	80	93		84	78	77
34	Y. D. F. R	83	75	86	68	78	78	72	90		80	79	75
35	A.P. S.	83	80	70	53	72	78	72	90		80	75	75
36	I.M.I	75	96	90	78	85	84	80	92		85	85	87

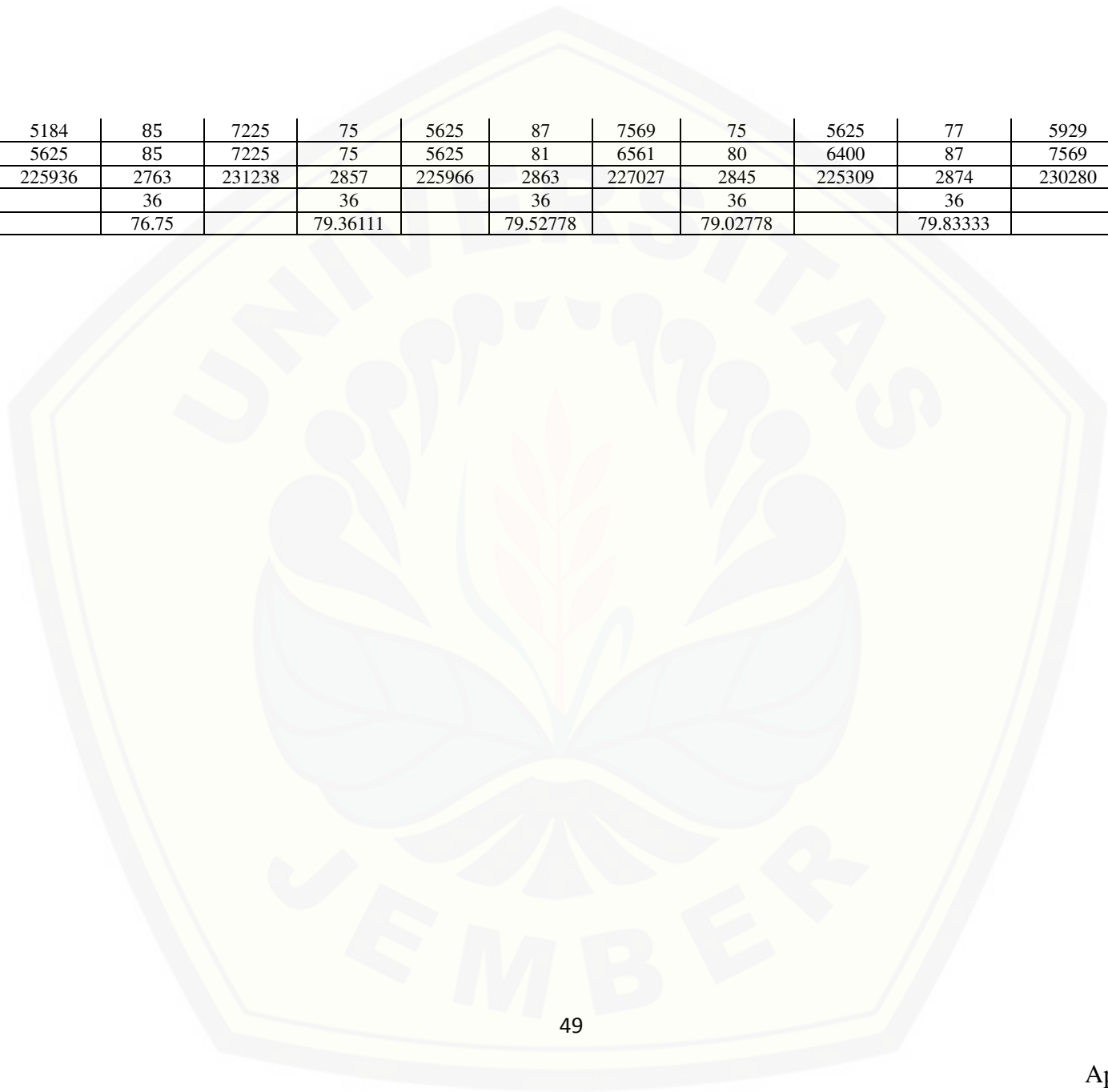
Sukodono, 13 Oktober 2014  
Guru Mapel Bahasa InggrisYeni Lestariningsih, S.Pd  
NIP. 19700808199302 2 002

The Students' English Scores

No. of Subject	VIII A	Xa	VIII B	Xb	VIII C	Xc	VIII D	Xd	VIII E	Xe	VIII F	Xf	VIII G	Xg
1	79	6241	71	5041	78	6561	81	6561	80	6400	76	5776	83	6889
2	87	7569	70	4900	79	6241	79	6241	84	7056	79	6241	76	6400
3	75	5625	70	4900	76	5929	77	5776	75	5625	80	6400	79	6241
4	89	7921	70	4900	90	5929	77	5776	75	5625	83	6889	75	5625
5	87	7569	85	7225	81	6561	78	6084	75	5625	82	6724	92	8464
6	75	5625	72	5184	83	6889	79	5625	82	6724	77	5929	75	5625
7	81	6561	85	7225	75	5625	87	7569	77	5929	89	7921	87	7569
8	75	5625	73	5329	75	5625	83	6889	81	6561	75	5625	75	5625
9	86	7396	85	7225	80	6400	82	6724	81	6561	82	6724	84	7056
10	81	6561	67	4489	77	5929	73	5329	76	5776	75	5625	83	6889
11	81	6561	85	7225	75	5625	78	6084	75	5625	83	6889	76	5776
12	73	5329	85	7225	75	5625	82	6400	79	6241	83	6889	78	6084
13	86	7396	70	4900	83	6889	77	5929	78	6084	75	5625	81	6561
14	75	5625	85	7225	75	5625	84	7056	85	7225	92	8464	79	6241
15	76	5776	84	7056	77	5929	83	6889	87	7569	75	5625	84	7056
16	75	6525	80	6400	81	6561	82	6724	83	6889	75	5625	84	7056
17	77	5929	86	7396	85	7225	75	5625	82	6724	79	6241	75	5625
18	85	7225	85	7225	76	5776	80	6400	83	6889	79	6241	75	5625
19	87	7569	69	4761	77	5929	75	5625	75	5625	79	6241	85	7225
20	75	5625	70	4900	91	8281	75	5625	85	7225	80	6400	75	5625
21	87	7569	85	7225	75	5625	78	6084	75	5625	83	6889	75	5625
22	72	5184	67	4489	75	5625	86	7396	80	6400	75	5625	87	7569
23	75	5625	68	4624	76	5776	83	6889	84	7056	87	7569	75	5625
24	81	6561	70	4900	75	5625	77	5929	75	5625	75	5625	75	5625
25	75	5625	84	7056	89	7921	75	5625	79	6241	75	5625	88	7744
26	75	5625	69	4761	75	5625	75	5625	75	5625	75	5625	78	6084
27	76	5776	70	4900	78	6084	76	5776	75	5625	75	5625	78	6084
28	75	5625	85	7225	81	6561	77	5929	80	6400	83	6889	75	5625
29	75	5625	70	4900	81	6561	83	6889	80	6400	91	8281	84	7056
30	88	7744	70	4900	79	6241	75	5625	83	6889	81	6561	84	7056
31	83	6889	85	7225	79	6241	89	7921	75	5625	75	5625	84	7056
32	75	5625	69	4761	84	7056	77	5929	79	6241	75	5625	78	6084
33	76	5776	70	4900	86	7396	82	6724	75	5625	82	6724	77	5929
34	75	5625	84	7056	85	7225	75	5625	77	5929	80	6400	75	5625



35	72	5184	85	7225	75	5625	87	7569	75	5625	77	5929	75	5625
36	75	5625	85	7225	75	5625	81	6561	80	6400	87	7569	87	7569
SUM	2840	225936	2763	231238	2857	225966	2863	227027	2845	225309	2874	230280	2876	231238
Class	36		36		36		36		36		36		36	
Average	78.88889		76.75		79.36111		79.52778		79.02778		79.83333		79.88889	



	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VII G	TOTAL
N	36	36	36	36	36	36	36	252
$\sum X$	2840	2763	2757	2863	2845	2874	2876	19818
$\sum X^2$	225936	231238	225966	227027	225309	230280	231238	1596994
M	78.89	76.75	79.36	79.52	79.02	79.83	79.89	

The application of the values of variance computation in the ANOVA formula, to measure the homogeneity class:

$$1. \quad SST = \sum X_{t\text{ti}}^2 - \frac{(\sum X_{t\text{ti}})^2}{N}$$

$$= 1596994 - \frac{(19818)^2}{252}$$

$$= 1596994 - 1558544.14$$

$$= 38449.86$$

$$2. \quad SSB = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} + \frac{(\sum X_5)^2}{n_5} + \frac{(\sum X_6)^2}{n_6} + \frac{(\sum X_7)^2}{n_7} - \frac{(\sum X_{t\text{ti}})^2}{N}$$

$$= \frac{(2840)^2}{36} + \frac{(2763)^2}{36} + \frac{(2757)^2}{36} + \frac{(2863)^2}{36} + \frac{(2845)^2}{36} + \frac{(2874)^2}{36} + \frac{(2876)^2}{36} - \frac{(19818)^2}{252}$$

$$= 224044.44 + 212060.25 + 211140.25 + 227688.02 + 224834.03 + 229441 + 229760.44 - 1558544.14$$

$$= 1558968.43 - 1558544.14$$

$$= 424.29$$

$$3. \quad SSW = SST - SSB$$

$$= 38449.86 - 424.29$$

$$= 38025.57$$

$$4. \quad dfb = K - 1$$

$$= 7 - 1$$

$$= 6$$

$$\begin{aligned} 5. \quad dfw &= N - K \\ &= 252 - 7 \\ &= 245 \end{aligned}$$

$$\begin{aligned} 6. \quad MSB &= \frac{SSB}{dfb} \\ &= \frac{242.29}{6} \\ &= 40.38 \end{aligned}$$

$$\begin{aligned} 7. \quad MSW &= \frac{SSW}{dfw} \\ &= \frac{38025.57}{245} \\ &= 155.21 \end{aligned}$$

$$\begin{aligned} 8. \quad F_0 &= \frac{MSB}{MSW} \\ &= \frac{40.38}{155.21} \\ &= 0.27 \end{aligned}$$

$$\begin{aligned} 9. \quad F_t &= (dfb)(dfw)5\% \\ &= (6)(245)5\% \\ &= 73.5 \end{aligned}$$

The value of  $F_0$  computation  $< F$

$$0.27 < 73.5$$

**Notes:**

$F_0$  = the observation

SST = sum square of total groups

SSB = sum square of between groups

SSW = sum square of within groups

Dfb = degree of freedom between groups

Dfw = degree of freedom within groups

MSB = mean square between groups

MSW = mean square within groups

K = total class

N = respondents

The Data of the Eighth Grade Students of SMP Negeri 2 Sukodono Lumajang  
in the 2014/2015 Academic Year.

