



**THE USE OF POSITIVE REINFORCEMENT TO IMPROVE CLASS X-7
STUDENTS' ACTIVE PARTICIPATION AND SIMPLE PAST TENSE
ACHIEVEMENT AT SMAN KALISAT**

THESIS

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

2016



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the
English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education, Jember University

by:

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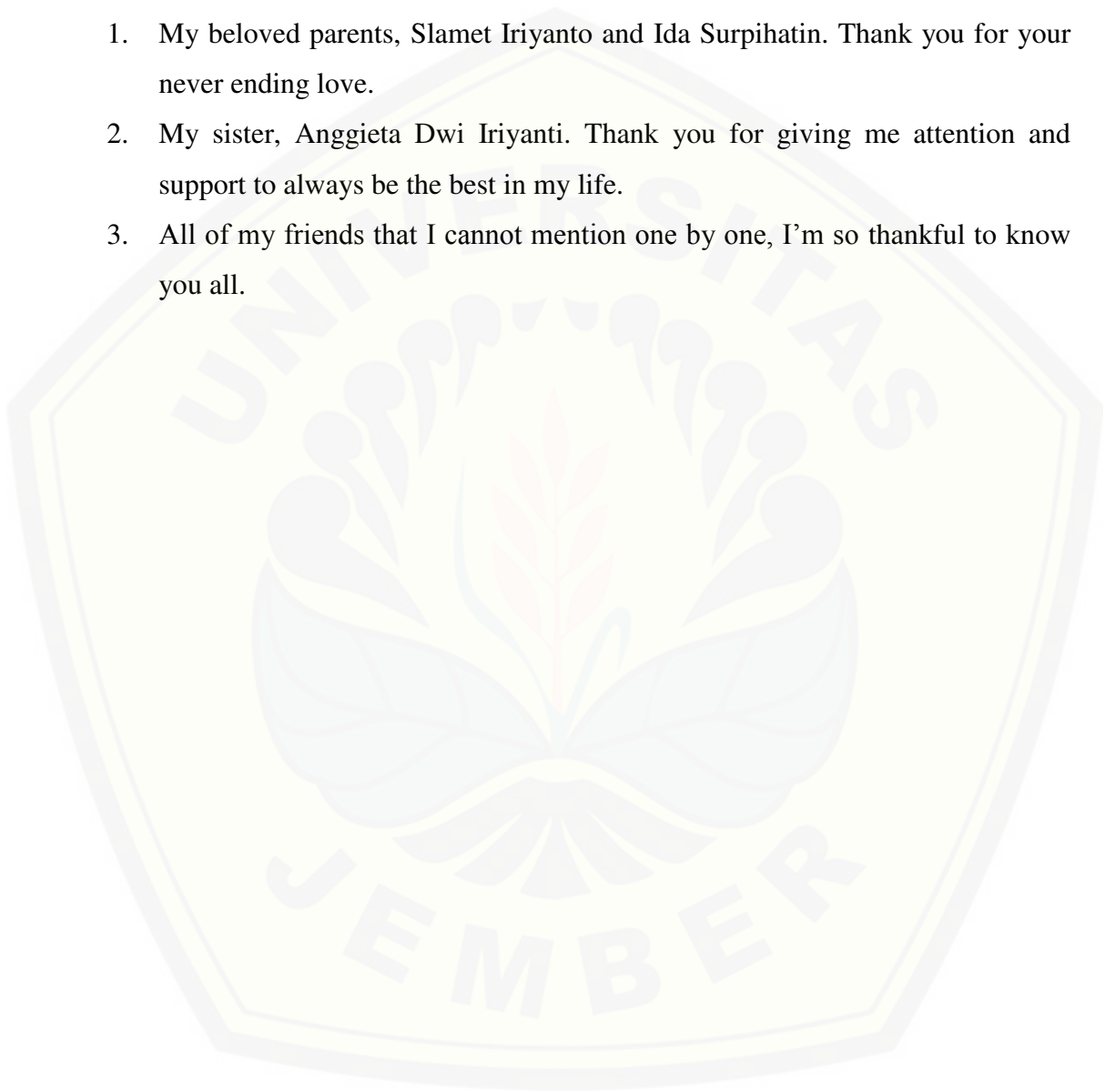
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2016

DEDICATION

This thesis is honorably dedicated to:

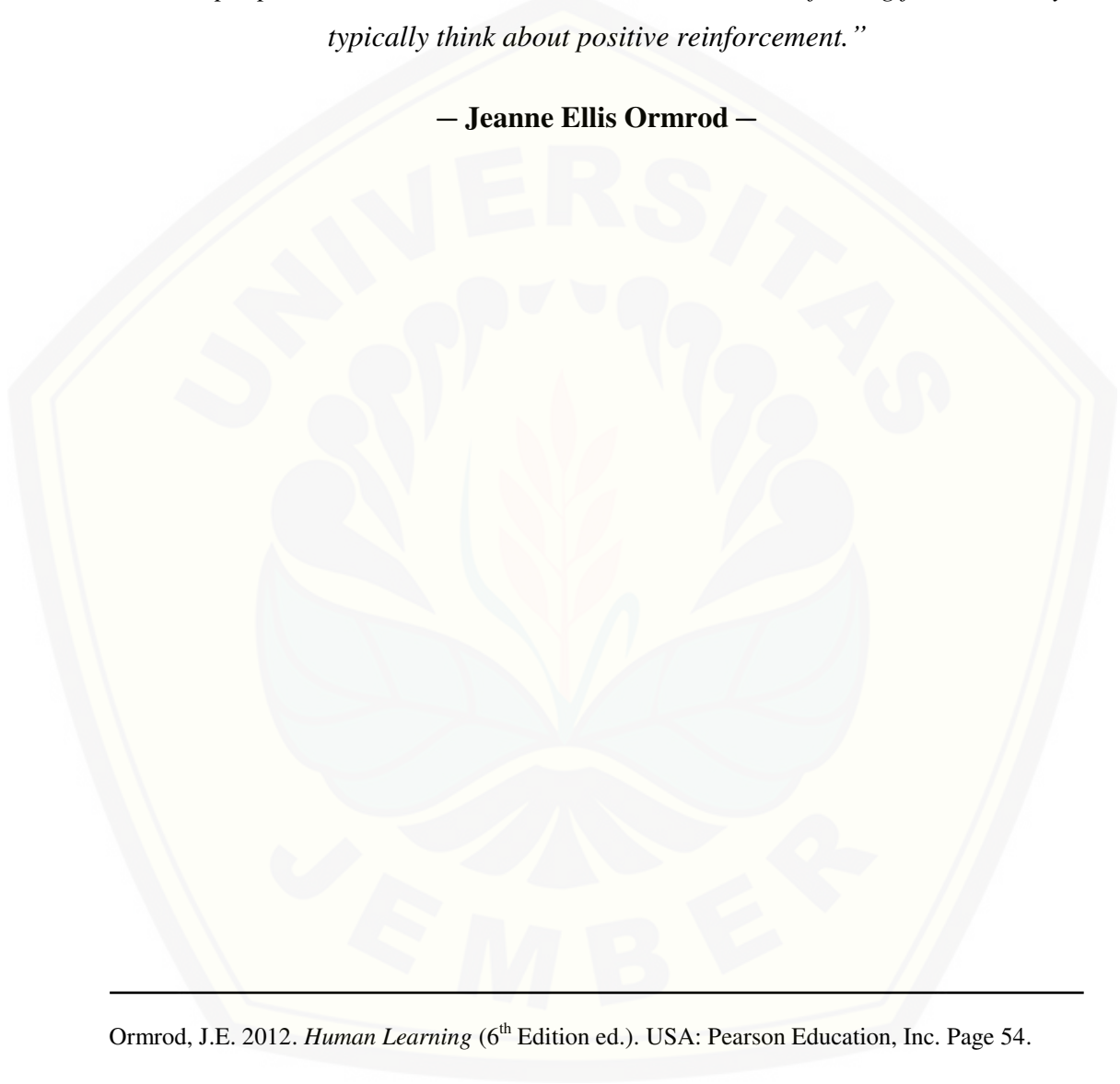
1. My beloved parents, Slamet Iriyanto and Ida Surpihatin. Thank you for your never ending love.
2. My sister, Anggieta Dwi Iriyanti. Thank you for giving me attention and support to always be the best in my life.
3. All of my friends that I cannot mention one by one, I'm so thankful to know you all.



MOTTO

“When people think about stimuli and events that are reinforcing for them, they typically think about positive reinforcement.”

– Jeanne Ellis Ormrod –



Ormrod, J.E. 2012. *Human Learning* (6th Edition ed.). USA: Pearson Education, Inc. Page 54.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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The writer,

Loudry Vian Arganatha

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CONSULTANTS' APPROVAL

**THE USE OF POSITIVE REINFORCEMENT TO IMPROVE CLASS X-7
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THESIS

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In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

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2. The Chairperson of the Language and Arts Department;
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6. The Principal of SMAN Kalisat, the English teacher, the Staff, and class X-7 students who gave me permission and helped me to obtain the data for the research;
7. My beloved almamater, Jember University.

I believe that this thesis might have some weaknesses. Therefore, any criticism and valuable suggestions will be wisely appreciated.

Jember, August 2016

Loudry Vian Arganatha

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SUMMARY

The Use of Positive Reinforcement to Improve Class X-7 Students' Active Participation and Simple Past Tense Achievement at SMAN Kalisat; Loudry Vian Arganatha, 120210401021; 2016; 59 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The design used in this research was classroom action research. The purpose of conducting this research was to improve class X-7 students' active participation and simple past tense achievement at SMAN Kalisat. The researcher used positive reinforcement because the researcher believed that positive reinforcement could improve class X-7 active participation and simple past tense achievement during the teaching learning process.

Positive reinforcement used in this research was material reinforcement and social reinforcement. Both reinforcements were used during the teaching learning process of simple past tense. Besides, the researcher used continuous schedule to give reinforcement to the students. It means that the researcher gave reinforcement after every correct response that was given by the students.

This research was conducted on 25 May up to 3 June 2016 in 2 Cycles. The result of the observation in Cycle 1 showed that 73.5% students were categorized as active, and for the simple past tense achievement test, the result showed that the percentage of the students who got the passing grade was 78%. The passing grade of the test was 75.

The result of the observation in Cycle 2 showed that 80.5% students were categorized as active, and for the simple past tense achievement test, the result showed that the percentage of the students who got the passing grade was 83%. The percentage of the students' active participation increased from 73.5% to 80.5%. The same thing also happened on students' simple past tense achievement, the result increased from 78% to 83%. It could be concluded that the use of positive reinforcement could improve class X-7 students' active participation and simple past tense achievement at SMAN Kalisat.

CHAPTER 1. INTRODUCTION

This chapter discusses some aspects related to the topic of the research. They are background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of the Research

Language as a means of communication plays an important role in every aspect of human being. Without having language, people will get difficulty in delivering their mind or expressing their ideas. English becomes an important language to master because English is an International Language and it is used in almost aspect of human life such as in education, economy, technology, and politics. Because of that reason, English is learned by almost everyone in the world as the first, the second or the foreign language. Indonesia is a country in which most students learn English as a foreign language. English becomes a compulsory subject to be taught from the seventh grade of junior high school up to university level.

There are four language skills that should be mastered well by language learners in learning English. They are listening, speaking, reading, and writing. In order to master those four skills, the language learners should master three English language components. They are vocabulary, grammar, and pronunciation. Without mastering those three language components, they will face difficulties in mastering the English skills.

In order to communicate effectively, language learners should master grammar. Crystal (1995) in Dykes (2007:5) states that grammar is needed to communicate in intelligible sentences. It means that grammar can make the message clearer so that the hearer can easily understand what the speaker means. One aspect of grammar that should be mastered well by the language learners especially for Senior High School students is tenses. In the 2006 curriculum (KTSP) especially for the tenth grade students, it is stated that the students should master three types of text. They are narrative, descriptive, dan news item.

Related to the three types of the text above, the students should master four tenses. They are simple present tense, present continuous tense, simple past tense, and past continuous tense. Simple present and present continuous tense are related to descriptive texts, while simple past and past continuous tense are related to recount and news item texts. Although tenses are not stated in standard and basic competencies of 2006 curriculum, tenses are needed to master the materials as stated in the curriculum.

On the other hand, there are still many students who do not master the use of tenses especially simple past tense well. This situation also happens at SMAN Kalisat. After the preliminary study done on February 18th 2016 at SMAN Kalisat, the researcher could find that there were still many students who did not master simple past tense well especially in Class X-7. It was proven by the result of the pre test conducted by the researcher. The result showed that 20 students (56%) of 36 students got score less than 75. Besides, after doing the observation in class X-7, the researcher could see that there were still many students who were lack of motivation in learning English, especially simple past tense. They were passive during the teaching learning process and they also had no interest in paying attention to the teacher's explanation. The situation happened because the English teacher did not use any media in the teaching learning process. He only used LKS (Lembar Kerja Siswa), and asked the students to do the exercises. The teacher also rarely taught the students in group. He tends to ask the students to do the exercises individually.

Based on the problem above, the researcher and the English teacher agreed to conduct a classroom action research in class X-7 by using positive reinforcement in teaching simple past tense. The purpose of conducting this classroom action research was to solve the problems faced by the students, particularly about their problems in learning simple past tense and their participation during the teaching learning process.

According to Lefrancois (2000:99), reinforcement is the observed effect of a reinforcer. Reinforcer here is an event that follows a response and it makes the response occur again. Miltenberger (2008:73) states that reinforcement is the

occurrence of behavior that is followed by the addition of stimulus that strengthens the behavior. Ormrod (2012:51) defines reinforcement as a stimulus that increases the frequency of a response it follows. Therefore, reinforcement is useful in a teaching and learning process including the teaching learning process of simple past tense.

In addition, Miltenberger (2008:78) states that there are two types of reinforcement. One involves presenting a pleasant stimulus (positive reinforcement), and the other involves removing an unpleasant stimulus (negative reinforcement).