No.	Class	Male	Female	Total
1.	VIII A	18	18	36
2.	VIII B	19	17	36
3.	VIII C	19	17	36
4.	VIII D	19	17	36
5.	VIII E	18	18	36
6.	VIII F	19	17	36
7.	VIII G	18	18	36
	Total	130	122	252

(Source: SMP Negeri 2 Sukodono Lumajang Document)

## Lesson Plan One (Control Group)

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade</b>	<b>: VIII</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Genre</b>	<b>: Narrative story</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

### I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

### II. Basic Competence

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

### III. Indicators

#### Cognitive

#### a. Product :

1. Change the underlined simple past tense (6-10) sentences in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence.

#### b. Process :

2. Filing in the blank of the narrative story text entitled “Rabbit and Bear” to be the correct form of the verb by choosing a, b, c, or d
3. Change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”

#### IV. The Learning Objectives

##### Cognitive

##### a. product

1. The students are able to change the underlined simple past tense sentences (6-10) in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence

##### b. Process

2. The students are able to fill in the blank of the narrative story text entitled “Rabbit and Bear” to be good text by choosing a, b, c, or d
3. The students are able to change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”.

**V. Material:** English grammar (simple past tense)

#### VI. Teaching Learning Process

##### 1. Techniques:

- Control class : deductive method

##### 2. Activities

No	The Teacher Activities	The Students Activities	Time
<b>1.</b>	<b>Introduction</b>		<b>2'</b>
	1.1 Greeting the students	Responding	
	1.2 Checking the class	Responding	
<b>2.</b>	<b>Pre-instructional activity</b>		<b>5'</b>
	2.1 Asking some leading questions	Answering the leading questions	
	2.2 Stating the objectives	Paying attention	
<b>3.</b>	<b>Main activities</b>		<b>75'</b>
	3.1 Explain the material about the narrative story and the use of simple past tense by Question-	Question - Answer	5'

	Answer		
	3.2 Showing the patterns of simple past tense (positive, negative, question sentences)	Paying attention	5'
	3.3 Showing the narrative story entitled "Babu and the Lion"	Paying attention	5'
	3.4 Showing the examples of simple past tense taken from the narrative story entitled "Babu and the Lion" and explaining about the use of simple past tense to the students	Paying attention	9'
	3.5 Asking the students to do the exercises (past tense test)	Doing the exercises	60'
	3.6 Asking the students to submit their work	Submit the work	1'
<b>4.</b>	<b>Post activities</b>		<b>8'</b>
	4.1 Guiding the students to draw a conclusion by giving oral questions	Responding	
	4.2 Giving homework to identify about the use of simple past tense	Paying attention	
	4.3 Parting	Responding	



**VII. Media and Sources**

1. Media: LCD, laptop
2. Source:<http://englishjuniorhighschool.blogspot.com/p/examples-of-narrative-text.html>

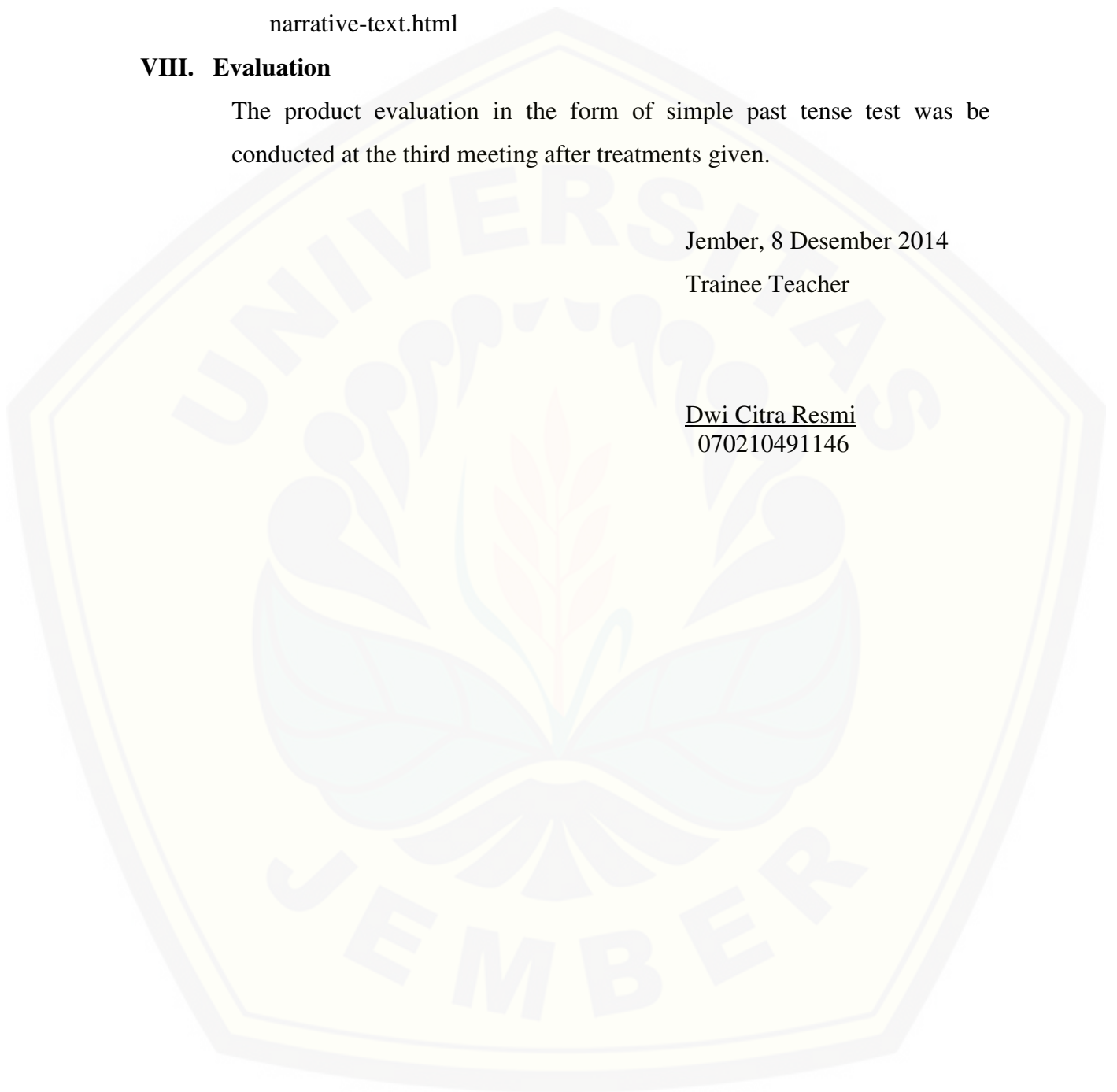
**VIII. Evaluation**

The product evaluation in the form of simple past tense test was be conducted at the third meeting after treatments given.

Jember, 8 Desember 2014

Trainee Teacher

Dwi Citra Resmi  
070210491146



Leading questions:

1. Did you remember about the meaning of narrative story?
2. When did the narrative story happen?
3. What tenses was used in the narrative story?

### **Main activities**

Reviewing the material

#### Simple Past Tense

Simple Past Tense is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in *-ed*; however there are a few hundred irregular verbs with different forms.

The regular form is *verb +ed* although of course there are many irregular verbs in English; for example, think/thought; come/came; drive/drove; spin/spun; write/wrote. We need to introduce the auxiliary verb *did* into Past Simple negative sentences and questions, so "*He arrived*" becomes "*He did not arrive*" and "*did he arrive?*"

There is one exception to this - the verb *be*. The following chart shows the positive and negative forms of this verb in the past. Unlike all other Past Simple verbs, questions are made simply by inverting the subject and the *was/were*, e.g. "*She was late*" becomes "*was she late?*"

The formula :

- Positive  
Subject + Verb 2
- Negative  
Subject + auxiliary (did) + not + Verb 1
- Question  
Auxiliary (did) + subject + Verb 1

The example of narrative text and the simple past tense sentences inside:

### Babu and the Lion

One day, there was a slave whose name Babu. His master was very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(<http://englishjuniorhighschool.blogspot.com/2012/05/babu-and-lion-one-day-there-was-slave.html>)

The simple past verbs that used in the story:

Regular verb Paragraph1-4	Irregular verb Paragraph1-	Auxiliary	To be
punched escaped scared looked seemed walked pulled turned	slept heard tame could	did	was

### Examples:

#### 1. Positive (Subject + Verb 2)

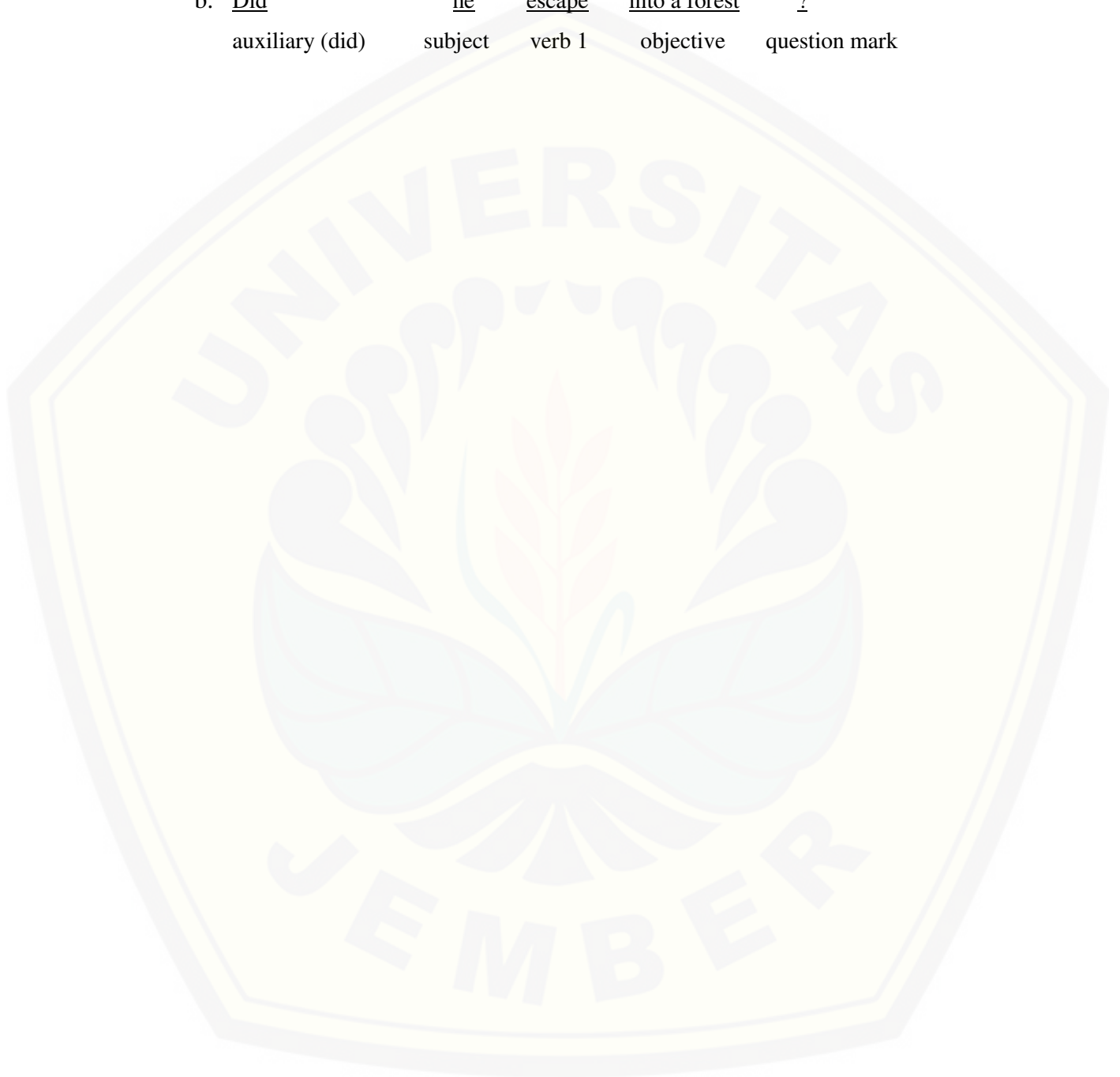
- a. The lion      looked      at Babu  
subject          verb 2          objective
- b. He      escaped      into a forest  
subject      verb 2          objective