Jennifer (2010:6) states that positive reinforcement deals with the presentation of a reward immediately following a desired behavior intended to make that behavior more likely to occur in the future. In line with that statement, Ormrod (2012:54-55) states that positive reinforcement involves the presentation of a stimulus after the response. Food, praise, a smile, and feeling of success are all positive reinforcement. He also states that there are five kinds of positive reinforcement that can be used in the classroom. They are material reinforcement, social reinforcement, activity reinforcement, intrinsic reinforcement, and positive feedback. In this research, the researcher focused on the use of positive reinforcement in the teaching learning process of simple past tense. Here, the researcher used material reinforcement (for example: giving snacks, candies and pens) and social reinforcement (for example: giving praise, gestures, and giving applause) in the teaching learning process of simple past tense because those reinforcements were easy to administer to the students and they were not time consuming.

Based on the result of observation in class X-7, the researcher found that reinforcement was also given to the students but only in the form of praise such as saying “good” and “excellent” after the students can answer the teacher’s questions. The English teacher did not vary the reinforcement given. Therefore, the researcher decided to give material and social reinforcement in order to improve the students’ active participation and their simple past tense achievement.

The previous research done by Jennifer (2010) indicated that there was improvement of the students' academic achievement and their active involvement by giving positive reinforcement. Besides, Dian (2014) reported in her research that there was improvement of the students' tense achievement and their active participation by giving positive reinforcement at SMPN 1 Silo Jember.

Based on the background above, the researcher was interested in conducting a research entitled "*The Use of Positive Reinforcement to Improve class X-7 Students' Active Participation and Simple Past Tense Achievement at SMAN Kalisat*".

1.2 Problems of the Research

Based on the background of the research, the problems of the research were formulated as follows:

1. How can the use of positive reinforcement improve class X-7 students' active participation in the teaching learning process of simple past tense at SMAN Kalisat in the 2015/2016 academic year?
2. How can the use of positive reinforcement improve class X-7 students' simple past tense achievement at SMAN Kalisat in the 2015/2016 academic year?

1.3 Objectives of the Research

Based on the problem formulations of the research above, the objectives of the research were as follows:

1. To improve class X-7 students' active participation in the teaching learning process of simple past tense by giving positive reinforcement at SMAN Kalisat in the 2015/2016 academic year.
2. To improve class X-7 students' simple past tense achievement by giving positive reinforcement at SMAN Kalisat in the 2015/2016 academic year.

1.4 Significance of the Research

The results of this research are expected to give some contributions for the following people:

1. The English Teacher

The results of this research hopefully can give more information for the English teacher about the importance of reinforcement for the students and kinds of reinforcement that can be used in the classroom.

Besides, the result of this research is expected to help the English teacher to increase students' motivation during teaching learning process, especially tenses.

2. The Students

The actions given to the students are expected to motivate the students in learning grammar, especially simple past tense, so it can improve their active participation and tense achievement.

3. The Future Researchers

Hopefully, the results of this research can give more information to the future researchers dealing with the use of positive reinforcement in the classroom. Besides, it is expected to be useful for the future researchers as a reference dealing with positive reinforcement. They may conduct the research in the experimental design to know the effect of giving positive reinforcement on the students' tense mastery.

CHAPTER 2. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with the theories related to the research problem. The theories of this research are presented in the following sections.

2.1 Grammar

2.1.1 The Definitions of Grammar

Crystal (1995) in Dykes (2007:5) says that grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained. Grammar is used to speak in intelligible sentences. It means that grammar can make the message clearer so that the hearer can easily understand what the speaker means.

Ratford (1988:2) says that a grammar of a particular language will take the familiar form of a set of rules or principles which tell you how to speak and how to understand the language. A grammar will comprise a set of rules or principles which specify how to form, to pronounce, and to interpret phrases and sentences in the language concerned. Kroeger (2005:5) also says that the term grammar is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language. From those two statements, we can say that grammar is a set of rules to change words and combine them into sentences in order to speak and to understand language well. When we talk about a set of rules, it is also related to tenses. The following part discusses more about tenses and simple past tense.

2.1.2 Simple Past Tense

Comrie (1985), in Kroeger (2005:148) states that tense is grammaticalised expression of location in time. Kroeger (2005:147) states that tense indicates to varying degrees of precision, the time when the event occurs or a situation. In line with that statements, Suryadi (2011:418) states that tense is an explanation about an event that shows time relation such as the present, the future, or the past. Based on the experts' ideas above, we can say that tense is a verb form to indicate the time when an action happens.

Based on the 2006 curriculum (*KTSP*), the tenth grade students of Senior High School should master three types of text: narrative, descriptive, dan news item. Related to the types of the text above, the students should master four tenses to master those types of text: simple present tense, present continuous tense, simple past tense, and past continuous tense. In this research, the researcher only focused on simple past tense because the problem faced by the students was simple past tense and it is related to the news item texts which are taught in the even semester. Simple past tense was taught integratedly with reading skill.

Hayden (1956:81) states that simple past tense expresses activities that existed or occurred in the past. Moreover, Suryadi (2011:472) states that simple past tense is used to talk about activities or situation that began and ended in the past. From those two statements, we can say that simple past tense is used to tell about actions and situation happened in the past. The adverb of time usually used in simple past tense are *yesterday, last night/week/month/year, two hours/three days/a month ago, etc.*

a. The Pattern of Simple Past Tense : Regular Verbs

According to Krohn (1970:26), the simple past tense of regular verbs in affirmative statement is formed by adding *-ed* to the base verb.

Statement (+) : S + Past Form (Regular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Regular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Regular Verb) + (Object) + (Adverb)?

The Death of Actor Didi Petet

Veteran actor Didi Widiatmoko, popularly known as Didi Petet, died at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning. Didi's niece Muthia Kautsar said that Didi, who starred in a number of comedy and drama films in the 1980s and 1990s, collapsed and lost consciousness when attending an expo in Milan, Italy.

“He just arrived home on May 10 after attending the exhibition. In that city, he collapsed and lost his consciousness and returned home in a wheelchair, “ she said. On Tuesday, Didi was taken to Bandung for treatment. Muthia said no diseases were detected but he died on Friday. Didi's body is laid out in his residence on Jl. Bambu Apus in Sasak Tinggi, Ciputat, South Tangerang.

(Jakarta Post, 2015)

The following is the example of simple past tense sentence taken from the reading text above.

Statement (+) :

- Veteran actor Didi Petet **died** at the age of 58.

Veteran actor Didi Petet : Subject

died : Regular Verb 2

at the age of 58 : Adverb of time

Negative (-) :

- Veteran actor Didi Petet **did not die** at the age of 58.

Veteran actor Didi Petet : Subject

did not die : Aux + not + Base Verb (verb 1)

at the age of 58 : Adverb of time

Question (?) :

- **Did** Veteran actor Didi Petet **die** at the age of 58?

Did : Aux

Veteran actor Didi Petet : Subject

die : Base Verb (verb 1)

at the age of 58 : Adverb of time

Notes:

1. To form the simple past tense of regular verbs in affirmative statements, we have to add **-ed** to the base verb.
2. All subject use **did not/didn't** in negative statements, and **did** in question.
3. The changes of spelling of some regular verbs.
 - a. We just add **-d** if the regular verbs end in *e*
Examples: die/died arrive/arrived
collapse/collapsed move/moved
 - b. If a regular verb ends in one vowel and one consonant, we have to double the last consonant and then add **-ed**. For example like in the word 'stop', we have to double the last consonant and add **-ed** to change the word 'stop' into the past form.
Examples: stop/stopped plan/planned
rub/rubbed
 - c. If a regular verb ends in two vowels and one consonant, we can just add **-ed** after the last consonant. We do not need to double the last consonant. For example, if we want to change the word 'rain' into past form, we just need to add **-ed** after the word.
Examples: rain/rained need/needed
 - d. If a regular verb ends in two consonants, we just have to add **-ed** after the word. For example, if we want to change the word 'count' into the past form, we just have to add **-ed** after the word.
Examples: count/counted help/helped
 - e. If a regular verb ends in 'w' or 'x', we can just add **-ed** after the last consonant. Do not double 'w' or 'x'.
Examples: show/showed fix/fixe
bow/bowed
 - f. If a regular verb ends in a consonant + y, for example like the word 'study', we have to change y to i and then add **-ed**.
Examples: study/studied apply/applied
worry/worried

- g. If a regular verb ends in a vowel + *y*, for example like the word ‘play’, we just can add **–ed** without change *y* to *i*.

Examples: play/*played* enjoy/*enjoyed*

- h. If a regular verb has two syllables and ends in a vowel and a consonant and the stress is in the first syllable, we just have to add **–ed** after the word. For example: *visit* has two syllables: *vis* + *it*. In the word *visit*, the stress is in the first syllable. To change the word into past form, we just have to add **–ed**.

Examples: visit/*visited* open/*opened*

- i. If a regular verb has two syllables and ends in a vowel and a consonant and the stress is in the second syllable, we have to double the consonant before we add **–ed**. For example: *admit* has two syllables: *ad* + *mit*. In the word ‘admit’, the stress is in the second syllable. To change the word into past form, we have to double the consonant and the add **–ed**.

Examples: admit/*admitted* occur/*occurred*

(Azar, 1996:183-186)

b. The Pattern of Simple Past Tense : Irregular Verbs

According to Murphy (1998:10), the past form of irregular verbs do not end in **–ed**. The formula is exactly the same, the different is only in the past form of the base verb.

Statement (+) : S + Past Form (Irregular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn’t + base verb (Irregular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Irregular Verb 1) + (Object) + (Adverb)?

For example:

Statement (+) :

- Didi Petet **lost** his consciousness.

Didi Petet : Subject
lost : Irregular Verb 2
his consciousness : Object

Negative (-) :

- Didi Petet **did not lose** his consciousness.

Didi Petet : Subject
did not lose : Aux + not + Base verb (verb 1)
his consciousness : Object

Question (?) :

- **Did** Didi Petet **lose** his consciousness?

Did : Aux
Didi Petet : Subject
lose his consciousness : Base verb (verb 1) + object

Notes:

1. For Wh- question, the formula is **Wh- question + did + S + base verb (Irregular Verb1)?**

Examples: What did Didi Petet do in Milan, Italy?

Where did the expo hold?

2. The formula of Wh- question is the same for regular verbs.

Examples: When did Didi Petet die?

What did Muthia say about Didi Petet?

c. The pattern of Simple Past Tense : be

Statement (+) : S + was/were + (adjective/noun) + (adverb)

Negative (-) : S + was/were + not + (adjective/noun) + (adverb)

Question (?) : Was/were + S + (adjective/noun) + (adverb)

(Adapted from: Murphy, 1998:23)

For example:

Statement (+) :

- Didi Petet **was** a famous veteran actor.

Didi Petet : Subject

was : be

a famous veteran actor : Adjective Phrase

Negative (-) :

- Didi Petet **was not** a famous veteran actor.

Didi Petet : Subject

Was not a famous veteran actor : be + not + adjective phrase

Question (?) :

- **Was** Didi Petet a famous veteran actor?

Was : Be

Didi Petet : Subject

A famous veteran actor : Adjective Phrase

2.2 Reinforcement

2.2.1 The Definitions of Reinforcement

Reinforcement has an important role in teaching learning process. Uno (2010:168) states that reinforcement is needed in teaching learning process. It can increase students' attention, students' motivation, and it can also shape students' behavior. Sulzer-Azaroff and Mayer (1991) in Miltenberger (2008:75) state that reinforcement may occur naturally, as a result of our daily interactions with our social and physical environment, or it may be planned as a part of a behavior modification program used to change a person's behavior. Actually, reinforcement is a part of operant conditioning that was introduced and popularized by B.F Skinner. He states that operant conditioning is a condition when a response occurs after receiving stimulus and it will increase under similar circumstances in the future (Lefrancois, 2000:98). In operant conditioning, there are two kinds of consequences. The first is called reward or reinforcement and the second one is called punishment.

Reinforcement is the occurrence of a particular behavior that is followed by an immediate consequence that results in the strengthening of the behavior. The person is more likely to engage in the behavior again in the future (Miltenberger, 2008:75). Related to that statement, Lefrancois (2000:99) states that reinforcement is the observed effect of an event that follows a response and it makes the response occurs again.

2.2.2 Types of Reinforcement

Reinforcement can be divided into two types. The first type involves presenting a pleasant stimulus (positive reinforcement), and the second type involves removing an unpleasant stimulus (negative reinforcement) (Miltenberger, 2008:78)

2.2.2.1 Positive Reinforcement

Lefrancois (2000:100) says that positive reinforcement occurs when the satisfying stimulus is given immediately after a response in a certain situation and it may increase the probability that the response will occur again in similar circumstances. Commonly, this type of reinforcement is similar to reward. It involves a positive contingency. Miltenberger (2008:78) states that positive reinforcement is the occurrence of a behavior that is followed by the addition of a stimulus (a reinforcement) or an increase in the intensity of a stimulus which results in the strengthening of the behavior. In line with the idea, Gazzaniga and Heatherton (2012:262) state that positive reinforcement increases the probability that a behavior will be repeated. Positive reinforcement sometimes involves *reward*. Rewarded behaviors increase in frequency, as when people work harder in response to praise or increased pay.

Ormrod (2012:52) gives the examples of positive reinforcement in the classroom. When typically quiet students raise their hands to answer a question or make a comment, he calls on them and gives them whatever positive feedback he can. He also tries to make his classes not only informative but also lively,

interesting, and humorous, so that students are reinforced for coming to the class in the first place.

Ormrod (2012:54-55) states five kinds of positive reinforcement that can be used in the classroom as follows.

1. Material Reinforcement

A material reinforcement (also known as a *tangible reinforcement*) is an actual object. Food and toys are the examples. Material reinforcement can be highly effective in changing behavior. However, most psychologists recommend that at school, teachers use material reinforcement only as a last resort, when absolutely no other reinforcement works.

2. Social Reinforcement

A social reinforcement is a gesture or a sign from one person to another that communicates positive regard. A smile, attention, praise, a hug and a pat on the back are all social reinforcement. Teacher attention, approval, and praise can be powerful reinforcement in the classroom.

3. Activity Reinforcement

Activity reinforcement is an opportunity to engage in a favorite activity. It means that the students can do their favorite activity after they do their task. For example: the students only can eat in the canteen after they do their task.

4. Intrinsic Reinforcement

Intrinsic reinforcement refers to internal good feeling. Feeling successful after solving a difficult puzzle, feeling proud after returning a valuable item to its rightful owner, and feeling relieved after completing a difficult assignment are all examples of intrinsic reinforcement. People who continue to engage in responses for a long time without any obvious external reinforcement for their efforts are probably working for intrinsic sources of satisfaction.

5. Positive Feedback

In some instances, material and social reinforcement may improve classroom behavior and lead to better learning of academic skills because they communicate a message that learners are performing well or making significant progress. Such positive feedback is clearly effective in bringing about desired behavior changes.

Feedback is especially likely to be effective when it communicates what students have and haven't learned and when it gives them guidance about how they might improve their performance.

In this research, the researcher used material reinforcement by giving snacks, candies and pens, and social reinforcement in the form of praise ("good job", "excellent", "great", and "brilliant") and gestures (nodding the head, pointing thumbs up and giving applause) in the teaching learning process of simple past tense because those reinforcements were easy to administer to the students and they were not time consuming.

2.2.2.2 Negative Reinforcement

Lefrancois (2000:100) says that negative reinforcement involves a behavior that results in the elimination or prevention of what Thorndike would have labeled an "annoying" outcome. It occurs when the probability that a response will occur increases as a function of something being taken away from a situation. In other words, negative reinforcement is similar to relief. Miltenberger (2008:78) states that negative reinforcement is the occurrence of a behavior followed by the *removal* of a stimulus (an aversive stimulus) or a decrease in the intensity of a stimulus, which results in the strengthening of the behavior. In line with Lefrancois and Miltenberger, Gazzaniga and Heatherton (2012:262) also state that negative reinforcement increases behavior through the *removal* of a stimulus. Negative reinforcement differs from punishment. The key point is that reinforcement, positive or negative *increases* the likelihood of a behavior, whereas punishment *decreases* the likelihood of a behavior. Negative reinforcement is quite common in everyday life. For examples: we close the door to our room to shut out noise. We change the channel to avoid watching an awful program. In each case, we are trying to avoid or escape an unwanted stimulus, the negative reinforcement.

In addition, Ormrod (2012:56) states that negative reinforcement increases a response through the *removal* of a stimulus, usually an aversive or unpleasant one. Negative reinforcement probably explains many of the *escape* behaviors that

humans and nonhumans learn. Negative reinforcement can affect the behavior of teachers as well as the behavior of students. Teachers often behave in ways that get rid of aversive stimuli. For example, they may use classroom discipline strategies (responses such as yelling at students or promising less homework) that eliminate unpleasant stimuli (disorderly conduct) over the short run but are ineffective over the long run. For instance, if Ms. Retno yells at Anam for talking too much, Anam may temporarily stop talking, which negatively reinforces Ms. Retno's yelling behavior. But if Anam likes getting Ms. Retno's attention (a positive reinforcement for him), he will be chattering again before very long. Figure 2.1 tells about the difference between reinforcement and punishment.

Figure 2.1 Reinforcement and Punishment.

	Behavior Strengthened	Behavior Weakened
Added to a situation after a response	Positive reinforcement (reward) [Sam is given a chocolate for behaving well]	Presentation punishment (Type I: castigation) [Sam has his ears pulled for misbehaving]
Taken away from a situation after a response	Negative reinforcement (relief) [Sam's ears are released when he behaves well again]	Removal punishment (Type II: penalty) [Sam has his chocolate taken away for misbehaving]

(Lefrancois, 2000:101)

- Positive Reinforcement (Reward)

If Sam is a good student, one day his teacher may give him a chocolate for behaving well. Giving a chocolate to Sam is a positive reinforcement. There may be an increase in the probability of this kind of behavior in the future.

- Removal Punishment (Penalty)

If Sam misbehaves after receiving a chocolate from his teacher, then his teacher may take away his chocolate. Sam has his chocolate taken away for misbehaving is an example of a penalty punishment. It might decrease the probability of his chocolate behaviors.

- Presentation Punishment (Castigation)

If Sam is a naughty student, one day his teacher may pull his ears for misbehaving. In this case, pulling Sam's ears is a presentation punishment (Castigation) because of Sam's misbehavior. In presentation punishment, the aversive stimulus (pulling Sam's ears) begins when the response (Sam's misbehavior) is emitted

- Negative Reinforcement (Relief)

If Sam can behave well again, his teacher will release his ears. In this case, releasing Sam's ears is a negative reinforcement. The *removal* of an aversive stimulus (releasing Sam's ear) may increase the probability that he will not be naughty again in the future. In negative reinforcement, the aversive stimulus (pulling Sam's ears) stops when the response (Sam's well behavior) is emitted.

Therefore, negative reinforcement was not used in this research because the researcher focused to give rewards after the students showed correct responses which were more effective than the negative ones.

2.2.3 Some Factors Affecting the Effectiveness of Reinforcement

When we decide to use reinforcement in teaching and learning process, we have to know some factors related to the effectiveness of reinforcement. The effectiveness of reinforcement is influenced by a number of factors. Miltenberger (2008:83) says that there are some factors that can affect the effectiveness of reinforcement. They are stated as follows.

1. Immediacy

The time between the occurrence of a behavior and the reinforcing consequence is important. To be most effective as a reinforcement, it should occur immediately after the behavior occurs (after the response). The longer the delay between the response and the reinforcement, the less effective the consequence will be because the contiguity or connection between the two is weakened. If the time between the response and the consequence becomes too long and there is no contiguity, the consequence will not have an effect on the behavior.

For example, a teacher who wants to reinforce his students' persistence through a difficult lesson may say, "Because we all have worked so hard today, we will play game tomorrow".

2. Magnitude

The other characteristic of a stimulus that is related to its power as a reinforcement is its amount or magnitude. Given the appropriate establishing operation, generally, the effectiveness of a stimulus as a reinforcement is greater if the amount or magnitude of a stimulus is greater. This is true for both positive and negative reinforcement. A larger positive reinforcement strengthens the behavior that produces it to a greater extent than a smaller amount or magnitude of the same reinforcement does. For example, a person would work longer and harder for a large amount of money than for a small amount.

3. Contingency

If a response is consistently followed by an immediate consequence, that consequence is more likely to reinforce the response. When the response produces the consequence and the consequence does not occur unless the response occurs first, we say that a contingency exists between the response and the consequence. When a contingency exists, the consequence is more likely to reinforce the response. This is an example of contingency: Every time you turn the key, the car starts. The behavior of turning the key is reinforced by the engine starting. If the engine started only sometimes when you turned the key, and if it started sometimes when you did not turn the key, the behavior of turning the key in this particular car would not be strengthened very much. A person is more likely to repeat a behavior when it results in a consistent reinforcing consequence. That is, a behavior is strengthened when a reinforce is contingent on the behavior (when the reinforcement occurs only if the behavior occurs).

Related to the three factors above, the researcher decided to use immediate reinforcement in the classroom. It means that the researcher gave reinforcement directly after correct responses given by the students. The researcher did not delay

to give reinforcement to the students. Related to the second factor, the researcher used material reinforcement and social reinforcement instead of using only social reinforcement. By using material reinforcement, we could see the amount of the reinforcement given. The last factor, the researcher gave reinforcement after every correct response that was given by the students.

2.2.4 The Schedules of Reinforcement

A teacher who wants to use reinforcement in his class should know about the schedule of reinforcement. Lefrancois (2000:103) says that there are two types of schedule of reinforcement, continuous schedule and intermittent schedule. Continuous reinforcement means that reinforcement/reward is provided for every correct response. It means that the teacher will give reinforcement after every correct response that is given by the students.

The second type is intermittent reinforcement (or it is also called partial reinforcement). It refers to reinforcement that can be administered by using a variety of reinforcement schedules. In intermittent schedule not all correct responses are reinforced. The intermittent schedule can be based on a proportion of responses (termed a ratio schedule) or on the passage of time (called an interval schedule). Ormrod (2012:67) describes three different groups of intermittent schedule reinforcement, they are: ratio schedules, interval schedules, and differential schedules.

The first type of intermittent schedule is ratio schedule. Ratio schedule is one in which reinforcement occurs after a certain number of responses have been emitted (Ormrod, 2012:67). In line with that statement, Gazzaniga and Heatherton (2012:264) also state that in ratio schedule, reinforcement is given based on the number of times of behavior occurs. For example, the teacher will give reinforcement to a student, after he can answer 2 questions correctly.

The second type of intermittent schedule is interval schedule. An interval schedule is one in which reinforcement is contingent on the first response emitted after a certain time interval has elapsed (Ormrod, 2012:69). Gazzaniga and Heatherton (2012:264) also say that in interval schedule, reinforcement given

based on the specific unit of time. For example, the teacher will give reinforcement to the first students who can answer the teacher's question correctly in every 10 minutes.

The third type of intermittent schedule is differential schedules. When a particular rate of responding is required, a differential schedule of reinforcement is appropriate: a specific number of responses occurring within a specific length of time lead to reinforcement (Ormrod, 2012:70).

Ormrod (2012:66) says that behaviorist usually recommend reinforcing a response continuously until it occurs in the desired form and at the desired frequency. After that, it should be maintained through intermittent reinforcement so that it doesn't extinguish. It means that continuous reinforcement is used to establish the students' response and intermittent reinforcement is used to maintain the students' response.

In this research, the researcher used continuous schedule in giving positive reinforcement in the teaching learning process of simple past tense. It means that the researcher reinforced every correct response that was given by the students. Continuous reinforcement was chosen because students who have been reinforced for every single response noticed quickly rather than used intermittent reinforcement.

2.2.5 The Advantages and the Disadvantages of Using Positive Reinforcement

The use of positive reinforcement not only gives positive effects but also has some negative ones. The following part is about those advantages and disadvantages of using positive reinforcement.

2.2.5.1 The Advantages of Using Positive Reinforcement

There are some advantages of using positive reinforcement as follows.

1. Positive Reinforcement results in the strengthening of a behavior (Milteberger, 2008:78). A response that is followed by a reinforcement is strengthened and therefore the response more likely to occur again. In other words, responses that are reinforced tend to increase in frequency,

and this increases a change in behavior, and it means that learning is taking place.

2. The use of positive reinforcement can increase students' intrinsic motivation in learning (Jennifer, 2010:20). Educators who effectively use praise (positive reinforcement) to reinforce desired behaviors foster intrinsic motivation in their students (Willingham, 2006) in (Jennifer, 2010). Teachers can improve their students' motivation to behave appropriately through the use of positive reinforcement. By receiving a praise from their teacher, they will feel they have done something good and their teacher appreciate that. Finally, they will be motivated in learning.
3. Positive reinforcement increases the probability that a behavior will be repeated (Gazzaniga and Heatherton, 2012:262). Positive reinforcement sometimes involves reward. Rewarded behaviors increase in frequency, so that the behavior will be repeated in the future. For example, if teacher gives students a chocolate each time they complete their homework, they are more likely to repeat this behavior in the future.

2.2.5.2 The Disadvantages of Using Positive Reinforcement in the Language Teaching

The use of positive reinforcement in the classroom does not only give some advantages for both side teacher and students, but it also has some disadvantages. There are some disadvantages of using positive reinforcement in the language teaching as follows.

1. Not all students will work for the same reinforcement, so the teacher should know what reinforcement that can reinforce the students.
2. The response will only occur if the students receive reinforcement after they give the response.
3. The teacher will spend more money to buy the material reinforcement for the students.

To overcome the disadvantages above, the teacher can do something as follows.

1. The teacher varied the reinforcement given. The variation here did not mean that the teacher gave totally different reinforcement to the students. For example, the teacher gave candy as reinforcement to the students for two meetings but the teacher gave different brand of candy in each meeting. Besides, the teacher also gave things which were liked by the students. For example, the teacher gave chocolate as reinforcement to the students.
2. The researcher used continuous schedule to overcome the second disadvantages. In this research, the researcher used continuous schedule in giving reinforcement in the teaching learning process of simple past tense. It means that the researcher reinforced every correct response that was given by the students. Continuous reinforcement was chosen because students who have been reinforced for every single response noticed quickly rather than used intermittent reinforcement.
3. Did not buy expensive things for reinforcement and combined it with the other reinforcement.

2.3 The Action Hypotheses

Based on the research problems and the literature reviews above, the research hypotheses are formulated as follows.

1. The use of positive reinforcement can improve class X-7 students' active participation at SMAN Kalisat in the 2015/2016 Academic Year.
2. The use of positive reinforcement can improve class X-7 students' simple past tense achievement at SMAN Kalisat in the 2015/2016 Academic Year.

CHAPTER 3. RESEARCH METHOD

This chapter presents the methods used in this research. They are the research design, the area determination method, the research subjects, the data collection methods, the operational definitions of the key terms, the research procedures and the data analysis method.

3.1 The Research Design

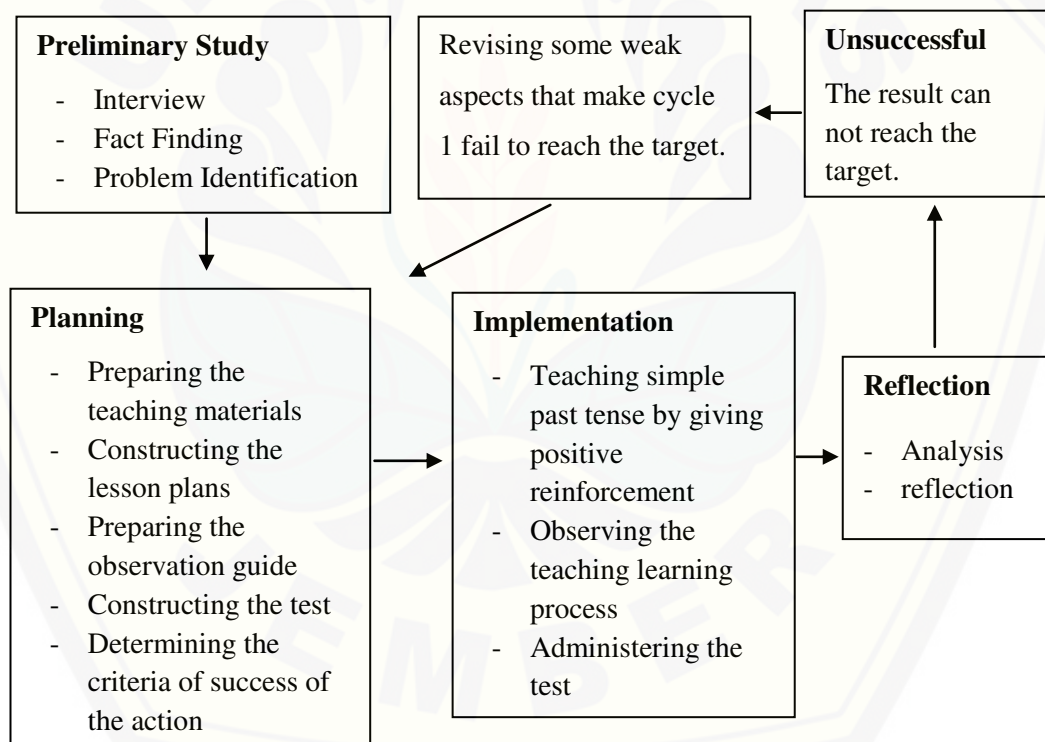
The design of this research was a classroom action research because the purpose of this research was to improve students' active participation and tense achievement at SMAN Kalisat in the 2015/2016 academic year. Fraenkel and Wallen (2012:567) state that the purpose of the action research is to solve day-to-day immediate problem in order to inform local practice. For example, it can be used to know the use of technology to improve the teaching of English, motivate apathetic students, etc. Related to the statement, Gay et al. (2012:508) state that the purpose of classroom action research is to provide teacher or researcher with a method for solving everyday problems in school so that they may improve both student learning and teacher effectiveness. From those two statements, we can conclude that a classroom action research is a research that is used by teachers or researchers to solve everyday problems in order to improve the quality of the teaching learning process and students' achievement.