#### 2. Negative (Subject + auxiliary (did) + not + Verb 1)

- a. The lion      did      not      look      at Babu  
subject          auxiliary (did)      not          verb1          objective
- b. He      did      not      escape      into a forest  
subject      auxiliary (did)      not      verb 1          objective

## 3. Question (Auxiliary (did) + subject + Verb 1+ question mark (?) )

- a. Did                      the lion      look      at Babu      ?  
auxiliary (did)      subject      verb 1      objective      question mark
- b. Did                      he      escape      into a forest      ?  
auxiliary (did)      subject      verb 1      objective      question mark



## EXERCISES

**Exercise 1. Fill in the blank of the narrative story text entitled “Rabbit and Bear” the correct form of the verb by choosing a, b, c, or d!**

### Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and 1).....not use the arrow to good advantage.

One day, the bear 2). ..... over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit 3). ..... to arouse the bear's anger so he could not refuse it. He consented and 4). ..... with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there 5). ..... lots of meat left after the bear and his family had loaded themselves and 6). .....all they could carry home.

The bear was very gluttonous and 7). .....want the rabbit to get any of the meat. The rabbit 8). .....even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always 9).....him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

*(<http://englishjuniorhighschool.blogspot.com/2012/04/rabbit-and-bear.html>)*

- |             |            |
|-------------|------------|
| 1. a. could | b. can     |
| c. able     | d. to able |
| 2. a. call  | b. called  |
| c. was call | d. calls   |

- |                  |                |
|------------------|----------------|
| 3. a. fear       | b. fears       |
| c. feared        | d. was fearing |
| 4. a. go         | b. goes        |
| c. was going     | d. went        |
| 5. a. was        | b. were        |
| c. is            | d. are         |
| 6. a. pack       | b. packed      |
| c. was pack      | d. packs       |
| 7. a. do not     | b. was not     |
| c. did not       | d. does not    |
| 8. a. can not    | b. did not     |
| c. do not        | d. could not   |
| 9. a. give       | b. given       |
| c. was give      | d. gave        |
| 10. a. pretended | b. pretend     |
| c. pretends      | d. was pretend |

**This text entitled “Beauty and the Beast” was used for doing Exercise 2 and Exercise 3**

#### Beauty and the Beast

Once upon time there **1.(is)** a prince. He was good looking and very rich. He **2.(live)** in a beautiful castle together with his staff sad servants.

One rainy dark, a woman **3.(come)** to his castle. She was old and ugly. The prince **4.(do not)** like her and sent her away. After he **5(send)** the woman away, **(6). she turned into beautiful fairy.** She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was traveling past the castle. **(7). It was raining so hard** that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice’s daughter, Belle, began to worry about him. **(8)She started to look for him.** Finally she arrived in the castle and she found her father there.

She asked the Beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. (9). Belle began to like him and finally (10). They fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then the beast and belle got married. They lived happily ever after. (<http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-beauty-and-the-beast.html>)

**Exercise 2. Change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”**

**Exercise 3. Changing the underlined simple past tense (6-10) sentences in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence!**

6. she turned into beautiful fairy

Negative :

Question :

7. It was raining so hard

Negative :

Question :

8. She started to look for him

Negative :

Question :

9. Belle began to like him

Negative :

Question :

10. They fell in love with each other

Negative :

Question :

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

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

**Exercise 2**

1. was
2. lived
3. came
4. did not
5. sent

**Exercise 3**

6. Negative : She did not / didn't turn into beautiful fairy.  
Question : Did she turn into beautiful fairy?
7. Negative : It was not raining so hard.  
Question : Was it raining so hard?
8. Negative : She did not/didn't start to look for him.  
Question : Did she start to look for him?
9. Negative : Belle did not/didn't begin to like him.  
Question : Did Belle begin to like him?
10. Negative : They did not/didn't fell in love with each other  
Question : Did they fell in love with each other?



**Lesson Plan One**  
**(Experimental Group)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade</b>	<b>: VIII</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Genre</b>	<b>: Narrative Story</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

a. Product :

1. Changing the underlined simple past tense (6-10) sentences in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence.

b. Process :

2. Filing in the blank of the narrative story text entitled “Rabbit and Bear” the correct form of the verb by choosing a, b, c, or d
3. Change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”

#### IV. The Learning Objectives

##### Cognitive

##### a. product

1. The students are able to change the underlined simple past tense sentences (6-10) in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence

##### b. Process

2. The students are able to fill in the blank of the narrative story text entitled “Rabbit and Bear” the correct form of the verb by choosing a, b, c, or d
3. The students are able to change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”.

#### V. Material: English grammar (simple past tense)

#### VI. Teaching Learning Process

##### 1. Techniques:

- Experimental Class : inductive method

##### 2. Activities

No	Teacher Activities	Students Activities	Time
1.	<b>Introduction</b>		2'
	1.1 Greeting the students	Responding	
	1.2 Checking the class	Responding	
2.	<b>Pre-instructional activity</b>		5'
	2.1 Asking some leading questions	Answering the leading questions	
	2.2 Stating the objectives	Paying attention	
3.	<b>Main activities</b>		75'
	3.1 Showing the narrative story entitled “Babu and the Lion”	Paying attention	

	3.2 Showing the examples of simple past tense sentences taken from the narrative story entitled “Babu and the Lion”	Paying attention	9’
	3.3 Distributing the worksheet of simple past sentences taken from the narrative story and asking them to identify the pattern by using the dictionary	Responding	5’
	3.4 Asking the students to do the exercises	Doing the exercises	60’
	3.5 Asking the students to submit their work	Submit the work	1’
<b>4.</b>	<b>Post activities</b>		<b>8’</b>
	4.1 Guiding the students to draw a conclusion by giving oral question	Responding	
	4.2 Giving homework to restudy about the simple past tense	Paying attention	
	4.3 Parting	Responding	

## VII. Media and Sources

1. Media: LCD, laptop
2. Source: <http://englishjuniorhighschool.blogspot.com/p/examples-of-narrative-text.html>

### **VIII. Evaluation**

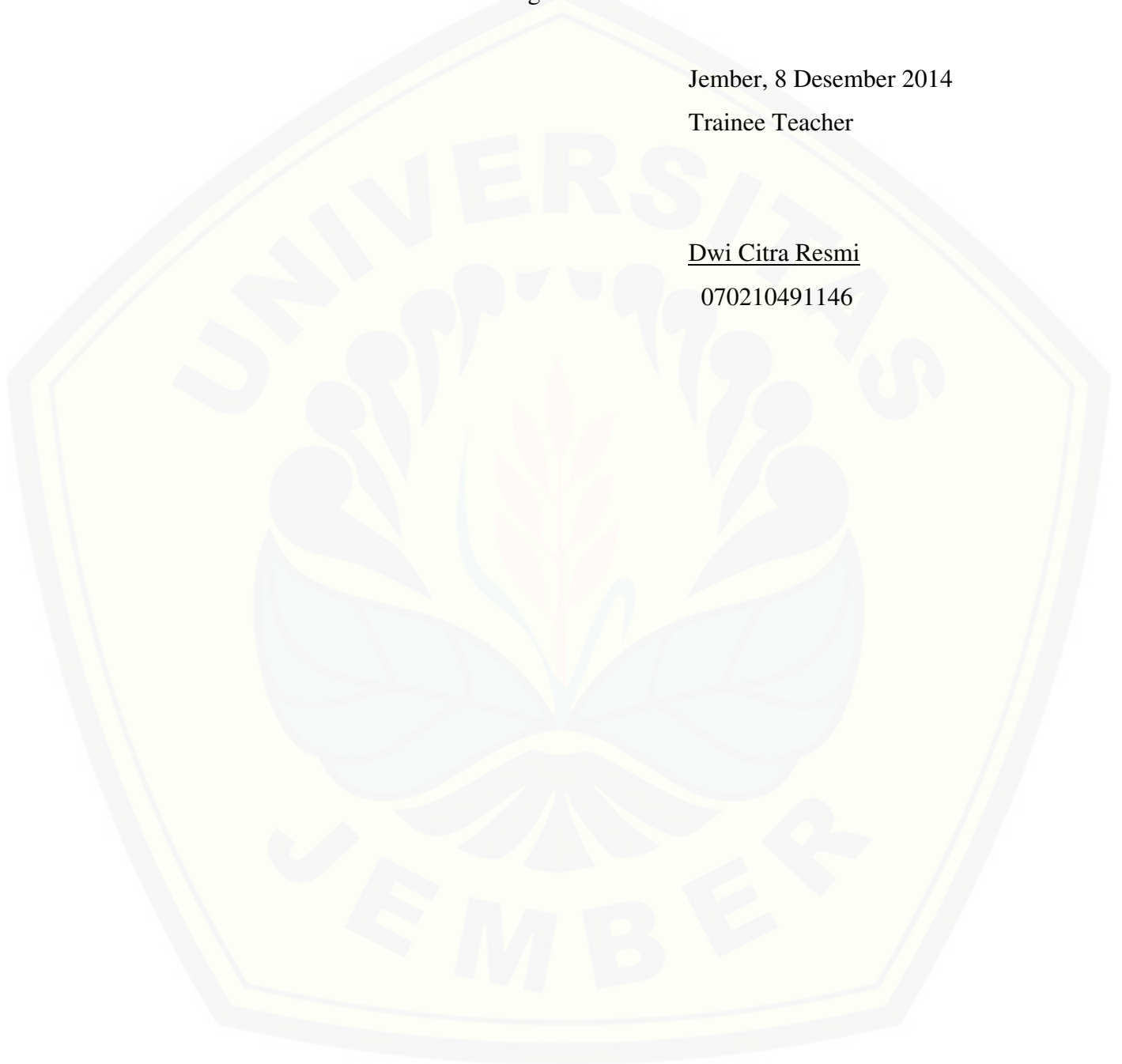
The product evaluation in the form of simple past tense test will be conducted at the third meeting after the treatments.

Jember, 8 Desember 2014

Trainee Teacher

Dwi Citra Resmi

070210491146



Leading questions:

1. Did you remember about the meaning of a narrative story?
2. When did the narrative story happen?
3. What tense was used in the narrative story?