Arikunto (2011:17) states that there are four steps in classroom action research, they are the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action. This research applied the classroom action research with the cycle model. Each cycle covered four steps: planning the action, implementing the action, observing the action, and reflecting the action.

Further Arikunto (2011:03) says that in conducting a classroom action research, the researcher needs to do the research collaboratively with another researcher or a team. Related to that statement, this classroom action research was conducted collaboratively with the English teacher of class X-7 at SMAN Kalisat.

The collaboration covered four steps namely, the planning of the action, the implementation of the action, the observation and evaluation of the action, the data analysis and the reflection of the action. Those steps were conducted in each cycle. The number of the cycle that was done was based on the result of observation and simple past tense test. In this research, the action was stopped when the research results could reach the target required. The result of the students' active participation in Cycle 1 could not reach the target required, so the researcher decided to continue the action to Cycle 2. The design of the classroom action research is illustrated in the diagram below.

Figure 3.1 The Design of Classroom Action Research



(Adapted from Arikunto, 2011:16)

The procedures of the research were as follows:

1. Doing the preliminary study by interviewing the English teacher of the tenth grade students of SMAN Kalisat in order to get some information about the students' problem related to the teaching of grammar, especially simple past tense. Besides, the researcher also conducted a pretest of simple past tense to know how far the students understood the material and to decide which class was used as the research subjects.
2. Finding out some documents to get the secondary data.
3. Observing the students' active participation during the teaching learning process.
4. Planning the action by constructing the lesson plan for meeting 1 and meeting 2 and observation checklist for Cycle 1.
5. Implementing the action in Cycle 1 in teaching simple past tense. In this step, the researcher did the activity collaboratively with the English teacher. The researcher was doing the teaching learning process while the English teacher was doing the observation.
6. Administering the post test after the action given in Cycle 1.
7. Analyzing the results of the post test and the result of observation in the Cycle 1.
8. Reflecting the result of the post test and the result of classroom observation on grammar English class in Cycle 1.
9. Planning the action by constructing the lesson plan for meeting 1 and meeting 2 and observation checklist for Cycle 2.
10. Implementing the action in Cycle 2 by reviewing the materials of simple past tense. In this step, the researcher did the activity collaboratively with the English teacher. The researcher was doing the teaching learning process while the English teacher was doing the observation.
11. Administering the post test after the action given in Cycle 2.
12. Analyzing the result of the post test and the result of observation in the Cycle 2.

13. Reflecting the result of the post test and the result of classroom observation on grammar English class in the Cycle 2.
14. Drawing conclusion to answer the research problems.

3.2 The Area Determination Method

Determining the area of the research is important before conducting the research. In this research, the researcher used purposive method to determine the area of this research. Frankel and Wallen (2012:100) state that purposive method is a method to determine the area of the research based on the previous knowledge of the population and the specific purpose of the research.

In this research, the researcher conducted the research at SMAN Kalisat due to the following reasons.

1. The tenth grade students of SMAN Kalisat, especially class X-7 had difficulties in learning grammar, especially simple past tense. It was proven by the result of the pre test conducted by the researcher. The pre test given to the students covered the materials of simple past tense items. There were 20 students (56%) of 36 students who got score lower than 75.
2. The English teacher had never used the material reinforcement in the classroom. He only used social reinforcement in the form of giving praise such as saying “good” and “excellent” after the students could answer the teacher’s questions in his classroom.
3. The headmaster and the English teacher gave permission to the researcher to conduct the classroom action research.

3.3 The Subject Determination Method

Subject determination method is important in this research to determine the subject of this research. In this research, the researcher used purposive method to determine the subjects of the research. The subjects of this research were the students of class X-7 of SMAN Kalisat in the 2015/2016 academic year. This class was chosen because it had the lowest mean score of the pre test covering the

materials of simple past tense that was conducted by the researcher on February 18th 2016 (the mean scores of other classes were enclosed in Appendix D). There were 20 students (56%) of 36 students who got score lower than 75. Besides, after doing the observation in class X-7, the researcher found that the students' participation in this class was also passive during the teaching learning process.

3.4 The Data Collection Methods

The methods used to collect the primary data were test and observation. The test here was the tense test covering simple past tense, while the interview and documentation were used to collect the supporting data.

3.4.1 Test

Test was used to collect the primary data. Djiwandono (1996:01) says that test is a tool, a procedure or an activity that is used to get a person's ability or knowledge in a given subject. In line with that statement, McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of the cognitive task. Hughes (2003:11) states that test can be divided into four types. They are proficiency test, achievement test, diagnostic test, and placement test.

In this research, the researcher used an achievement test. Hughes (2003:13) says that achievement tests are directly related to the language courses. These tests are used to know how successful individual student, group of students or the courses themselves have been in achieving the learning objectives. In this research, the achievement test was used to measure the students' achievement in simple past tense after joining a grammar class with the materials of simple past tense by using positive reinforcement.

The test used in this research was a teacher-made test. McMillan (1992:18) says that a teacher made test is used for examining classroom learning. The test items were constructed by the researcher and consulted to the consultants and the English teacher.

In this research, the researcher used an objective test. Hughes (2003:22) says that there are two types of test based on the scoring method. The first is called subjective test and the second is called objective test. Subjective test is used when the test needs judgment for the scoring. On the other hand, if the tests do not need judgment for the scoring, it is called objective test. Djiwadono (1996:28) says that in objective test, the answers have been listed in the answer key. The students' answer is considered right if the answer is exactly the same as the answer key. The test in this research was in the form of multiple choice. The researcher chose multiple choice because this test kind is easy to score. The researcher made the test in the form of positive sentences because in news item text almost all the statements are in the form of positive sentences. The researcher also made the regular verb much more than the irregular verb because the regular verb was often found than the irregular verb.

Validity and reliability must be considered to construct a good test. Hughes (2003:26) states that a test is said to be valid if it measures accurately what it is intended to measure. In this research, the test was used to measure the students' simple past tense achievement. The tense item constructed in this research was about simple past tense. Therefore, content validity was established in this test by considering the material to be assessed, that was simple past tense. A valid test must be reliable (Hughes, 2003:50). Therefore, the reliability of this test was not established.

The test was administered at the end of the cycle after the actions were given. There were 40 items of simple past tense related to the news item text. Each correct item was scored 2.5 point. So the total score was 100.

3.4.2 Observation

Observation in this research was used to get data about the students' participation during the teaching learning process. According to McMillan (1992:128) observation is used to get first-hand data without the contamination that may occur from the tests, inventories, or other self-report instruments. The observation instrument that was used in this research was observation guide in the

form of checklist (enclosed in Appendix C). The checklist covered four indicators, namely (1) asking questions to the teacher, (2) answering the teacher's questions, (3) showing a response in the form of facial expressions, gestures, or oral expressions after receiving positive reinforcement, (4) and doing the tasks given. The students' participation was categorized as active when 75% of the students were actively participated in the teaching learning process of simple past tense.

3.4.3 Interview

In this research, interview was used to get the supporting data. Based on McMillan (1992:132) interview is a form of data collection in which questions are asked orally. The interview was done when the researcher did the preliminary study on February 18th 2016. It was conducted with the English teacher of the tenth grade students of SMAN Kalisat. In this case, the list of questions had been prepared. The list of questions was related to the curriculum, the books used, how the teacher teaches grammar especially simple past tense, and the kinds of reinforcement usually used by the English teacher. The interview guide is enclosed on Appendix B.

3.4.4 Documentation

In this research, documentation was used to get some supporting data. Arikunto (2010:201) states that documentation is a method to collect the data in the forms of notes, agenda, transcript, agenda etc. Documentation in this research was used to get the supporting data about the total number of the subjects, the names of the subjects and the tenth grade students' pre test score covering the materials of simple past tense as well as simple past tense achievement test scores in Cycle 1 and Cycle 2.

3.5 The Operational Definition of the Key Terms

The terms that need to be defined operationally in this research are positive reinforcement, students' active participation, and students' tense achievement.

3.5.1 Positive Reinforcement

Positive Reinforcement in this research referred to giving a reward immediately to the students who could answer the teacher's questions correctly. In this case the researcher used two kinds of positive reinforcement. They were material reinforcement such as candies, snacks, and pens, and social reinforcement in the form of gestures and praises. The gestures used here were nodding the head, pointing thumbs up and giving applause. The praise used here were "good job", "excellent", "great", and "brilliant".

3.5.2 The Students' Active Participation

The students' active participation in this research referred to the students' active participation during the teaching learning process of simple past tense. They were categorized as active students when they could fulfill at least 3 indicators from the 4 indicators stated in the checklist. The indicators that were observed here were students' activities in (1) asking questions to the teacher, (2) answering the teacher's questions, (3) showing a response in the form of facial expressions, gestures, or oral expressions after receiving positive reinforcement, (4) and doing the tasks given.

3.5.3 The Students' Simple Past Tense Achievement

The students' simple past tense achievement referred to the scores obtained by the students on the simple past tense test. The test was administered to the subjects at the end of the cycle or after doing the action.

3.6 The Research Procedures

As it has been stated in the research design, this classroom action research was done in the cycle model. There were four steps in each cycle: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action.

3.6.1 The Planning of the Action

In this research, planning of the research covered all activities done before implementing the action. The activities in this step were stated as follows.

1. Choosing positive reinforcement that was used in teaching simple past tense.
2. Preparing teaching materials (simple past tense materials).
3. Constructing the observation checklist for the students' participation in each meeting of Cycle 1.
4. Constructing the lesson plan for Cycle 1 (meeting 1 and meeting 2).
5. Constructing the simple past tense achievement test for Cycle 1.

The activities of the planning of the action for Cycle 2 were stated as follows.

1. Choosing positive reinforcement that was used in teaching simple past tense.
2. Constructing the observation checklist for the students' participation in each meeting of Cycle 2.
3. Constructing lesson plan for Cycle 2 (meeting 1 and meeting 2).
4. Constructing the simple past tense achievement test for Cycle 2.

3.6.2 The Implementation of the Action

The action was done during the school hours based on the schedule of the English lesson. The researcher did the action in the form of teaching simple past tense by using positive reinforcement. The action was done in three meetings. The first and the second meeting were used to teach simple past tense and the third meeting was used for administering the simple past tense achievement test after the action given.

During the action, the researcher gave positive reinforcement to the students who could answer the teacher's question correctly. The researcher worked collaboratively with the English teacher. The researcher taught the students and the English teacher observed their participation during the teaching learning process.

The implementation of the action in Cycle 2 was almost the same as the implementation of the action in Cycle 1. Cycle 2 was done after doing some revisions of the weak points in the lesson plans of Cycle 1.

3.6.3 Observation and Evaluation

The activities done in the observation and evaluation were explained as follows.

a. Observation

Observation was needed to know the students' participation during the teaching learning process of simple past tense. In this research, the observation was done by the English teacher while the researcher was teaching simple past tense by giving positive reinforcement. In this case, the researcher prepared an observation guide in the form of checklist which covered some indicators. They were (1) asking questions to the teacher, (2) answering the teacher's questions, (3) showing a response in the form of facial expressions, gestures, or oral expressions after receiving positive reinforcement, (4) and doing the tasks given. A student was categorized as an active student when he/she could show at least 3 indicators from the 4 indicators provided.

b. Evaluation

Evaluation was done to know whether or not the use of positive reinforcement could improve the students' active participation and their simple past tense achievement in the teaching learning process of simple past tense. The evaluations were classified into process and product evaluation.

Process evaluation was done to see the students' participation during the teaching learning process of simple past tense. It was done by doing observation in each meeting during the teaching learning process of simple past tense by giving positive reinforcement.

Product evaluation was done by administering a post test with the materials of simple past tense after the actions given. It was done to know the improvement of the students' simple past tense achievement.

The criteria of the evaluation of the action were as follows.

- a. The result of observation showed that the students' active participation was at least 75%.
- b. At least 75% of the research subjects could reach the score at least 75 in the simple past tense achievement test in each cycle, and the mean score was at least 75.

3.6.4 Data analysis and Reflection

Data analysis was needed to analyze the collected data dealing with the result of observation and the post test in each cycle. The result of the data analysis was used to know the students' active participation and their improvement on the simple past tense achievement after being taught simple past tense by giving positive reinforcement. The data analysis and the reflection were discussed in the following parts.

a. Data Analysis Method

Data analysis method was very important in the research as it was used to analyze the obtained data related to the students' active participation and the students' simple past tense achievement.

1. The Students' Active Participation

Related to the students' active participation during the teaching learning process of simple past tense by using positive reinforcement, the following formula was used to analyze the data.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the students who were active in the teaching learning process of simple past tense by using positive reinforcement.

n : The number of the students who were categorized as active students.

N : The total number of the students

(Ali, 1993:186)

2. The Students' Simple Past Tense Achievement.

To find the percentage of the students who got score ≥ 75 in the achievement test, the following formula was used to analyze the data.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the students who got score ≥ 75 in the test

N : The number of the students who got score ≥ 75 in the test

N : The total number of the students doing the test

(Ali, 1993:186)

Beside the percentage of the students' simple past tense achievement test, the researcher also used the following formula to analyze the mean score.

$$M = \frac{\sum x}{N}$$

Note:

M : The mean score of the students' simple past tense achievement test.

$\sum x$: The total score of the students' simple past tense achievement.

N : The total number of the students doing the test.

(Heryanto, et al. 2011:43)

b. Reflection

After doing the data analysis, reflection was needed to know whether or not there was improvement of the students' active participation and their simple past tense achievement after being taught by using positive reinforcement. Besides, the reflection was needed to know the strengths and the weaknesses of the implementation of the action in the Cycle 1. The result of the reflection was used as a guide to revise the weak aspects to make the lesson plan for Cycle 2.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion. Each item will be presented in the following section.

5.1 Conclusion

Based on the result of data analysis and the discussion in the previous chapter, there were two points can be concluded as the following.

1. The use of positive reinforcement could improve class X-7 students' active participation in the teaching learning process of simple past tense at SMAN Kalisat in the 2015/2016 academic year. It was based on the result of observation showing that there was an improvement of the students' active participation from 73.5% in cycle 1 to 80.5% in cycle 2.
2. The use of positive reinforcement could improve class X-7 students' simple past tense achievement at SMAN Kalisat in the 2015/2016 academic year. The improvement can be seen from the mean score of the students' simple past tense achievement test and the percentage of the students who got score ≥ 75 in the simple past tense achievement test. The mean score improved from 76.1 in cycle 1 to 78.8 in cycle 2. Then the percentage of the students who got score ≥ 75 in the simple past tense achievement test improved from 78% in cycle 1 to 83% in cycle 2.

5.2 Suggestion

As the result of this research showed that using positive reinforcement could improve the students' active participation and simple past tense achievement, the researcher gives some suggestions to the following people.

1. The English Teacher

Based on the research result, it is suggested to the English teacher to give positive reinforcement as reinforcement in teaching learning process. Giving positive reinforcement can increase the students' response and also their participation during the teaching learning process. It is

suggested to the English teacher to use continuous schedule to establish the students' response. When the target has reached, the English teacher can use intermittent or partial schedule to administer reinforcement to the students. Intermittent schedule can be used to minimize the teacher's money to buy material reinforcement for the students. Besides, intermittent schedule can also be used to decrease the students' dependence on reinforcement.

2. The Future Researchers

It is hoped that the result of this research can be used as a consideration for future researchers to conduct further research dealing with a similar topic by using a different language skills or language components, or in different research area and research design to improve the students' tense achievement.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESES
The Use of Positive Reinforcement to Improve Class X-7 Students' Active Participation and Simple Past Tense Achievement at SMAN Kalisat	<p>1. How can the use of Positive Reinforcement improve class X-7 students' active participation at SMAN Kalisat in the 2015/2016 Academic Year?</p> <p>2. How can the use of Positive Reinforcement improve class X-7 students' simple past tense achievement at SMAN Kalisat in the 2015/2016 academic year?</p>	<p>Independent: The use of positive reinforcement in teaching simple past tense.</p> <p>Dependent: 1. Class X-7 students' active participation.</p>	<p>Giving positive reinforcement in the form of:</p> <ul style="list-style-type: none"> • Material Reinforcement (food, candies, etc) • Social Reinforcement (praise, a smile, pat on the back etc.) (Ormrod,2012:54-55) <p>- Asking questions to the teacher. - Answering the teacher's questions - Showing a response in the form of facial expressions, gestures, or oral expressions after receiving positive reinforcement.</p>	<p>1. Research Subject: The students of class X7 at SMAN Kalisat in the 2015/2016 Academic Year.</p> <p>2. Informant: The tenth grade English teacher of SMAN Kalisat.</p> <p>3. Document: - The names of the research subjects.</p>	<p>1. Research Design: Classroom action research. The stages of each cycle are:</p> <ol style="list-style-type: none"> a. The planning of the action b. The implementation of the action c. Observation and evaluation of the action. d. Data analysis and reflection of the action (Arikunto, 2011:16) <p>2. Area Determination Method Purposive Method</p> <p>3. Research Subject Determination Method Purposive Method</p> <p>4. Data Collection Method Primary Data:</p> <ul style="list-style-type: none"> - Simple Past Tense test - Observation <p>Supporting Data:</p> <ul style="list-style-type: none"> - Interview - Documentation 	<p>1. The use of positive reinforcement can improve class X-7 students' active participation at SMAN Kalisat in the 2015/2016 Academic Year.</p> <p>2. The use of positive reinforcement can improve class X-7 students' simple past tense achievement at SMAN Kalisat in the 2015/2016 Academic Year.</p>

		<p>2. Class X-7 students' simple past tense achievement.</p>	<p>- Doing the tasks given.</p> <p>The Scores of the students' simple past tense achievement test.</p>	<p>- The scores of class X-7 students' simple past tense achievement tested by the researcher.</p>	<p>5. Data Analysis Method</p> <p>To find the percentage of the students who are active in teaching learning process, the data got from the observation will be analyzed by using this formula:</p> $E = \frac{n \times 100\%}{N}$ <p>Notes:</p> <p>E = The percentage of the students who are active in teaching learning process of simple past tense by using positive reinforcement.</p> <p>n = The number of the students categorized as the active students.</p> <p>N = The total number of the students (the research subject)</p> <p>(Ali, 1993: 186)</p> <p>The data obtained from the students tense test will be analyzed using this formula:</p> $E = \frac{n \times 100\%}{N}$	
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					<p>Notes:</p> <p>E = The percentage of the students who get score ≥ 75 in the simple past tense test.</p> <p>n = The number of the students who achieve score ≥ 75 in the simple past tense test</p> <p>N = The total number of the students doing the test (Ali, 1993:186)</p>	
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APPENDIX B**Supporting Data Instruments****a. Interview Guide**

No	The List of Questions for Interview	Teacher's Answer
1.	What curriculum does this school use?	KTSP
2.	What book do you usually use in teaching English?	I use LKS (Lembar Kerja Siswa).
3.	Do you teach grammar integratedly with the language skill? What is that/what are they?	Yes, I do. I usually teach grammar integrated with reading skill.
4.	How do you usually teach tenses?	I usually write the pattern on the whiteboard, give examples, and ask students to do the task.
5.	What are the difficulties faced by the students in learning tense especially simple past tense?	They have difficulties in memorizing the pattern, they do not know the meaning of the verb and they also do not know how to use simple past tense well.
6.	How do you solve the problems?	I ask give them more exercises.
7.	Have you ever used reinforcement in teaching learning process?	Yes, I have.
8.	What kind of reinforcement do you use?	I say "that's good", "excellent", and "give applause to him/her".

b. Documentation Guide

No.	The Supporting Data Required	Resources
1.	The names of the research subjects	School document
2.	The students' pre test score	Researcher's document

APPENDIX C

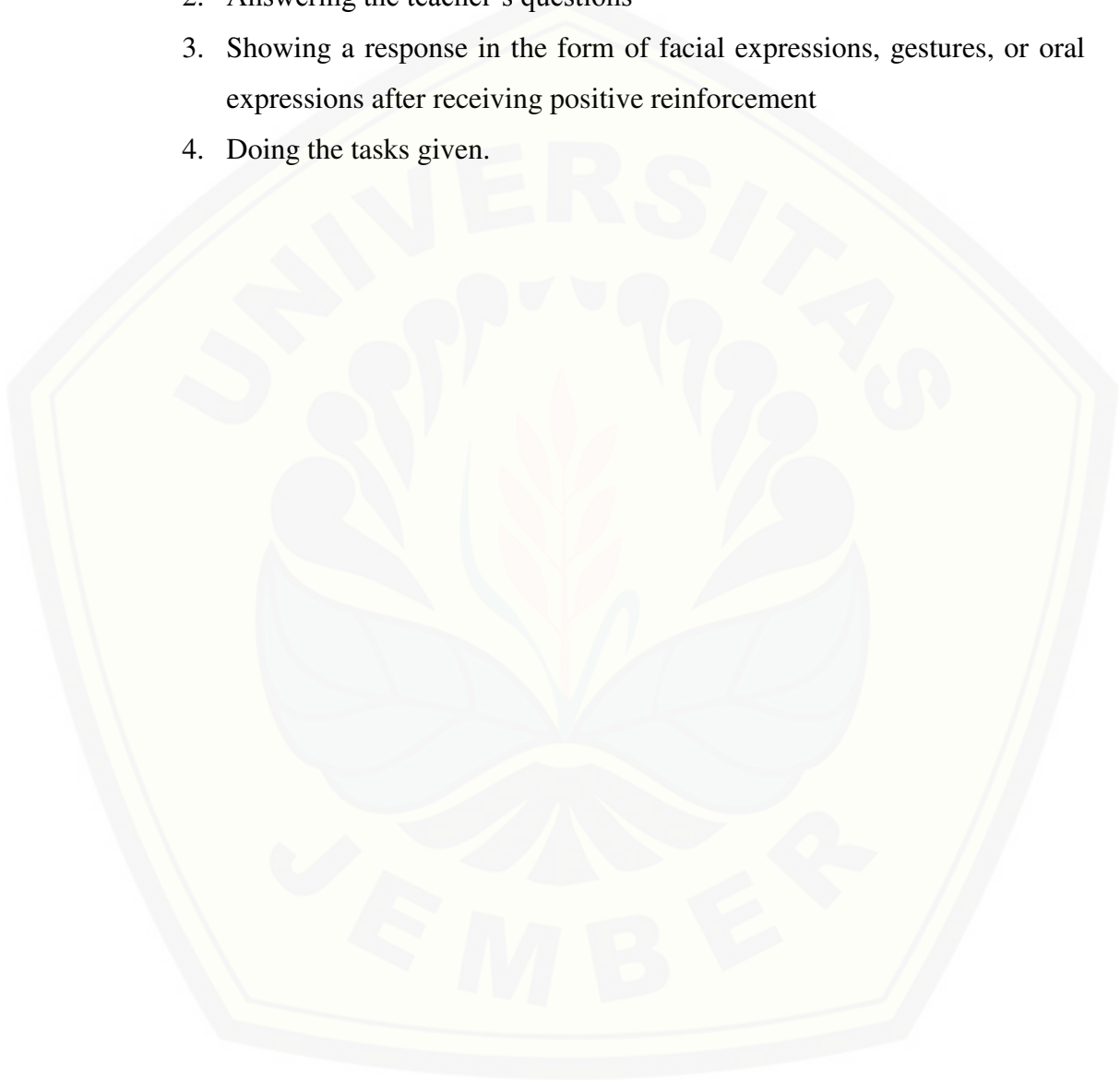
The Observation Checklist for the students' Active Participation

No	The Students' Initial	Indicators				Active*	Passive
		1	2	3	4		
1	AF						
2	AMB						
3	AF						
4	APPN						
5	ARP						
6.	BTU						
7.	BSP						
8.	DRW						
9.	DKP						
10.	EKB						
11.	EU						
12.	EFT						
13.	EDS						
14.	FDN						
15.	FA						
16.	GAI						
17.	HQW						
18.	IIH						
19.	IDJ						
20.	IDF						
21.	KR						
22.	MFH						
23.	MDF						
24.	MF						
25.	MRK						
26.	MSR						
27.	MYA						
28.	MPA						
29.	NPNF						
30.	RDN						
31.	RF						
32.	TH						
33.	WPR						
34.	YA						
35.	YR						
36.	ZYU						

*The students will be categorized as active students if they can fulfill at least 3 indicators from 4 indicators provided

Notes:

1. Asking questions to the teacher
2. Answering the teacher's questions
3. Showing a response in the form of facial expressions, gestures, or oral expressions after receiving positive reinforcement
4. Doing the tasks given.



APPENDIX D

**The Tenth Grade Students' Pre Test Score
(Class X-1)**

NO	NAME	SCORE
1.	ABDI FANANNI ASSIDHIQI	80
2.	ABIGEIL AKBAR	100
3.	ALFINEZ RIZQIYAH	80
4.	ALIF FIYANTI AGUSTINA	90
5.	APRILIA SANTIKA	90
6.	CERLY MAIENDRAPUSPA CIPTADEWI	100
7.	CINDI FEBRIANTI	90
8.	DANDI YOGA PRATAMA WICAKSANA	70
9.	DIAH AYU A.T.W	80
10.	DICAPRIO EL MOSLEM	70
11.	DIVAND AZRIEL MAULIDYANSYAH	100
12.	FADLILAH	90
13.	FEGISTARI BELA SAFITRI	80
14.	HENRI BAMBANG SURATNO	70
15.	HENY HELISA	100
16.	ILHAM VIRA ARDIANSYAH	70
17.	IMAM SYAHROFAL	70
18.	JEFFRY KURNIAWAN	100
19.	KHOIRULLAH ADE PRATAMA	90
20.	M. FIQIH AGUNG PRANATA	80
21.	MOHAMMAD WAWAN SUHDI	60
22.	MUHAMMAD ARDIYANTO	80
23.	MUHAMMAD HASYIM ASHARI	90
24.	NOVIYANTI CITRA AGUSTIN	100
25.	OKTA MAULANA ABABIL	80
26.	REZA CAHAYA FATTAHILLAH	70
27.	SILVIA MARETTA SUKMA	90
28.	SYAIDAH	70
29.	SYAILA OKTA WIDIYANTI	80
30.	TEGUH ANDI WIROSO SANTOSO	60
31.	THEAVONI HANA SALSABILLAH	100
32.	WARDANIYAH JANNATUL FIRDAUSY	90
33.	YUDITA W	90
34.	YUKE DORIK FEBRAN TAMA	70
35.	ZILVIYATUN NABILAH	100
36.	ZULFITRI	80