The example of narrative story and some of the simple past tense sentences:

### **Babu and the Lion**

One day, there was a slave whose name Babu. His master was very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(<http://englishjuniorhighschool.blogspot.com/2012/05/babu-and-lion-one-day-there-was-slave.html>)

The simple past verbs that were used in the story:

Regular verb	Irregular verb	Auxiliary	To be
punched	slept	did	was
escaped	heard		
scared	tame		
looked	could		
seemed			
walked			
pulled			
turned			

**Examples:**

- a. His master was very bad.  
Negative: His master was not very bad  
Question: Was his master very bad?
- b. He often punched Babu.  
Negative: He did not often punch Babu  
Question: did he often punch Babu?
- c. He escaped into a forest.  
Negative: He did not escape into a forest  
Question: Did he escape into a forest?
- d. He heard a loud roar.  
Negative: He did not hear a loud roar  
Question: Did he hear a loud roar?
- e. Babu was scared to death.  
Negative: Babu was not scared to death  
Question: Was Babu scared to death?
- f. The lion didn't attack him (it is negative sentence).  
Positive : The lion attacked him  
Question : Did the lion attack him?
- g. It was tame.  
Negative: It was not tame.  
Question: Was it tame?
- h. The lion looked at Babu.  
Negative: The lion did not look at Babu  
Question: Did the lion look at Babu?
- i. Babu walked bravely to the lion and pulled out the thorn.  
Negative: Babu did not walk bravely to the lion and did not pull out the thorn  
Question: Did Babu walk bravely to the lion and pull out the thorn?
- j. Babu and the lion turned out to be friends.  
Negative: Babu and the lion did not turn out to be friends  
Question: Did Babu and the lion turn out to be friends

## EXERCISES

**Exercise 1. Fill in the blank of the narrative story text entitled “Rabbit and Bear” the correct form of the verb by choosing a, b, c, or d!**

### Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and 1).....not use the arrow to good advantage.

One day, the bear 2). ..... over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit 3). ..... to arouse the bear's anger so he could not refuse it. He consented and 4). ..... with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there 5). ..... lots of meat left after the bear and his family had loaded themselves and 6). .....all they could carry home.

The bear was very gluttonous and 7). .....want the rabbit to get any of the meat. The rabbit 8). .....even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always 9).....him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

*(<http://englishjuniorhighschool.blogspot.com/2012/04/rabbit-and-bear.html>)*

- |             |            |
|-------------|------------|
| 1. a. could | b. can     |
| c. able     | d. to able |
| 2. a. call  | b. called  |
| c. was call | d. calls   |
| 3. a. fear  | b. fears   |

- c. feared  
d. was fearing
4. a. go  
b. goes  
c. was going  
d. went
5. a. was  
b. were  
c. is  
d. are
6. a. pack  
b. packed  
c. was pack  
d. packs
7. a. do not  
b. was not  
c. did not  
d. does not
8. a. can not  
b. did not  
c. do not  
d. could not
9. a. give  
b. given  
c. was give  
d. gave
10. a. pretended  
b. pretend  
c. pretends  
d. was pretend

**This text entitled “Beauty and the Beast” was used for doing Exercise 2 and Exercise 3**

#### Beauty and the Beast

Once upon time there **1.(is)** a prince. He was good looking and very rich. He **2.(live)** in a beautiful castle together with his staff sad servants.

One rainy dark, a woman **3.(come)** to his castle. She was old and ugly. The prince **4.(do not)** like her and sent her away. After he **5(send)** the woman away, **(6). she turned into beautiful fairy.** She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was traveling past the castle. **(7). It was raining so hard** that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice’s daughter, Belle, began to worry about him. **(8)She started to look for him.** Finally she arrived in the castle and she found her



father there. She asked the Beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. (9). Belle began to like him and finally (10). They fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then the beast and belle got married. They lived happily ever after.

(<http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-beauty-and-the-beast.html>)

**Exercise 2. Change the verbs in the bracket in to simple past tense forms (1-5) of the narrative story text entitled “Beauty and the Beast”**

**Exercise 3. Changing the underlined simple past tense (6-10) sentences in the narrative story text entitled “Beauty and the Beast” in to negative and question sentence!**

6. she turned into beautiful fairy

Negative :

Question :

7. It was raining so hard

Negative :

Question :

8. She started to look for him

Negative :

Question :

9. Belle began to like him

Negative :

Question :

10. They fell in love with each other

Negative :

Question :

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

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

**Exercise 2**

1. was
2. lived
3. came
4. did not
5. sent

**Exercise 3**

6. Negative : She did not / didn't turn into beautiful fairy.  
Question : Did she turn into beautiful fairy?
7. Negative : It was not raining so hard.  
Question : Was it raining so hard?
8. Negative : She did not/didn't start to look for him.  
Question : Did she start to look for him?
9. Negative : Belle did not/didn't begin to like him.  
Question : Did Belle begin to like him?
10. Negative : They did not/didn't fell in love with each other  
Question : Did they fell in love with each other?

**Lesson Plan Two  
(Control Group)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade</b>	<b>: VIII</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Genre</b>	<b>: Narrative Story</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

a. Product :

1. Change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence.

b. Process :

2. Filing in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d
3. Change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Rasses”

#### IV. The Learning Objectives

##### Cognitive

##### a. product

1. The students are able to change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence

##### b. Process

2. The students are able to fill in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d
3. The students are able to change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Rasses”

V. **Material:** English grammar (simple past tense)

#### VI. Teaching Learning Process

##### 1. Techniques:

- Experimental Class : deductive method

##### 2. Activities

No	Teacher Activities	Students Activities	Time
<b>1.</b>	<b>Introduction</b>		<b>2'</b>
	1.1 Greeting the students	Responding	
	1.2 Checking the class	Responding	
<b>2.</b>	<b>Pre-instructional activity</b>		<b>5'</b>
	2.1 Asking some leading questions	Answering the leading questions	
	2.2 Stating the objectives	Paying attention	
<b>3.</b>	<b>Main activities</b>		<b>75'</b>
	3.1 Reviewing the material	Question – Answer	5'

	about narrative story and the use of simple past tense by Question - Answer		
	3.2 Showing the pattern of simple past tense (positive, negative, question sentences)	Paying attention	5'
	3.3 Showing the narrative story entitled "Mantu's Little Elephant"	Paying attention	5'
	3.4 Showing the examples of simple past tense take from the narrative story entitled "Mantu's Little Elephant"	Paying attention	9'
	3.5 Asking the students to do the exercises	Doing the exercises	60'
	3.6 Asking the students to submit their work	Submit the work	1'
<b>4.</b>	<b>Post activities</b>		<b>8'</b>
	4.1 Guiding the students to draw a conclusion by giving the question related to the material	Responding	
	4.2 Giving homework to restudy about the use of simple past tense	Paying attention	
	4.3 Parting	Responding	

**VII. Media and Sources**

1. Media: LCD, laptop
2. Source:<http://englishjuniorhighschool.blogspot.com/p/examples-of-narrative-text.html>

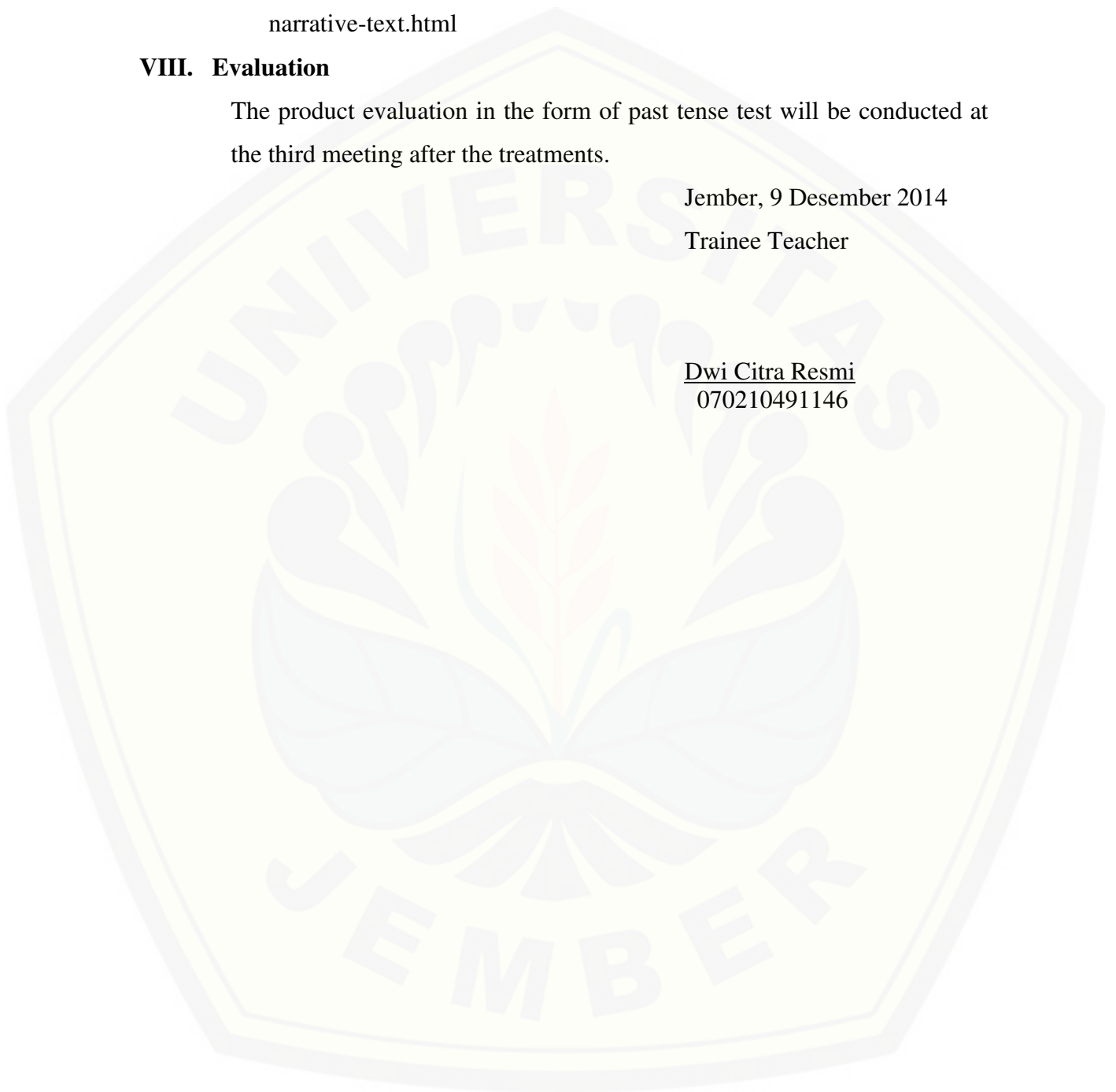
**VIII. Evaluation**

The product evaluation in the form of past tense test will be conducted at the third meeting after the treatments.

Jember, 9 Desember 2014

Trainee Teacher

Dwi Citra Resmi  
070210491146



### Main activities

Leading questions:

1. Did you remember what have we learn last time?
2. Did you learn about the lesson in your home?
3. Did you remember about the pattern of simple past tense?

Reviewing the material

#### Simple Past Tense

Simple Past Tense is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in *-ed*; however there are a few hundred irregular verbs with different forms.

The regular form is *verb +ed* although of course there are many irregular verbs in English; for example, think/thought; come/came; drive/drove; spin/spun; write/wrote. We need to introduce the auxiliary verb *did* into Past Simple negative sentences and questions, so "*He arrived*" becomes "*He did not arrive*" and "*did he arrive?*"

There is one exception to this - the verb *be*. The following chart shows the positive and negative forms of this verb in the past. Unlike all other Past Simple verbs, questions are made simply by inverting the subject and the *was/were*, e.g. "*She was late*" becomes "*was she late?*"

The formula :

- Positive  
Subject + Verb 2
- Negative  
Subject + auxiliary (did) + not + Verb 1
- Question  
Auxiliary (did) + subject + Verb 1

The example of narrative story and some of the simple past tense sentences:

Mantu’s Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie’s ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. “We’re so big and tall, but you’re so small. You’re nothing at all,” said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. “You’re so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger.” After hearing the word snakes, the elephants screeched and off their gents thundering in fright.

“Did I say there were snakes?” giggled Mantu. “No, I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’s back and went home to the village to tell everyone about the foolish elephants.

*(<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-narrative-text-mantus-little.html>)*

The simple past verbs that used in the story:

Regular verb Paragraph1-4	Irregular verb Paragraph1-	Auxiliary	To be
lived helped loved whispered said looked screeched giggled smiled climbed	could had heard began made went	did	was were

**Examples:**

a. Positive (Subject + Verb 2)

Little Mantu lived in a village deep in the jungle.

Subject      verb 2                  objective

Mantu      had      an elephant of his very own

Subject      verb 2                  objective

Mantu      loved      him very much

Subject      verb 2                  objective



## b. Negative (Subject + auxiliary (did) + not + Verb 1)

Little Mantu      did      not      live      in a village deep in the jungle

Subject      auxiliary (did)      not      verb 1      objective

Mantu      did      not      have      an elephant of his very own

Subject      auxiliary (did)      not      verb 1      objective

Mantu      did      not      love      him very much

Subject      did      not      verb 1      objective

## c. Question (Auxiliary (did) + subject + Verb 1 + question mark)

Did      Little Mantu      live      in a village deep in the jungle      ?

auxiliary (did)      Subject      verb 1      objective      question mark

Did      Mantu      have      an elephant of his very own      ?

auxiliary (did)      Subject      verb 1      adjective      question mark

Did      Mantu      love      him very much      ?

auxiliary (did)      Subject      verb 1      objective      question mark

**EXERCISES****Exercise :**

**Exercise 1. Fill in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d!**

## A Countryman and a Snake

A countryman's son 1..... on a snake's tail accidentally. The tail suddenly 2..... and hit him so that he died. The father 3..... very angry so that he cut off part of the snake's tail. Then, the snake in revenge 4..... several of the farmer's cattle. It 5..... him great loss. However, the farmer 6..... to stop the fight with the snake. He 7..... food and honey to the mouth of its lair, and 8..... to it, "Let's forget and forgive. Perhaps you 9..... right to punish my son, and take revenge on my cattle, but surely I 10..... right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten.”

(<http://englishjuniorhighschool.blogspot.com/2012/04/countryman-and-snake-countrymans-son.html> )

1. a. was step            b. step  
c. were steps        d. stepped
2. a. turn                b. turning  
c. turned              d. was turn
3. a. is                    b. was  
c. are                    d. were
4. a. stung                b. was stung  
c. sting                 d. stings
5. a. caused             b. causes  
c. cause                 d. was cause
6. a. decide             b. deciding  
c. decided              d. was decide
7. a. buying             b. buy

- c. To buys            d. brought
8. a. saying            b. say  
c. said                d. to say
9. a. is                 b. are  
c. was                d. were
10. a. were            b. was  
c. are                 d. is

**Exercise 2. Change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Races”**

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They 1.(like) to race against each other, but the hare always won.

One day, the hare 2.(ask) the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare 3.(reply) in a kind voice that he felt sorry about it.

But the next day, the hare 4(find) a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise 5.(is) slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

(<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-narrative-text-buggy-races.html>)

**Exercise 3. Change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence.**

Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. 1)The rabbit feared to arouse the

bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

2) The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. 3) He was very hearty eater. 4) The mother bear always gave him an extra large piece of meat but 5) the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(<http://englishjuniorhighschool.blogspot.com/2012/05/rabbit-and-bear-once-upon-time-there.html>)

1. The rabbit feared to arouse the bear's anger

Negative :

Question :

2. The bear was very gluttonous

Negative :

Question :

3. He was very hearty eater

Negative :

Question :

4. The mother bear always gave him an extra large piece of meat

Negative :

Question :

5. the youngest child did not eat it

Negative :

Question :

**Answer key:**

## Exercise 1

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

## Exercise 2

1. liked
2. asked
3. replied
4. found
5. was

## Exercises 3

1. The rabbit feared to arouse the bear's anger  
Negative : The rabbit didn't fears to arouse the bear's anger  
Question : Did the Rabbit fears to arouse the bear's anger?
2. The bear was very gluttonous  
Negative : The bear was not very gluttonous  
Question : Was the bears not very gluttonous?
3. He was very hearty eater  
Negative : He was not very hearty eater  
Question : Was he very hearty eater?
4. The mother bear always gave him an extra large piece of mean

Question: Did the mother bear always give him an extra large piece of meat?

1. The youngest child did not eat it (it is negative sentence)

Positive : The youngest child ate it

Question: Did the youngest child eat it?



**Lesson Plan Two**  
**(Experimental Group)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior High School</b>
<b>Grade</b>	<b>: VIII</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Genre</b>	<b>: Narrative Story</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

a. Product :

1. Change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence

b. Process :

2. Filing in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d
3. Change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Rasses”

#### IV. The Learning Objectives

##### Cognitive

##### a. product

1. The students are able to change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence

##### b. Process

2. The students are able to fill in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d
3. The students are able to change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Rasses”

**V. Material:** English grammar (simple past tense)

#### VI. Teaching Learning Process

##### 1. Techniques:

- Experimental Class : inductive method

##### 2. Activities

No	Teacher Activities	Students Activities	Time	
1.	<b>Introduction</b>		5'	
	1.1 Greeting the students	Responding		
	1.2 Checking the class	Responding		
2.	<b>Pre-instructional activity</b>		5'	
	2.1 Asking some leading questions	Answering the leading questions		
	2.2 Stating the objectives	Paying attention		
3.	<b>Main activities</b>		75'	
	3.1 Showing the narrative story entitled “Mantu’s Little Elephant”	Paying attention		5'
	3.2 Showing the examples	Paying attention		9'



	of simple past tense take from the narrative story entitled “Mantu’s Little Elephant”		
	3.3 Asking the students to do the exercises	Doing the exercises	60’
	3.4 Asking the students to submit their work	submit the work	1’
<b>4.</b>	<b>Post activities</b>		<b>5’</b>
	4.1 Guiding the students to draw a conclusion by giving the questions related to the material	Responding	
	4.2 Giving homework to restudy about the use of simple past tense	Paying attention	
	4.3 Parting	Responding	

#### VII. Media and Sources

1. Media: LCD, laptop
2. Source: <http://englishjuniorhighschool.blogspot.com/p/examples-of-narrative-text.html>

#### VIII. Evaluation

The product evaluation in the form of past tense test will be conducted at the third meeting after the treatments.

Jember, 9 Desember 2014

Trainee Teacher

Dwi Citra Resmi  
070210491146

### Main activities

Leading questions:

1. Did you remember what we learned last time?
2. Did you restudy about the lesson?
3. Did you remember how to identify the patterns of simple past tense?
4. May you try it one more time? Lets do it!

The example of the narrative story and some of the simple past tense sentences:

#### Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snakes, the elephants screeched and off their gents thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

(<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-narrative-text-mantus-little.html>)

The simple past verbs that used in the story:

Regular verb Paragraph1-4	Irregular verb Paragraph1-	Auxiliary	To be
lived helped loved whispered said looked screeched giggled smiled climbed	could had heard began made went	did	was were

**Examples:**

- a. Little Mantu lived in a village deep in the jungle.  
Negative: Little Mantu didn't live in a village deep in the jungle  
Question: Did Little Mantu lives in a village deep in the jungle?
- b. These elephants were so big and strong  
Negative: These elephants were not (weren't) so big and strong  
Question: Were these Elephants so big and strong?
- c. They began to laugh and made rude noises with their trunks.  
Negative: They didn't begin to laugh and made rude noises with their trunks.  
Question: Did they begin to laugh and make rude noises with their trunks?
- d. Mantu had an elephant of his very own  
Negative: Mantu didn't have an elephant of his very own  
Question: Did Mantu have an elephant of his very own?
- e. His names was Opie  
Negative: His names wasn't Opie  
Question: Was his names Opie?
- f. He was just a baby  
Negative : He wasn't just a baby.  
Question : Was he just a baby?
- g. Mantu loved him very much  
Negative: Mantu didn't love him very much  
Question: Did Mantu love him very much?
- h. Mantu whispered to Opie's ear  
Negative: Mantu didn't whisper to Opie's ear  
Question: Did Mantu whisper to Opie's ear?
- i. Mantu looked up at the huge elephant with a mischievous glint in his eye  
Negative: Mantu didn't looks up at the huge elephant with a mischievous glint in his eye  
Question: Did Mantu looks up at the huge elephant with a mischievous glint in his eye?
- j. Did I say there were snakes? (It is question sentence)  
Positive : I said there were snakes  
Negative : I didn't say there were snakes

**EXERCISES**

**Exercise 1. Fill in the blank of the narrative story text entitled “A Countryman and A Snake” the correct form of the verb by choosing a, b, c, or d!**

A Countryman and a Snake

A countryman's son 1..... on a snake's tail accidentally. The tail suddenly 2..... and hit him so that he died. The father 3..... very angry so that he cut off part of the snake's tail. Then, the snake in revenge 4..... several of the farmer's cattle. It 5..... him great loss. However, the farmer 6..... to stop the fight with the snake. He 7..... food and honey to the mouth of its lair, and 8..... to it, "Let's forget and forgive. Perhaps you 9..... right to punish my son, and take revenge on my cattle, but surely I 10..... right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten.”

(<http://englishjuniorhighschool.blogspot.com/2012/04/countryman-and-snake-countrymans-son.html> )

1. a. was step                      b. step  
c. were steps                    d. stepped
2. a. turn                            b. turning  
c. turned                         d. was turn
3. a. is                                b. was  
c. are                                d. were
4. a. stung                          b. was stung  
c. sting                              d. stings
5. a. caused                        b. causes  
c. cause                            d. was cause
6. a. decide                         b. deciding  
c. decided                         d. was decide
7. a. buying                        b. buy  
c. To buys                         d. brought

8. a. saying                      b. say  
     c. said                         d. to say
9. a. is                              b. are  
     c. was                         d. were
10. a. were                        b. was  
     c. are                         d. is

**Exercise 2. Change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Buggy Races”**

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They 1.(like) to race against each other, but the hare always won.