**The Tenth Grade Students' Pre Test Score
(CLASS X-2)**

NO	NAME	SCORE
1.	ALFAIN NUR MUSTAWHISIN	100
2.	ALIEF ADAWIYAH RAMADHANI	100
3.	APRIKA RENA ROSHA LUTFI	90
4.	BUSTAMI MUHAMMAD AGIL HIDAYAT	60
5.	DICKY RULLY AL QURAI SZY	100
6.	DINI YULINDA SARI	80
7.	FATIH RIDLWAN MUNIER	100
8.	FATIMATUS ZAHRO	90
9.	FERDI YUSMAR	100
10.	FIKRI HAIKAL RAHMAN	70
11.	FIYA ARIFIN	80
12.	HANNA LIBERTY	80
13.	HIDAYATI FIRDAUS	80
14.	INDAH MEGA SAFITRI	90
15.	KARTIKA YUNITA PRATIWI	80
16.	LULUNG ADI PRAYUGO	70
17.	M. FAISAL AL FARISI	100
18.	MAKLUFATUL INSANIYAH	80
19.	MIFTAHULIN NUR AINI	90
20.	MOH. HOIRIL IBAT	60
21.	MOH. IFANI NUR ANDRI ARISMOL	70
22.	MUHAMMAD ALI HAROZIM	70
23.	MUHAMMAD HIDAYAT FITRIANTO	70
24.	MUHAMMAD NUFAL MA'ARIF	100
25.	NADIA ANDITHA DAMAYANTI	100
26.	NONO AGUS PRASETYO	70
27.	NORA MAULIDI ISLAMIYAH	90
28.	PUTRI MONIKA	80
29.	PUTRI RETNO RAHAYU	90
30.	RIFKY ALIF SEPTIA FENDY	80
31.	RIO IRAWAN	80
32.	RIQI ZAENAL AKBAR	70
33.	SITI MAY SAROH	80
34.	SITI NURI AISYARI	80
35.	TAUFAN FERDIYANTO	90
36.	WAHYU DOGMA SEPTIAWAN	100

**The Tenth Grade Students' Pre Test Score
(CLASS X-3)**

NO	NAME	SCORE
1.	ABDALLAH	60
2.	AHMAD SHODIKIN	80
3.	ALDIAN DWI ALFARIZI	80
4.	CINDI WAHYU MAULIANA PUTRI	100
5.	DINDA ARIYANTIKA	100
6.	EFI ANGGRAENI	90
7.	EGA PRASETYA BUDI CANDRA	80
8.	FATTAH AR ROZY	90
9.	FAUZHAN NUR HIDAYAH	70
10.	HANIFA DWI LESTARI	80
11.	JENI DIAN DIANATA	100
12.	KINTAN NURUL QOMARIYAH	90
13.	MARIA ULFATUZ ZAHRO	80
14.	MEYLINDA EKA YUDIANTI	70
15.	MOCH. FATHOL MAJID HISBULLAH	60
16.	MOH. IQBAL AMAR GADAFI	70
17.	MUH ISBATUS SURUR	70
18.	MUHAMMAD ANANG RIYADI	60
19.	MUHAMMAD BUEMAS RIZQ WIJAYA	80
20.	MUHAMMAD MAHBUBY	70
21.	NAUFAL AFI ZARKASYI	80
22.	NIKKEN INDRIANA DEWI	90
23.	NORA NURDIANA	90
24.	NOVITASARI	80
25.	NURUL ALIFAH	80
26.	REGGY PRATAMA PUTRA	100
27.	RELA KISMATAL MAULA	90
28.	REYNALDI ALGA PUTRA	70
29.	RISQI ROMADHON	90
30.	SELLA FEBRIYANTI	80
31.	SITTI NURHAFIFAH	90
32.	TRI AGUNG KUSUMA WARDHANA	70
33.	UMMAH HALIFATUL RAFIKAH	90
34.	VIKA VEDJRYNA M	80
35.	YONI ILHAMI HERMAWAN	60
36.	YONICA BAGAS HIDAYATULLAH	90

**The Tenth Grade Students' Pre Test Score
(CLASS X-4)**

NO	NAME	SCORE
1.	ADITYA AGUNG P	80
2.	AJI PAMUNGKAS PRIMA SUGITO	70
3.	ALEKSANDRO AHMAD SAPUTRO	80
4.	ANDHIKA AJIE SYAHPUTRA	70
5.	ANDRE PRASETYO	80
6.	ANIS LIMAS RAHAYU	90
7.	ARDHI SURYA HUTAMA	80
8.	ASSAKINAH AGUNG S	70
9.	DELFINDO PURNAWIRANDA PUTRA	60
10.	DELLAELA DRESTIA KAROLIN	70
11.	DEWI KURNIA FITRIANI	90
12.	DIANA SARI RISKY HIDAYAH	80
13.	EGA DWI PUTERI NURMALA	80
14.	EMI SUCI AGUSTIN	90
15.	FANDI ACHMAD TRI PRASADJA	80
16.	HANDY WAY TRANSITA	100
17.	INAYATUL AULIA RISKA ZEIN	90
18.	KIKY KHOIRUZAKKI	90
19.	KINTAN SHAKILA WULANDARI	90
20.	LAELATUH UMASRUROH	80
21.	LAILATUL NUR ARIFAH	90
22.	MIFTAH FILLAILY	70
23.	MIRZA FAUZI AHMAD	90
24.	MOCH. HARFI MAULANA	80
25.	MOH. ALI RAVELIAN FIRDAUS RIZKIYANTO	80
26.	MUHAMMAD AFFAN	70
27.	MUHAMMAD ANDREYANSAH ALY	60
28.	MUHAMMAD IQBAL PRAKOSO	70
29.	MUHAMMAD RINO AGUSTRIANTO	90
30.	NENDY DEA RISMA DIYANTI	80
31.	ROBY AFIL AHMAD ALZAMZAMI	70
32.	ROMADHONA MILLENIA DEVI	90
33.	ROYDATUL JAMILA	100
34.	SATRIO ADI PRAKOSO	100
35.	SITTI NAINIA MUNAWWAROH	90
36.	YEYEN MUTIARA DEWI	90

**The Tenth Grade Students' Pre Test Score
(CLASS X-5)**

NO	NAME	SCORE
1.	ABDUL HAMID	60
2.	ADINDA IHZA PRATIWI	80
3.	DARLI MONIB	70
4.	DEWI ARINDA INDAH OKTAVIANI	80
5.	DIKI DERMAWAN	100
6.	EGI OCTAVIANUSA	70
7.	ERVANGGA DWI FAISAL AKBAR	70
8.	FARA DILLA SALSABILA ANANDA BACHTIAR	90
9.	HESTIANA MALINDA SARI	70
10.	INTAN NUR AINI	80
11.	JAGO PANGASTO	70
12.	LILIS TIKA SUPRAPTI	80
13.	MAURA PUTRI VELIANDINI AGUSTINA	80
14.	MELANIA NANDA EKA S	90
15.	MERRYANA STEPHANIE HIDAYAT	90
16.	MOCH. SOFYAN	80
17.	MOCHAMAD HARIS FIRMANSYAH	70
18.	MONICA ELSIANA AURELIA	70
19.	MUHAMMAD DONIANTO	70
20.	MUHAMMAD IQBAL	80
21.	NABIL FAQIH ABDULLAH	70
22.	NADIA NOVITA SARI	70
23.	RAHMATULLOH DIAN WAHYUDI	70
24.	RAKTA MEGA GIEBRILLIA QUERY KUSUMA	80
25.	DERY	80
26.	RENDI FATURAHMAN	80
27.	RIZAL BAHTIAR	80
28.	ROBY TRIO SAKTI	70
29.	SAFIRA DWI A	90
30.	SITI MAIMUNAH	70
31.	SONIA FATMA WATI	90
32.	TANWIROTUL AFIDAH	100
33.	TRI SURA FIGAS ADI BASTIAN	80
34.	WEGI MEIZA RYANA	90
35.	WISDA FERLYANA AIDIN	100

**The Tenth Grade Students' Pre Test Score
(CLASS X-6)**

NO	NAME	SCORE
1.	ADIA WAHYU PRASETYA	80
2.	AGUM RAKAMALA	70
3.	AINUN NUR FIRTRIYANA	100
4.	ALIEF WILDANI PRAYOGI	80
5.	BIMA ARYA PUTRANTO	70
6.	DEVI SULISTIANINGSIH	70
7.	DINA HULLIYATUL MAULIDA	80
8.	DINA LOVANIA	80
9.	EGA OCTAVIANUSA	90
10.	EZAR PRATAMA HADI SUYITNO	70
11.	FAISAL RACHMAN	70
12.	FAJRIAH IKAWATI VALENTINA	80
13.	FEREN EBRIK T	70
14.	FIRDATUL JANNAH	90
15.	FITRIA NIKMATUL HAMIDA	90
16.	M. NUR RIDHO TAUFIKURRAHMAN	80
17.	MABRUROH	80
18.	MASHABY JERRY ANDRIANTO	70
19.	MAIKEL ASSO	60
20.	MOCH RAFLI SEPTIANSYAH	70
21.	MOCHAMMAD SYAHRONI	70
22.	MOH.SOFYAN S	70
23.	MUHAMMAD RIZKY RACHMADANI	80
24.	MUHAMMAD VICKY ANDRIAN	70
25.	MUSRIFATUL MAULIDIA	80
26.	NABILA RANI ANGGRAINI	90
27.	NINDY ADITYA PUTRI	80
28.	NOVITA WULANDARI	80
29.	OKTAVIA PUTRI PONTJO RAHAYU	80
30.	RAHMAD ALATAS	70
31.	RENANTA MUHAMMAD CENTRIS SONGO-SONGO	100
32.	REYNJI NUR HAZANAH	90
33.	SHIVAN YASIR	90
34.	SULTON AHMAD NUR	80
35.	WINDI KURNIA HIDAYATI	100

**The Tenth Grade Students' Pre Test Score
(CLASS X-7)**

NO	NAME	SCORE
1.	AHMAD FAHRI	90
2.	ALI MASKUR BAKRI	60
3.	ANA FEBRIYANTI	70
4.	ANGGUN PUTRA PANJI NUSANTARA	60
5.	ARIAN RANGGA PUTRA	70
6.	BADRUD TAMAM ULUMUDIN	70
7.	BHAREP SETYO PAMBUDI	100
8.	DEFI ROSIDIAH WATI	70
9.	DWI KURNIA PUTRI	100
10.	EGA KRISNA BIMANTARA	50
11.	EGA UTAMI	90
12.	ELI FITRIA TAMANI	100
13.	ERVIN DEWI SANTIKA	90
14.	FEBRIYANTI DWI NURIAH FAUNI	80
15.	FITA AMALIA	100
16.	GUFRON AL IMRON	60
17.	HOLINDA QORISA WARDANI	90
18.	INDRI ILMIYATUL HASANAH	100
19.	INTAN DWI JANUARIL	70
20.	IQLILAH DINI FAJRIATI	100
21.	KHOFIFAH ROZANIYAH	70
22.	MAHFUD FEBRI HAMZAH	100
23.	MOH DIMAS FIRMANSYAH	60
24.	MUHAMMAD FATHOR	60
25.	MUHAMMAD RACHMAN KARI MULLAH	60
26.	MUHAMMAD SULTON RIDHO	70
27.	MUHAMMAD YUDHA ARDIANTO	60
28.	MULYANING PUTRI AGUSTIYAN	100
29.	NIZAR PANJI NUR FACHMI	60
30.	RIZKA DWI NABILA	70
31.	RIZKA FIYANTONI	70
32.	TRI HIDAYATI	80
33.	WAHYUNI PUTRI ROMADHONA	100
34.	YOGI AFRIYANDI	70
35.	YULIANA RADIANENGSIH	90
36.	ZULHAN YAHYA UBADILLAH	60

**The Tenth Grade Students' Pre Test Score
(CLASS X-8)**

NO	NAME	SCORE
1.	ADINDA PRASTIKA JAYA UTAMI	90
2.	AHMAD WASIL	70
3.	AKHMAD ROSI	70
4.	ALFAN ROBBY KURNIAWAN	80
5.	ALFARISI	80
6.	ARIF RAHMAN SETIAWAN	70
7.	ARIS RAHMATULLAH	70
8.	DWI CAHYANING PUTRI	90
9.	DWI PUJI LESTARI	80
10.	FAHMI IMRON	70
11.	FARHAN DIMASYQI TAMAM	80
12.	FIRMAN JAELANI	70
13.	H. DIQKY ARDIYANSAH	90
14.	HARIS ALFARISI	80
15.	HELEN ISMIATI	90
16.	HIKMATUL QOMARIYAH JAMIL	90
17.	IRVAN HADINATA	80
18.	KAMALIA KHANZA AGUSTIN	90
19.	MIFTAH RISQI AZIZAH	80
20.	MIRA SURDIANTI	80
21.	MISBAHUS SURUR	60
22.	MOHAMMAD ABI DZAR ALGHIFARY	70
23.	MOHAMMAD SAINI	70
24.	MUHAMMAD AGUNG PRAYOGO	100
25.	NANCY HAZLINDA FEBRYANTI	90
26.	NEVRENDRA FUAD MAGHREZA	80
27.	PRAMBUDI ARYA PAMUNGKAS	70
28.	RAFINDA BASMALA	90
29.	RIKSA DIAH SAFITRI	80
30.	SOFIATUL JANNAH	90
31.	SRI EMIYATI ARDI SEPTIA	70
32.	TALITA ANGGRAENI	80
33.	VONY AGUSTIN	80
34.	YUDHA AGUNG PAMUNGKAS	70
35.	YULIA FITRIA ANGGRAENI	80
36.	YUSRIATUL MAWADDAH	90

APPENDIX E**LESSON PLAN**

(Meeting 1, Cycle 1)

School	: SMAN KALISAT
Subject	: English
Class/Semester	: X/2
Language Component	: Grammar (Simple Past Tense integrated with reading)
Text Type	: News Item Text
Time Allocation	: 2x40 minutes

I. Standard of Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competence

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicators**➤ Cognitive****1. Product**

- Using simple past tense by choosing the best answer in the form of multiple choices.
- Writing down the past form of the verb 1 or base verb stated in the table on the students' worksheet.

2. Process

- a. Reading the news item text entitled “The Death of Actor Didi Petet“.
- b. Identifying the time signal used in simple past tense in the text.
- c. Identifying the pattern of simple past tense in the text.
- d. Writing down the regular verbs found in the text on the whiteboard.
- e. Writing down the irregular verbs found in the text on the whiteboard.

IV. Learning Objectives**➤ Cognitive****1. Product**

- a. The students are able to use simple past tense by choosing the best answer in the form of multiple choices.
- b. The students are able to write down the past form of the verb 1 or base verb stated in the table on the students’ worksheet.

2. Process

- a. The students are able to read the news item text entitled “The Death of Actor Didi Petet“.
- b. The students are able to identify the time signal used in simple past tense in the text.
- c. The students are able to identify the pattern of simple past tense in the text.
- d. The students are able to write down the regular verbs found in the text on the whiteboard.
- e. The students are able to write down the irregular verbs found in the text on the whiteboard.