One day, the hare 2.(ask) the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare 3.(reply) in a kind voice that he felt sorry about it.

But the next day, the hare 4(find) a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise 5.(is) slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

(<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-narrative-text-buggy-races.html>)

**Exercise 3. Change the underlined simple past tense sentences in the narrative story text entitled “Rabbit and Bear” in to negative and question sentence.**

Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. 1)The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there

was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

2)The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. 3)He was very hearty eater. 4)The mother bear always gave him an extra large piece of meat but 5)the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

*(<http://englishjuniorhighschool.blogspot.com/2012/05/rabbit-and-bear-once-upon-time-there.html>)*

1. The rabbit feared to arouse the bear's anger

Negative :

Question :

2. The bear was very gluttonous

Negative :

Question :

3. He was very hearty eater

Negative :

Question :

4. The mother bear always gave him an extra large piece of meat

Negative :

Question :

5. the youngest child did not eat it

Negative :

Question :

**Answer key:**

## Exercise 1

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

## Exercise 2

1. liked
2. asked
3. replied
4. found
5. was

## Exercise 3

1. The rabbit feared to arouse the bear's anger  
Negative : The rabbit didn't fears to arouse the bear's anger  
Question : Did the Rabbit fears to arouse the bear's anger?
2. The bear was very gluttonous  
Negative : The bear was not very gluttonous  
Question : Was the bears not very gluttonous?
3. He was very hearty eater  
Negative : He was not very hearty eater  
Question : Was he very hearty eater?
4. The mother bear always gave him an extra large piece of mean  
Negative: The mother bear didn't always give him an extra large piece of mean  
Question: Did the mother bear always give him an extra large piece of mean?

5. The youngest child did not eat it (it is negative sentence)

Positive :The youngest child ate it

Question: Did the youngest child eat it?





### POST TEST

**TASK 1. Fill in the blank of the narrative story text entitled “Snow White” the correct form of the verb by choosing a, b, c, or d!**

#### Snow White

Long ago, in the Neverland, there 1..... a very beautiful princess, Snow White. The Queen was her step mother. She was very jealous of her beauty, so she 2..... her to die.

Snow White 3..... about the evil plan. She 4..... into a forest. There she 5.....friends with seven dwarfs and they lived happily.

Unlucky the evil queen knew that Snow White 6..... still alive and lived in the forest, so she 7.....there to kill her. The Queen 8..... into a witch. But Snow White 9.....realize it. The witch 10.....her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

*(<http://englishjuniorhighschool.blogspot.com/2012/04/snow-white-long-ago-in-neverland-there.html>)*

- |    |             |            |
|----|-------------|------------|
| 1. | a. lived    | b. lives   |
|    | c. live     | d. living  |
| 2. | a. want     | b.wants    |
|    | c. wanted   | d. want to |
| 3. | a. know     | b. knew    |
|    | c. to know  | d. knows   |
| 4. | a. escaping | b. escape  |
|    | c. escapes  | d. escaped |
| 5. | a. made     | b. to make |
|    | c. make     | d. making  |
| 6. | a. to be    | b. were    |
|    | c. was      | d. is      |

7. a. go                      b. went  
    c. goes                  d. going
8. a. turns                  b. to turn  
    c. turning                d. turned
9. a. does not              b. do not  
    c. did not                d. was not
10. a. to give                b. gave  
    c. giving                 d. give

**TASK 2. Change the verbs in the bracket in to simple past tense forms of the narrative story text entitled “Three Fishes”**

Three Fishes

Once, three fish lived in a pond. One evening, some fishermen **1.**(pass) by the pond and **2.**(see) the fish. “This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish.” Then the fishermen left.

When the eldest fish heard this, he **3.**(be) troubled. He called the other fish together and said, “We must leave this pond at once. The fishermen will return tomorrow and kill us all.” The second fish agreed. But the youngest fish laughed. “Should these men return? I am not going anywhere - my luck will keep me safe.”

The eldest fish **4.**(leave) the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish **5.**(refuse) to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

*(<http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-three-fishes.html>)*

**TASK 3. Change the underlined simple past tense sentences in the narrative story text entitled “Bawang Merah and Bawang Putih” in to negative and question sentence.!**

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. (1)Bawang Putih’s life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, (2)her mother’s clothes fell down to the river. Finally she met an old woman. (3)The old woman returned the clothes. 4)She also gave Bawang Putih a small pumpkin. At home, Suddenly (5)Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. Bawang Merah and her mother hurry up go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

*(<http://englishjuniorhighschool.blogspot.com/2014/07/example-of-narrative-text-bawang-merah.html>)*

**Answer key:****Task 1**

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

**Task 2**

1. passed
2. saw
3. was
4. left
5. refused

**Task 3**

1. Bawang Putih's life was sad  
Negative : Bawang Putih's life was not sad  
Question : Was Bawang Putih's life sad?
2. Her mother's clothes fell down to the river  
Negative : Her mother's clothes did not fall down to the river.  
Question : Did her mother's clothes fall down to the river?
3. The old woman returned the clothes  
Negative : The old woman did not return the clothes  
Question : Did the old woman return he clothes?
4. She also gave Bawang Putih a small pumpkin  
Negative: She did not also give Bawang putih a small pumpkin  
Question: Did she also give Bawang Putih a small pumpkin?

5. Bawang putih and her step mother and step sister were surprised.

Negative: Bawang Putih and her step mother and her step sister were not surprised

Question: Were Bawang Putih and her step mother and step sister surprised?



## POST-TEST SCORES FOR EXPERIMENTAL GROUP CLASS F

No	NAMA	Exercise 1	Exercise 2	Exercise 3	$\Sigma$	Score = $\frac{\text{Obtained Score}}{35} \times 100$
1.	A. J. R.	9	10	10.5	29.5	84
2.	A. N. K.	10	8	11.5	29.5	84
3.	A. K.	9	10	10.5	29.5	84
4.	A. A. S.	6	8	7	21	60
5.	B. B. N.	9	4	12.5	25.5	73
6.	B. A. P.	10	8	11.5	29.5	84
7.	D. S. G.	10	10	10	30	86
8.	D. R. S.	5	8	9	22	63
9.	D. I. P.	7	10	10	27	77
10.	D. R.	9	10	11.5	30.5	88
11.	D. M.	10	10	10.5	30.5	88
12.	D. S. A.	9	8	10	27	77
13.	E. U	9	10	11	30	86
14.	F. I	9	10	10.5	29.5	84
15.	F. P. W.	9	6	10.5	25.5	73
16.	G.A.P	5	8	9	22	63
17.	H. R. A. P.	10	8	11.5	29.5	84
18.	H. C. P.	9	4	12.5	25.5	73
19.	I. N.	9	8	10	27	77
20.	M. H.	9	10	11	30	86
21.	M. R. A. A.	9	10	10.5	29.5	84
22.	M. S	9	8	10	27	77
23.	M. T. S.	9	10	10.5	29.5	84
24.	R. S	9	10	10.5	29.5	84
25.	R. M	10	10	10.5	30.5	88
26.	R. A. W.	10	10	10.5	30.5	88
27.	R. F.	9	10	10.5	29.5	84
28.	R. D.	9	6	10.5	25.5	73
29.	R. M.	9	8	10	27	77
30.	R. S. F	9	10	11	30	86
31.	R. Z. K	9	8	10	27	77
32.	S. N	5	8	9	22	63
33.	Y. M	9	8	10	27	77
34.	Z. R. N. F	10	8	13.5	31.5	90
35.	D. F	9	6	10.5	25.5	73
36.	R. A. R	9	10	11	30	86
$\Sigma$						2995
Mean						83.2

## POST-TEST SCORES FOR CONTROL GROUP CLASS G

No.	NAMA	TASK 1	TASK 2	TASK 3	$\Sigma$	Score = $\frac{\text{Obtained Score}}{35} \times 100$
1.	A. M.	9	8	10	27	77
2.	A.A. A. S.	7	10	11	28	80
3.	A. H. N. W	9	4	12.5	25.5	73
4.	C. L.	9	4	12.5	25.5	73
5.	D. A. I.	7	10	11	28	80
6.	D. K. J.	9	4	12.5	25.5	73
7.	E. S.	5	8	9	22	63
8.	F. S. S.	7	10	11	28	80
9.	F. P. S.	9	4	12.5	25.5	73
10.	G. W. R.	10	8	10	28	80
11.	H. O. D.	9	8	10	27	77
12.	I.F	9	8	10	27	77
13.	I.P	9	8	10	27	77
14.	I.N. S.	9	8	11	28	80
15.	K.	9	4	12.5	25.5	73
16.	M. C. N. I	9	8	11	28	80
17.	M. F.	9	4	12.5	25.5	73
18.	M. R. Y. S	10	8	10	28	80
19.	M. I. E.	9	8	10	27	77
20.	M. M	10	8	10	28	80
21.	M. R.	5	8	9	28	63
22.	M. K.	7	10	11	28	80
23.	N. I.	9	4	12.5	25.5	73
24.	N. A. N	9	8	10	27	77
25.	O. A. L	10	8	10	28	80
26.	S. A. M	10	8	10	28	80
27.	S.	9	8	11	28	80
28.	S. B. P	9	10	10.5	29.5	84
29.	T. D. P	7	6	4.5	17.5	50
30.	T. P	9	8	11	28	80
31.	T. E. S.	9	4	12.5	25.5	73
32.	V. I. J.	9	8	10	27	77
33.	Y. B.	10	8	10	28	80
34.	Y. D. F. R	5	8	9	22	63
35.	A.P. S.	9	8	11	28	80
36.	I.M.I	9	4	12.5	25.5	73
					$\Sigma$	2770
					Mean	76,94

## THE OUTPUT OF T-TEST FORMULA

## A. Group Statistics

*The Results of Post-test in Experimental Group (VIII F)*

No.	NAMA	Scores (X)	Deviation (dx)	(dx) <sup>2</sup>
1.	ADINDA JUWITA RIZKA	85	-8.61	39.0625
2.	AKHMAD NANANG .K.	85	3.89	14.0625
3.	ANDHIKO KRISTIYANTO	85	8.89	1.5625
4.	ARIF ALEK SANDRO	65	-3.61	1.5625
5.	BAGUS BAROKATUN .N.	75	-6.11	14.0625
6.	BAYU ADI PRAYOGA	85	1.39	1.5625
7.	DAVID SAHRUL .G.	85	6.39	39.0625
8.	DEVI RETNO SARI	85	3.89	264.0625
9.	DEWI INTAN PANDINI	80	-3.61	1.5625
10.	DIAH ROSITA	80	6.39	451.15625
11.	DIMAS MAULANA	85	6.39	76.5625
12.	DWI SILFI AYUNI	85	8.89	189.0625
13.	EVA URBANINGRUM	85	6.39	76.5625
14.	FARIDATUL ISLAMIA	85	1.39	14.0625
15.	FRISCA PUTRI WIDIASTI	70	-6.11	351.5625
16.	GALUH ADI PRASETYO	75	-3.61	1.5625
17.	HELEN RAHMAT ARSA .P.	80	1.39	14.0625
18.	HEPPY CRISTINA PUTRI	85	-1.11	1.5625
19.	IFATUN NASIFAH	80	-3.61	1.5625
20.	MIFTAHUL HILMI	85	-8.61	76.5625
21.	MUHAMAD RICO .A. A.	75	-6.11	14.0625
22.	MUHAMAD SYEHUDIN	80	-3.61	1.5625
23.	MUHAMAD TRI .S.	85	3.89	39.0625
24.	RAMADHAN .S.	85	3.89	39.0625
25.	RIDHO MAHENDRA	80	-1.11	1.5625
26.	RIKA AYUNNIA WATI	80	-1.11	1.5625
27.	RIO FIRMANSYAH	85	3.89	39.0625
28.	RISMA DEVITASARI	80	-1.11	14.0625
29.	RITA MARDANI	85	-8.61	39.0625
30.	RIZKY SALSABILA .F.	85	1.39	1.5625



31.	ROMLI ZAINUL KHUSEIN	85	1.39	1.5625
32.	SUSILOWATI NINGSIH	80	-3.61	14.0625
33.	YUSTI MAISAROH	85	3.89	1.5625
34.	ZIA RINTIANAWATI .N. F.	90	-1.11	1.5625
35.	DHEDEK FIRMANSYAH	75	-8.61	39.0625
36.	REGITA ANO RAGA	80	6.39	126.5625
	$\Sigma$	2995	0	955.5556
	Mean	83.2	0	26.54321

*The Results of Post-test in Control Group (VIII G)*

No.	NAMA	Scores (X)	Deviation (dx)	(dx) <sup>2</sup>
1.	AYU MUSTAQFIROH	77	7.02	49.2804
2.	ABDULAH AHMAT .A. S.	80	7.02	49.2804
3.	ALFANDA HARDIAN .N. W.	73	2.02	4.0804
4.	CHUSNUL LAILIYAH	73	-2.98	8.8804
5.	DWI ARISKA INDRAWATI	80	7.02	49.2804
6.	DWI KHUFFATUL JANNAH	73	-2.98	8.8804
7.	ENY SAFITRI	63	2.02	4.0804
8.	FAHRI SAPUTRA .S.	80	2.02	4.0804
9.	FARAH PUTRI SALSABILA	73	-2.98	8.8804
10.	GANDA WAHYU .R.	80	4.52	20.4304
11.	HELDI OKTA DIANSYAH	77	-0.48	0.2304
12.	IMROATUL FAIZAH	77	-2.98	8.8804
13.	INTAN PUSPITASARI	77	-0.48	0.2304
14.	IRMA NUR SAFITRI	80	7.02	49.2804
15.	KHOLIFAH	73	-22.98	528.0804
16.	MAHARDHIKA .C.N. I.	80	-2.98	8.8804
17.	MELIANA FEBRIYANTI	73	-0.48	0.2304
18.	MOCHAMMAD RICKY .Y. S	80	4.52	20.4304
19.	MUCHAMMAD INSAN .E.	77	-0.48	0.2304
20.	MUHAMMAD MAHADIR	80	-2.98	8.8804
21.	MUHAMMAD RIKY	63	-2.98	8.8804
22.	MUHAMMAD WILDAN .D.	80	-0.48	0.2304
23.	MUZZAIYATUL KARROMAH	73	-2.98	8.8804
24.	NAFISATUL INSIYAH	77	-2.98	8.8804
25.	NAURAH AMBARWATI .N.	80	-0.48	0.2304
26.	OKTARESTIKO ARIEL .L.	80	4.52	20.4304

27.	SAIFUL ARIF MARDANI	80	9.52	90.6304
28.	SATRIA BAGUS PRANOTO	84	2.02	4.0804
29.	SILVIANI	50	-2.98	8.8804
30.	TEGUH DWI PRAMONO	80	4.52	20.4304
31.	TEGUH PRASETYO	73	4.52	20.4304
32.	TRENADI EKA SETIAWAN	77	-0.48	0.2304
33.	VICKY ILHAM JAYAKUSUMA	80	-0.48	0.2304
34.	YOSINTA BERLIANASARI	63	-12.98	168.4804
35.	AMRULLAH PUTRI .S.	80	2.02	4.0804
36.	IQBAL MAULANA .I.	73	-0.48	0.2304
	$\Sigma$	2770	22	1197.744
	Mean	76.94	0.61	33.27068

Based on the table above, the computation of t-test on students' summary writing achievement scores as follow:

1. The mean score of the experimental group

$$Ma = \frac{\sum x}{na} = \frac{2995}{36} = 83.2$$

2. The mean score of the control group

$$Mb = \frac{\sum y}{nb} = \frac{2770}{36} = 76.94$$

3. The individual score deviation square of Ma

$$\begin{aligned} \sum x_a^2 &= \sum x^2 - \frac{(\sum x)^2}{na} \\ &= 955.56 - \frac{(0)^2}{36} \\ &= 955.56 - 0 \\ &= 955.56 \end{aligned}$$

4. The individual score deviation square of Mb

$$\sum x_b^2 = \sum y^2 - \frac{(\sum y)^2}{nb}$$

$$\begin{aligned}
 &= 1197.7 - \frac{(22)^2}{36} \\
 &= 1197.7 - 13.44 \\
 &= 1184.26
 \end{aligned}$$

5. The degree of freedom

$$\begin{aligned}
 D_f &= (n_x + n_y - 2) \\
 &= (36 + 36 - 2) \\
 &= 70 (1.994)
 \end{aligned}$$

6. Calculating the t-test of speaking ability:

$$\begin{aligned}
 t_{tes} &= \frac{(M_x - M_y)}{\sqrt{\left(\frac{\sum X_x^2 + \sum X_y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{82.6 - 75.97}{\sqrt{\left(\frac{955.56 + 1184.26}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{6.63}{\sqrt{(30.56)(0.06)}} \\
 &= \frac{6.63}{\sqrt{1.83}} \\
 &= \frac{6.63}{1.4}
 \end{aligned}$$

$$T\text{-test} = 4.736$$

Notes:

$M_x$  : Mean score of the experimental group

$M_y$  : Mean score of the control group

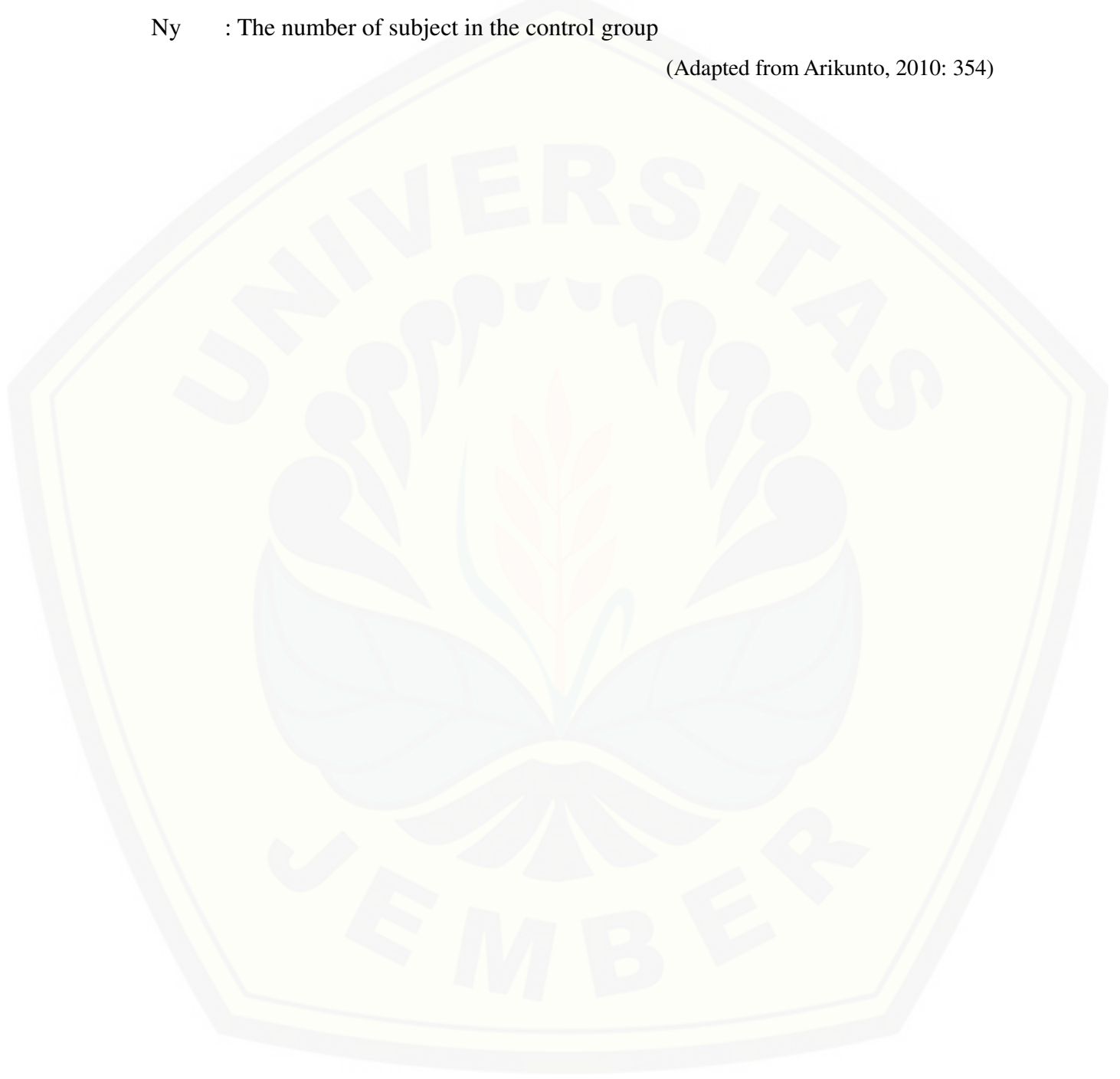
$X_x$  : Individual score deviation of the experimental group

$X_y$  : Individual score deviation of the control group

$N_x$  : The number of subject in the experimental group

$N_y$  : The number of subject in the control group

(Adapted from Arikunto, 2010: 354)



The Schedule of the Research  
at SMPN 2 Sukodono Lumajang

Note	Day	Date	Time	Class
1 <sup>st</sup> meeting	Monday	December, 08 <sup>th</sup> 2014	07.15 – 08.45	Experiment class (8F)
1 <sup>st</sup> meeting	Monday	December, 08 <sup>th</sup> 2014	09.15 – 10.45	Control class (8G)
2 <sup>nd</sup> meeting	Tuesday	December, 09 <sup>th</sup> 2014	07.15 – 08.45	Control class (8G)
2 <sup>nd</sup> meeting	Tuesday	December, 09 <sup>th</sup> 2014	09.15 – 08.45	Experiment class (8F)
Post-test	Tuesday	December, 09 <sup>th</sup> 2014	10.00 – 11.00	Experiment class (8F)
Post-test	Tuesday	December, 09 <sup>th</sup> 2014	11.00 – 12.00	Control class (8G)

## Researcher Permission from the the Dean of FKIP Jember University



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334988, 330738 Faks: 0331-334988  
Laman: www.fkip.unej.ac.id

Nomor **7:784/UN25.1.5/LT/2014**  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

01 DEC 2014

Yth. Kepala SMPN 2 Sukodono  
Lumajang

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Dwi Citra Resmi  
NIM : 070210491146  
Jurusan : FKIP  
Program Studi : Bahasa Inggris

Bermaksud mengadakan penelitian tentang "The Effect of Using Inductive Method in Teaching Simple Past Tense Through Narrative Stories on The Eighth Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang" di Sekolah yang Saudara pimpin.