V. Learning Materials: (Enclosed)

VI. Teaching Learning Strategy

Approach : Cooperative Learning

Method : Question-Answer, Discussion

VII. Teaching Learning Activities

No	Teacher's activities	Students' activities	Time
1.	Pre-Instructional Activities - Greeting the students - Checking students' attendance list - Giving some leading questions. <i>(giving praise and applause to the students who can answer the teacher's questions correctly)</i> - Mentioning the learning objectives	- Responding - Paying attention to the teacher - Responding <i>(receiving praise and applause from the teacher and his/her friends)</i> - Paying attention to the teacher	1' 4' 3' 2'
2.	Main Activities - Asking students to make groups of four. - Distributing the news item text. - Asking some students to read the text aloud individually. <i>(giving "gery" to the student who voluntarily read the text)</i> - Showing some examples of the use of simple past tense stated in the text. - Explaining about the use of simple past tense.	- Making groups of four. - Receiving the text. - Reading the text aloud individually. <i>(receiving "gery")</i> - Paying attention - Paying attention	5' 2' 5' 3' 5'

<ul style="list-style-type: none"> - Asking students to mention the time signal used in simple past tense in the text. <i>(giving praise to the student who can answer the question correctly)</i> 	<ul style="list-style-type: none"> - Mentioning time signal used in simple past tense in the text. <i>(receiving praise)</i> 	5'
<ul style="list-style-type: none"> - Asking students to identify the patterns of simple past tense. <i>(giving candy and applause to the student who can identify the pattern of simple past tense correctly)</i> 	<ul style="list-style-type: none"> - Identifying the pattern of simple past tense. <i>(receiving candy and applause)</i> 	10'
<ul style="list-style-type: none"> - Asking the students to write down the regular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Gery" and praise to the student who can write down the regular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the regular verbs found in the text on the whiteboard. <i>(receiving "Gery" and praise)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to write down the irregular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Gery" and praise to the student who can write down the irregular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the irregular verbs found in the text on the whiteboard. <i>(receiving "Gery" and praise)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to do Exercise II by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise II by discussing the problems with their group. 	5'
<ul style="list-style-type: none"> - Discussing the answers with all the students. <i>(giving "candy" and applause to the student who can answer the questions correctly).</i> 	<ul style="list-style-type: none"> - Discussing the answers with the teacher. <i>(receiving candy and applause).</i> 	5'
<ul style="list-style-type: none"> - Asking the students to do Exercise III by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise III by discussing the problems with their group. 	5'

	- Discussing the answers with all the students. <i>(giving “candy” and applause to the student who can answer the questions correctly).</i>	- Discussing the answers with the teacher. <i>(receiving candy and applause).</i>	5'
3.	Post Activities - Asking and guiding the students to make a conclusion by giving oral questions about the main points - Parting the students	- Making a conclusion. - Responding	3' 2'

VIII. Media and Sources

Media : Power point presentation, and pictures

Source(s) : Jakarta Post

IX. Assessment

1. Process assessment. It was conducted during the teaching learning process to know the students' participation by giving positive reinforcement. The researcher uses observation checklist to observe the students' participation during the teaching learning process of simple past tense by giving positive reinforcement. (the observation checklist is enclosed in Appendix C)

2. Product assessment : conducted after the action given.

Instrument : Simple Past Tense Achievement Test (written test)

The Researcher

Loudry Vian Arganatha

NIM.120210401021

MATERIALS

Leading Questions:

1. Do you know the actor who acts as “Kang Bahar” in comedy film, Preman Pensiun?
2. Who is he?

Please take a look at this picture!



The Death of Actor Didi Petet

Veteran actor Didi Widiatmoko, popularly known as Didi Petet, died at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning. Didi's niece Muthia Kautsar said that Didi, who starred in a number of comedy and drama films in the 1980s and 1990s, collapsed and lost consciousness when attending an expo in Milan, Italy.

“He just arrived home on May 10 after attending the exhibition. In that city, he collapsed and lost his consciousness and returned home in a wheelchair, “ she said. On Tuesday, Didi was taken to Bandung for treatment. Muthia said no diseases were detected but he died on Friday. Didi's body is laid out in his residence on Jl. Bambu Apus in Sasak Tinggi, Ciputat, South Tangerang. It has yet to be decided when and where he will be buried.

(Jakarta Post, 2015)

Please take a look at the following sentences!

1. Veteran actor Didi Widiatmoko, popularly known as Didi Petet, **died** at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning.
2. Didi's niece Muthia Kautsar **said** that Didi, who **starred** in a number of comedy and drama films in the 1980s and 1990s, **collapsed** and **lost** consciousness when attending an expo in Milan, Italy.

The sentences above are the example of simple past tense sentences.

- Simple past tense is used to talk about activities or situation that began and ended in the past.
- The verb that is used in simple past tense is past form or verb 2
- The time signals used in simple past tense are: *yesterday, last night/week/month/year, two hours/three days/a month ago, etc.*

A. The Pattern of Simple Past Tense : Regular Verbs

To form the simple past tense of regular verbs in affirmative statement, we have to add **-ed** to the base verb.

Statement (+) : S + Past Form (Regular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Regular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Regular Verb) + (Object) + (Adverb)?

For example:

Statement (+) :

1. Veteran actor Didi Widiatmoko, popularly known as Didi Petet, **died** at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning.

Negative (-) :

2. Veteran actor Didi Widiatmoko, popularly known as Didi Petet, **did not die** at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning.

Question (?) :

3. **Did** Veteran actor Didi Widiatmoko, popularly known as Didi Petet, **die** at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning?

B. The Pattern of Simple Past Tense : Irregular Verbs

The past form of irregular verbs do not end in *-ed*. The formula is exactly the same, the different is only in the past form of the base verb.

Statement (+) : S + Past Form (Irregular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Irregular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Irregular Verb 1) + (Object) + (Adverb)?

For example:

Statement (+) :

1. Didi Petet **lost** his consciousness when attending an expo in Milan, Italy.

Negative (-) :

2. Didi Petet **did not lose** consciousness when attending an expo in Milan, Italy.

Question (?) :

3. **Did** Didi Petet **lose** his consciousness when attending an expo in Milan, Italy?

C. The pattern of Simple Past Tense : be

Statement (+) : S + was/were + (adjective/noun) + (adverb)

Negative (-) : S + was/were + not + (adjective/noun) + (adverb)

Question (?) : Was/were + S + (adjective/noun) + (adverb)

For example:

Statement (+) :

1. Didi Petet **was** a famous veteran actor.

Negative (-) :

2. Didi Petet **was not** a famous veteran actor.

Question (?) :

3. **Was** Didi Petet a famous veteran actor?

Exercise I

Write down the regular and irregular verbs of simple past tense stated in the text on the whiteboard!

Exercise II

Choose the best answer by crossing a, b, c, d, or e on your answer sheet!

1. A year ago Nepalese rescuers ... three bodies near the wreckage of a U.S. marine helicopter .
 a. found c. find e. finds
 b. finding d. is finding
2. After almost two weeks of uncertainty surrounding issues of succession within the Yogyakarta Palace, Sultan Hamengku Bowono X finally ... in public on Friday, July 23rd 2015 to clarify the matter.
 a. appear c. appears e. appearing
 b. appeared d. is appearing
3. President Joko Widodo formally ... Konvensi Nasional Indonesia Berkemajuan (KNIB) at Sportorium, Bantul yesterday.
 a. open c. opened e. opening
 b. opens d. is opening
4. DPRD Jember ... the gold mining in Silo region three days ago.
 a. refuses c. refusing e. refuse
 b. is refusing d. refused
5. Three months ago, vice president, Jusuf Kalla ... that Indonesian agricultural productivity is still too low.
 a. say c. is said e. said
 b. says d. saying

Exercise III

Write Down the past form of the verb 1 or base verb of the following words!

NO	BASE VERB	PAST FORM (V2)
1.	Awake	
2.	Become	
3.	Begin	
4.	Bite	
5.	Blow	
6.	Break	
7.	Bring	
8.	Build	
9.	Buy	
10.	Catch	

Answer Key**Exercise I**

Regular Verbs : died, starred, collapsed, arrived

Irregular Verbs : said, lost

Exercise II

1. a. found
2. b. appeared
3. c. opened
4. d. refused
5. e. said

Exercise III

- | | |
|-----------|------------|
| 1. Awoke | 6. Broke |
| 2. Became | 7. Brought |
| 3. Began | 8. Built |
| 4. Bit | 9. Bought |
| 5. Blew | 10. Caught |

APPENDIX F**LESSON PLAN**

(Meeting 2, Cycle 1)

School	: SMAN KALISAT
Subject	: English
Class/Semester	: X/2
Language Component	: Grammar (Simple Past Tense integrated with reading)
Text Type	: News Item Text
Time Allocation	: 2x40 minutes

a. Standard of Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competence

- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicators**➤ Cognitive****1. Product**

- Using simple past tense by choosing the best answer in the form of multiple choices.
- Writing down the past form of the verb 1 or base verb stated in the table on the students' worksheet.

2. Process

- a. Reading the news item text entitled “Landslide in Maluku Killed Four People“.
- b. Identifying the time signal used in simple past tense in the text.
- c. Identifying the pattern of simple past tense in the text.
- d. Writing down the regular verbs found in the text on the whiteboard.
- e. Writing down the irregular verbs found in the text on the whiteboard.

IV. Learning Objectives**➤ Cognitive****1. Product**

- a. The students are able to use simple past tense by choosing the best answer in the form of multiple choices.
- b. The students are able to write down the past form of the verb 1 or base verb stated in the table on the students’ worksheet.

2. Process

- a. The students are able to read the news item text entitled “Landslide in Maluku Killed Four People“.
- b. The students are able to identify the time signal used in simple past tense in the text.
- c. The students are able to identify the pattern of simple past tense in the text.
- d. The students are able to write down the regular verbs found in the text on the whiteboard.
- e. The students are able to write down the irregular verbs found in the text on the whiteboard.

V. Learning Materials: (Enclosed)

VI. Teaching Learning Strategy

Approach : Cooperative Learning

Method : Question-Answer, Discussion

VII. Teaching Learning Activities

No	Teacher's activities	Students' activities	Time
1.	Pre-Instructional Activities - Greeting the students - Checking students' attendance list - Giving some leading questions. <i>(giving praise and applause to the students who can answer the teacher's questions correctly)</i> - Mentioning the learning objectives	- Responding - Paying attention to the teacher - Responding <i>(receiving praise and applause from the teacher and his/her friends)</i> - Paying attention to the teacher	1' 4' 3' 2'
2.	Main Activities - Asking students to make groups of four. - Distributing the news item text. - Asking some students to read the text aloud individually. <i>(giving "Top" to the student who voluntarily read the text)</i> - Asking students to mention the time signal used in simple past tense in the text. <i>(giving praise to the student who can answer the question correctly)</i>	- Making groups of four. - Receiving the text. - Reading the text aloud individually. <i>(receiving "Top")</i> - Mentioning time signal used in simple past tense in the text. <i>(receiving praise)</i>	5' 2' 5' 3'

<ul style="list-style-type: none"> - Asking students to identify the patterns of simple past tense. <i>(giving candy and applause to the student who can identify the pattern of simple past tense correctly)</i> 	<ul style="list-style-type: none"> - Identifying the pattern of simple past tense. <i>(receiving candy and applause)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to write down the regular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Top" and praise to the student who can write down the regular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the regular verbs found in the text on the whiteboard. <i>(receiving "Top" and praise)</i> 	7'
<ul style="list-style-type: none"> - Asking the students to write down the irregular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Top" and praise to the student who can write down the irregular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the irregular verbs found in the text on the whiteboard. <i>(receiving "Top" and praise)</i> 	8'
<ul style="list-style-type: none"> - Asking the students to do Exercise II by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise II by discussing the problems with their group. 	5'
<ul style="list-style-type: none"> - Discussing the answers with all the students. <i>(giving "candy" and applause to the student who can answer the questions correctly).</i> 	<ul style="list-style-type: none"> - Discussing the answers with the teacher. <i>(receiving candy and applause).</i> 	10'
<ul style="list-style-type: none"> - Asking the students to do Exercise III by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise III by discussing the problems with their group. 	5'
<ul style="list-style-type: none"> - Discussing the answers with all the students. <i>(giving "candy" and applause to the student who can answer the questions correctly).</i> 	<ul style="list-style-type: none"> - Discussing the answers with the teacher. <i>(receiving candy and applause).</i> 	10'

3.	<p>Post Activities</p> <ul style="list-style-type: none"> - Asking and guiding the students to make a conclusion by giving oral questions about the main points - Parting the students 	<ul style="list-style-type: none"> - Making a conclusion. - Responding 	<p>3'</p> <p>2'</p>
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VIII. Media and Sources

Media : Power point presentation, and pictures

Source(s) : Jakarta Post

IX. Assessment

1. Process assessment. It was conducted during the teaching learning process to know the students' participation by giving positive reinforcement. The researcher uses observation checklist to observe the students participation during the teaching learning process of simple past tense by giving positive reinforcement. (the observation checklist is enclosed in Appendix C)

2. Product assessment : conducted after the action given.

Instrument : Simple Past Tense Achievement Test.

The Researcher

Loudry Vian Arganatha

NIM.120210401021

MATERIALS

Leading Questions:

- a. What do you call “darat” in English?
- b. What do you call “meluncur” in English?

Please take a look at this picture!



Landslide in Maluku Killed Four People

Four people died after a landslide in Simirau district in Ambon, Maluku.

According to the Maluku Disaster Mitigation Agency, two other local residents have yet to be found. Lodi Karual, 30, a local resident whose house was crushed by the landslide said that the incident happened after heavy rains occurred in the area.

Dozens of residents, police, military, and Search and Rescue Agency personnel have been looking for the missing residents, although the three meter pile of debris from the landslide made evacuation efforts difficult. “The search will continue until we can find those two residents who have been buried,” said local official Ibrahim Sangadji.

(Jakarta Post, 2015)

Please take a look to the following sentences!

1. Four people **died** after a landslide in Simirau district in Ambon, Maluku.
2. Dozens of residents, police, military, and Search and Rescue Agency personnel have been looking for the missing residents, although the three meter pile of debris from the landslide **made** evacuation efforts difficult.