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

Researcher Permission from the Principle of SMPN 2 Sukodono Lumajang



PEMERINTAH KABUPATEN LUMAJANG  
DINAS PENDIDIKAN  
**SMP NEGERI 2 SUKODONO**

Jln. Kebonarang 2 Sukodono Tlp (0334) 883071 Lumajang 67352

**SURAT KETERANGAN**

Nomor : 500/ 251 /427.34.15.02/2014

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sukodono Lumajang menerangkan dengan sebenarnya bahwa mahasiswa program studi Pendidikan Bahasa Inggris FKIP – Universitas Jember dengan sebenarnya :

Nama : DWI CITRA RESMI  
NIM : 070210491146  
Jurusan : FKIP Bahasa Inggris

Telah melaksanakan uji coba soal pada kelas VIII F dan VIII G di SMP Negeri 2 Sukodono pada hari Senin, 8 Desember 2014

Demikian surat keterangan ini agar digunakan sebagaimana mestinya

Sukodono, 16 Desember 2014  
Kepala Sekolah



Drs. SAFIUL RIDJAL, M.Pd  
NIP. 19620301 198902 1 001

THE STUDENTS' WORK IN EXPERIMENTAL AND CONTROL GROUP

The Highest Score for Post Test in Experimental Group

Nama : Zho Ramona Wati N.F.  
 kelas : VIII F  
 0. Aprilen : 3A

90

POST TEST

Exercises :

Exercises 1. Fill in the blank of the narrative story text entitled "Snow White" to be a good sentences by choosing a, b, c, or d!

Snow White

Long ago, in the Neverland, there 1..... a very beautiful princess, Snow White. The Queen was her step mother. She was very jealous of her beauty, so she 2..... her to die.

Snow White 3..... about the evil plan. She 4..... into a forest. There she 5..... friends with seven dwarfs and they lived happily.

Unlucky the evil queen knew that Snow White 6..... still alive and lived in the forest, so she 7..... there to kill her. The Queen 8..... into a witch. But Snow White 9..... realize it. The witch 10..... her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

10  
 a. lived  
 c. live  
 a. want  
 c. wanted  
 a. know  
 c. to know  
 a. escaping  
 c. escapes  
 b. made  
 c. make  
 a. to be  
 c. was  
 a. go  
 c. goes

b. lives  
 d. living  
 b. wants  
 d. want to  
 b. knew  
 d. knows  
 b. escape  
 d. escaping  
 b. to make  
 d. making  
 b. were  
 d. is  
 b. went  
 d. going

Exercises 2. Filling in the blank of the narrative story text entitled "Three Fishes" to be a good sentences based on the verb in the bracket

Three Fishes

Once, three fish lived in a pond. One evening, some fishermen 1 (pass) by the pond and 2 (see) the fish. "This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish." Then the fishermen left.

When the eldest fish heard this, he 3 (be) troubled. He called the other fish together and said, "We must leave this pond at once. The fishermen will return tomorrow and kill us all." The second fish agreed. But the youngest fish laughed. "Should these men return? I am not going anywhere - my luck will keep me safe."

The eldest fish 4 (leave) the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish 5 (refuse) to leave, even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

(http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-three-fishes.html)

8  
 a. turns  
 c. turning  
 a. does not  
 c. did not  
 a. to give  
 c. giving

b. to turn  
 d. turned  
 b. do not  
 d. was not  
 b. gave  
 d. give

24 (100%)  
 24 (100%)  
 24 (100%)  
 24 (100%)  
 24 (100%)

$10 + 8 + 13.5 = 31.5$   
 $Score = \frac{31.5}{35} \times 100 = 90$



135  
 Exercises 3. Changing the simple past tense underlining sentences in the narrative story text entitled "Bawang Merah and Bawang Putih" and to be negative and question sentence!

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. 1) Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, 2) her mother's clothes fell down to the river. Finally she met an old woman. 3) The old woman returned the clothes. 4) She also gave Bawang Putih a small pumpkin. At home, suddenly 5) Bawang Putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries Bawang Merah and her mother hurry up go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

(http://englishjuniorhighschool.blogspot.com/2014/07/example-of-narrative-text-bawang-merah.html)

Jawab:

- 1) Bawang putih's life was sad.
- 2) (-) Bawang putih's life was not sad.
- 3) (?) Was bawang putih's life sad?
- 4) Her mother's clothes fell down to the river.
- 5) (-) Her mother's clothes did not fall down to the river.
- 6) (?) Did her mother's clothes fall down to the river?

- 3) The old woman returned the clothes.
- 4) (-) The old woman did not return the clothes.
- 5) (?) Did the old woman return the clothes?
- 6) She also gave Bawang putih a small pumpkin.
- 7) (-) She did not also give Bawang putih a small pumpkin.
- 8) (?) Did she also give bawang putih a small pumpkin?
- 9) Bawang putih and her step mother and step sister were surprised.
- 10) Bawang putih and her step mother and step sister were not surprised.
- 11) (-) Were Bawang putih and her step mother and step sister surprised?

The Highest Score for Post Test in Control Group

nama: SATRIA BAGUS PRANOJO  
 kelas: VIII G  
 tgl: 28

(84)

POST TEST

Exercises 1. Fill in the blank of the narrative story text entitled "Snow White" to be a good sentences by choosing a, b, c, or d!

Snow White

Long ago, in the Neverland, there 1..... a very beautiful princess, Snow White. The Queen was her step mother. She was very jealous of her beauty, so she 2..... her to die.

Snow White 3..... about the evil plan. She 4..... into a forest. There she 5..... friends with seven dwarfs and they lived happily.

Unlucky the evil queen knew that Snow White 6..... still alive and lived in the forest, so she 7..... there to kill her. The Queen 8..... into a witch. But Snow White 9..... realize it. The witch 10..... her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

- a. ~~lived~~
- b. lives
- c. live
- d. living
- a. want
- b. wants
- c. ~~wanted~~
- d. want to
- a. know
- b. ~~knew~~
- c. to know
- d. knows
- a. escaping
- b. escape
- c. ~~escapes~~
- d. escaped
- a. to be
- b. were
- c. make
- d. making
- a. to be
- b. was
- c. ~~went~~
- d. is
- a. go
- b. ~~went~~
- c. goes
- d. going

- a. turns
- b. to turn
- c. ~~turning~~
- d. do not
- a. does not
- b. ~~do not~~
- c. did not
- d. was not
- a. to give
- b. ~~gave~~
- c. giving
- d. give

Exercises 2. Filling in the blank of the narrative story text entitled "Three Fishes" to be a good sentences based on the verb in the bracket

Three Fishes

Once, three fish lived in a pond. One evening, some fishermen 1 (pass) by the pond and 2 (see) the fish. "This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish." Then the fishermen left.

When the eldest fish heard this, he 3 (be) troubled. He called the other fish together and said, "We must leave this pond at once. The fishermen will return tomorrow and kill us all." The second fish agreed. But the youngest fish laughed. "Should these men return? I am not going anywhere - my luck will keep me safe."

The eldest fish 4 (leave) the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish 5 (refuse) to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

(http://englishjuniorhighschool.blogspot.com/2013/06/sample-of-narrative-text-three-fishes.html)

10

verb 2:  
 1. passed  
 2. saw  
 3. was  
 4. left  
 5. refused

$$9 + 10 + 10.5 = 29.5$$

$$\text{Score} = \frac{29.5}{35} \times 100 = 84.3$$

Exercises 3. Changing the simple past tense underlining sentences in the narrative story text entitled "Bawang Merah and Bawang Putih" and to be negative and question sentence!

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. 1) Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, 2) her mother's clothes fell down to the river. Finally she met an old woman. 3) The old woman returned the clothes. 4) She also gave Bawang Putih a small pumpkin. At home, suddenly 5) Bawang Putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelry. Bawang Merah and her mother hurry up to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. (<http://englishjuniorhighschool.blogspot.com/2014/07/example-of-narrative-text-bawang-merah.html>)

1. ~~Bawang Putih's~~ life was not sad
3. ~~She~~ was Bawang Putih's life sad?
2. ~~Her~~ mother ~~was~~ not her clothes fell down to the river
4. ~~She~~ was her mother clothes fell down to the river?
5. ~~The~~ old woman did not return the clothes
3. ~~She~~ did the old woman return the clothes?

4. ~~She~~ also ~~didn't~~ give Bawang Putih a small pumpkin

17) Did she also give Bawang Putih a small pumpkin?

5. ~~Bawang Putih~~ and her mother and step sister weren't surprised

~~They~~ were Bawang Putih and her mother and step sister surprised



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6

2) her mother's clothes fell down to the river

~~At her mother's~~

1) Her mother's clothes fell down to the river

~~She also~~ the old woman returned the clothes

2) she did not give Bawang Putih a small pumpkin.

1) Her mother's clothes fell down to the river  
3) The old woman returned the clothes  
4) She also gave Bawang Putih a small pumpkin.

~~At her mother's~~

~~She also~~

~~she did not give Bawang Putih a small pumpkin.~~

The Lowest Score for Post Test in Control Group

L

L

NAMA = LEGUHI WU RUMONG  
KIS = 86

POST TEST

Exercises :

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1. ~~X~~ lived      b. lives  
~~X~~ c. live      d. living  
 a. want      ~~X~~ a. wants  
 c. wanted      d. want to  
 3. a. know      ~~X~~ a. knew  
 c. to know      d. knows  
 4. a. escaping      b. escape  
 c. escapes      ~~X~~ c. escaped  
 a. made      b. to make  
 c. make      ~~X~~ c. making  
 6. a. to be      b. were  
~~X~~ a. was      d. is  
 a. go      b. went  
~~X~~ goes      d. going

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6

Applied  
 2) SAD  
 3) was  
 4) lived  
 5) refused

8. a. turns      b. to turn  
 c. turning      ~~X~~ turned  
 9. a. does not      b. do not  
~~X~~ did not      d. was not  
 10. a. to give      ~~X~~ gave  
 c. giving      d. give

7 + 6 + 4.5 = 17.5  
 score =  $\frac{17.5}{35} \times 100 = 50$

(5) ~~(7)~~ Bawang Putih is not the mother and step sister  
 were refused  
~~(7)~~ not the bawang Putih's mother  
 sister was eaten

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1. ~~(5)~~ Bawang Putih was not tive was food  
 (7) was Bawang Putih lif was food?  
 he mother was not clothes fell down to the river
2. ~~(7)~~ he mother clothes fell down to the river  
 Did her mother clothes fell down to the river?
3. ~~(7)~~ She give the old woman to turn the clothes?  
 Did she give Bawang Putih pumpkin?
4. ~~(7)~~ She also give Bawang Putih a small pumpkin?  
 Did she also give Bawang Putih a small pumpkin?