The sentences above are the example of simple past tense sentences.

- Simple past tense is used to talk about activities or situation that began and ended in the past.
- The verb that is used in simple past tense is past form or verb 2
- The time signals used in simple past tense are: *yesterday, last night/week/month/year, two hours/three days/a month ago, etc.*

A. The Pattern of Simple Past Tense : Regular Verbs

To form the simple past tense of regular verbs in affirmative statement, we have to add **-ed** to the base verb.

Statement (+) : S + Past Form (Regular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Regular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Regular Verb) + (Object) + (Adverb)?

For example:

Statement (+) :

1. Four people **died** after a landslide in Simirau district in Ambon, Maluku.

Negative (-) :

2. Four people **did not die** after a landslide in Simirau district in Ambon, Maluku.

Question (?) :

3. **Did** four people **die** after a landslide in Simirau district in Ambon, Maluku?

B. The Pattern of Simple Past Tense : Irregular Verbs

The past form of irregular verbs do not end in *-ed*. The formula is exactly the same, the different is only in the past form of the base verb.

Statement (+) : S + Past Form (Irregular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Irregular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Irregular Verb 1) + (Object) + (Adverb)?

Example:

Statement (+) :

1. Three meter pile of debris from the landslide **made** evacuation efforts difficult.

Negative (-) :

2. Three meter pile of debris from the landslide **did not make** evacuation efforts difficult.

Question (?) :

3. **Did** three meter pile of debris from the landslide **make** evacuation efforts difficult?

C. The pattern of Simple Past Tense : be

Statement (+) : S + was/were + (adjective/noun) + (adverb)

Negative (-) : S + was/were + not + (adjective/noun) + (adverb)

Question (?) : Was/were + S + (adjective/noun) + (adverb)

For example:

Statement (+) :

1. Lodi Karual **was** the local resident in Simirau.

Negative (-) :

2. Lodi Karual **was not** the local resident in Simirau.

Question (?) :

3. **Was** Lodi Karual the local resident in Simirau?

Exercise I

Write down the regular and irregular verbs of simple past tense stated in the text!

Exercise II

Choose the best answer by crossing a, b, c, d, or e on your answer sheet!

1. In May, 9th 2016 Iran Military ... that they were successful of ballistic missile testing.
a. claims c. claimed e. claiming
b. is claimed d. is claiming
2. In July 2015, FPI (Front Pembela Islam) ... that President Jokowi will not give any chances for the rise of PKI in Indonesia.
a. insisted c. insists e. insist
b. insisting d. is insisting
3. The local divers of Banyuwangi ... an award from MURI because of diving for 28 hours on Banyuwangi Underwater Festival 2015.
a. get c. getting e. gets
b. got d. is getting
4. PT Pindad ... 500 million rupiahs to the best shooter of TNI AD after joining on Australian Army of Skill Arms at Meeting (AASAM) on January 23rd 2015.
a. gives c. given e. gave
b. give d. is giving
5. A month ago, President Joko Widodo ... ministry about beef price which is getting higher.
a. instructed c. instructing e. instruct
b. instruction d. is instructing

Exercise III

Write Down the past form of the verb 1 or base verb of the following words!

NO	BASE VERB	PAST FORM (V2)
1.	Choose	
2.	Come	
3.	Draw	
4.	Drink	
5.	Drive	
6.	Eat	
7.	Fall	
8.	Feel	
9.	Find	
10.	Fly	

Answer Key**Exercise I**

Regular Verbs : died, happened, occurred

Irregular Verbs : said, made

Exercise II

1. c. claimed
2. a. insisted
3. b. got
4. e. gave
5. a. instructed

Exercise III

- | | |
|----------|----------|
| 1. Chose | 6. Ate |
| 2. Came | 7. Fell |
| 3. Drew | 8. Felt |
| 4. Drank | 9. Found |
| 5. Drove | 10. Flew |

APPENDIX G**POST TEST 1**

Subject : English
Class / Semester : X / 2
Time : 50 minutes

Choose the correct answer by crossing a, b, c, d, or e on your answer sheet!

1. Indonesia's long-distance runner Agus Prayogo from his overnight disappointment with a win in the 10.000 meter race on Wednesday, June 10th 2015.
a. recovered c. recovers e. recovering
b. is recovered d. is recovering
2. Agus who to Vietnam's Nguyen Van Lai in the 5.000 meter race on Tuesday, regained his top form to become the fastest man in the event a year ago.
a. lose c. lost e. loses
b. losing d. is losing
3. Last year, long jumper Maria Natalia Londa a Southeast Asian (SEA) Games gold to her collection.
a. adds c. is added e. adding
b. added d. add
4. The Maritime Affairs and Fisheries Ministry World Ocean Day on Monday, 25th May 2015.
a. commemorating c. commemorates e. commemorated
b. is commemorating d. is commemorated
5. Barcelona the champions league for the fourth time in a decade on Saturday, with Luis Suarez grabbing the crucial goal in a 3-1 victory over Juventus in 2015.
a. win c. won e. wins
b. winning d. is winning

6. In May, 9th 2016 Iran Military ... that they were successful of ballistic missile testing.
 - a. claims
 - b. is claimed
 - c. claimed
 - d. is claiming
 - e. claiming
7. In July 2015, FPI (Front Pembela Islam) ... that President Jokowi will not give any chances for the rise of PKI in Indonesia.
 - a. insisted
 - b. insisting
 - c. insists
 - d. is insisting
 - e. insist
8. The local divers of Banyuwangi ... an award from MURI because of diving for 28 hours on Banyuwangi Underwater Festival 2015.
 - a. get
 - b. got
 - c. getting
 - d. is getting
 - e. gets
9. PT Pindad ... 500 million rupiahs to the best shooter of TNI AD after joining on Australian Army of Skill Arms at Meeting (AASAM) on January 23rd 2015.
 - a. gives
 - b. give
 - c. given
 - d. is giving
 - e. gave
10. President Joko Widodo formally ... Konvensi Nasional Indonesia Berkemajuan (KNIB) at Sportorium, Bantul yesterday.
 - c. open
 - d. opens
 - c. opening
 - d. is opening
 - e. opened
11. A month ago, President Joko Widodo ... ministry about beef price which is getting higher.
 - a. instructed
 - b. instruction
 - c. instructing
 - d. is instructing
 - e. instruct
12. Flood ... many civil houses and caused the death of 6 people two days ago at Subang, West Java.
 - a. destroy
 - b. destroying
 - c. destroyed
 - d. destroyer
 - e. destroys

13. Last week, Tjipto Sumardi ... that HET (Harga Eceran Tertinggi) for school book will be released soon.
- a. tell c. tells e. is telling
b. told d. telling
14. The local police department of Tempurejo ... 83 kind of illegal woods on Friday, March 20th 2016.
- a. saved c. save e. saving
b. saves d. is saving
15. DPRD Jember ... the gold mining in Silo region three days ago.
- c. refuses c. refusing e. refuse
d. refused d. is refusing
16. Last week, SMPN 1 Jember ... SMPN 6 Surabaya to get a ticket to quarter final.
- a. defeated c. defeats e. is defeating
b. defeat d. defeating
17. Ministry of Transportation (Kemenhub) the domestic recapitulation of aircraft transportation retraction on Monday, 23rd May 2016.
- a. issuing c. issued e. issues
b. issue d. is issuing
18. The USA president ... to end his presidential leadership several days ago.
- a. wants c. wanted e. want
b. wanting d. is wanted
19. The Head of Social Affairs of Subang District ... that the flood came over two villages, Cihideung Girang and Cihideung two days ago.
- a. state c. stating e. states
b. stated d. is stating
20. A week ago, the Husbandry Department (Dinas Peternakan) of Southern Sumatera province ... to realize the province as the biggest husbandry location in Indonesia.
- a. desired c. desire e. desires
b. desiring d. is desiring

21. Last year, Bob Sadino told that Indonesian people ... 5.8 million new entrepreneurs to increase the economic growth.
- a. needs c. needed e. needing
b. is needed d. need
22. PAN and PPP ... the extension issue of the Head of Indonesian Police (Kapolri), General Badrodin Haiti two weeks ago.
- a. supporting c. support e. supports
b. supported d. is supported
23. Pertamina and Saudi Aramco ... a deal about oil import problems yesterday.
- a. having c. had e. have
b. has d. is having
24. Five months ago, Indosat Ooredoo ... the capacity of network into 4 billion message a day.
- a. increases c. increase e. increased
b. increasing d. is increasing
25. Three months ago, government ... Bulog to be consistent in distributing the rice until June.
- a. asked c. ask e. asks
b. asking d. is asking
26. Last week, Indonesian badminton team ... to be a champion of Thomas and Uber Cup 2016.
- a. fail c. failed e. fails
b. failure d. is failed
27. Indonesian National Army (TNI) ... that they did not give punishment to their member because of the football incident two days ago.
- a. explain c. explains e. explaining
b. explained d. is explaining

28. Surabaya residents ... PDAM dealing with the problems of unstable water flow two days ago.
- a. protest
 - b. protests
 - c. protested
 - d. is protesting
 - e. protesting
29. Lilik, Probolinggo resident ... her baby without having any regret five days ago.
- a. killed
 - b. killing
 - c. kill
 - d. is killing
 - e. kills
30. In April, 10th 2015, KPK ... the judge in Bengkulu because of receiving illegal fund.
- a. interrogated
 - b. interrogation
 - c. interrogate
 - d. is interrogating
 - e. interrogates
31. Two months ago, vice president, Jusuf Kalla ... that Indonesian agricultural productivity is still too low.
- a. say
 - b. says
 - c. said
 - d. saying
 - e. is saying
32. In August, 13th 2015, STIE Widya, Lumajang ... an international seminar that cooperate with Burapha University Thailand.
- a. hold
 - b. held
 - c. holding
 - d. holds
 - e. is holding
33. Yesterday, seven fishermen ... a female dolphin stranded 100 meters from Kenjeran beach, Surabaya.
- a. find
 - b. finds
 - c. finding
 - d. is found
 - e. found
34. Three weeks ago, Alvin, the student of SMAN 5 Surabaya ... himself to the train because of feeling depressed.
- a. crash
 - b. crashes
 - c. crashing
 - d. crashed
 - e. is crashed

35. Last week, some Indomaret employees ... in the “blood donor” event held by UTD PMI at Roxy Square.
- a. participated c. participates e. participating
b. participate d. participation
36. Tens of Indonesian National Army (TNI) ... Mayang Street together with local people yesterday.
- a. cleaning c. clean e. cleans
b. cleaned d. is cleaning
37. Kodam V/Brawijaya ... 772 houses in Bondowoso seven weeks ago.
- a. renovation c. renovated e. renovating
b. renovate d. renovates
38. Three students of SMAN 2 Bondowoso ... a champion of the Information and Communication Technology Award in Surabaya on May 14th 2016.
- a. become c. becoming e. is becoming
b. becomes d. became
39. Stefan Hansson, Persela Lamongan coach ... that his team is not as good as Persipura Jayapura after disappointing match last night.
- a. realized c. realize e. realizes
b. realizing d. is realizing
40. Mohammad Ahsan, the Indonesian badminton player ... a panda doll for his daughter before coming back to Indonesia.
- a. buy c. bought e. buys
b. buying d. is buying

Answer Key

- | | |
|-------|-------|
| 1. a | 21. c |
| 2. c | 22. b |
| 3. b | 23. c |
| 4. e | 24. e |
| 5. c | 25. a |
| 6. c | 26. c |
| 7. a | 27. b |
| 8. b | 28. c |
| 9. e | 29. a |
| 10. e | 30. a |
| 11. a | 31. c |
| 12. c | 32. b |
| 13. b | 33. e |
| 14. a | 34. d |
| 15. d | 35. a |
| 16. a | 36. b |
| 17. c | 37. c |
| 18. c | 38. d |
| 19. b | 39. a |
| 20. a | 40. c |

The Distribution of the Test Items

Kind of Verb	The Number of the Test Items	Total
Regular Verb	1,3,4,6,7,9,10,11,12,14,15,16,17,18,19,20,21, 22,24,25,26,27,28,29,30,34,35,36,37,39	30
Irregular Verb	2,5,8,13,23,31,32,33,38,40	10

$$\text{Score} = \text{Correct answer} \times 4 = 100$$

APPENDIX H**LESSON PLAN**

(Meeting 1, Cycle 2)

School	: SMAN KALISAT
Subject	: English
Class/Semester	: X/2
Language Component	: Grammar (Simple Past Tense integrated with reading)
Text Type	: News Item Text
Time Allocation	: 2x40 minutes

I. Standard of Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competence

- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicators**➤ Cognitive****1. Product**

- Using simple past tense by choosing the best answer in the form of multiple choices.
- Writing down the past form of the verb 1 or base verb stated in the table on the students' worksheet.

2. Process

- a. Reading the news item text entitled “The Biggest Insect was Found“.
- b. Identifying the time signal used in simple past tense in the text.
- c. Identifying the pattern of simple past tense in the text.
- d. Writing down the regular verbs found in the text on the whiteboard.
- e. Writing down the irregular verbs found in the text on the whiteboard.

IV. Learning Objectives

➤ Cognitive

1. Product

- a. The students are able to use simple past tense by choosing the best answer in the form of multiple choices.
- b. The students are able to write down the past form of the verb 1 or base verb stated in the table on the students’ worksheet.

2. Process

- a. The students are able to read the news item text entitled “The Biggest Insect was Found“.
- b. The students are able to identify the time signal used in simple past tense in the text.
- c. The students are able to identify the pattern of simple past tense in the text.
- d. The students are able to write down the regular verbs found in the text on the whiteboard.
- e. The students are able to write down the irregular verbs found in the text on the whiteboard.

V. Learning Materials: (Enclosed)

VI. Teaching Learning Strategy

Approach : Cooperative Learning

Method : Question-Answer, Discussion

VII. Teaching Learning Activities

No	Teacher's activities	Students' activities	Time
1.	Pre-Instructional Activities <ul style="list-style-type: none"> - Greeting the students - Checking students' attendance list - Giving some leading questions. (giving praise and applause to the students who can answer the teacher's questions correctly) - Mentioning the learning objectives 	<ul style="list-style-type: none"> - Responding - Paying attention to the teacher - Responding (receiving praise and applause from the teacher and his/her friends) - Paying attention to the teacher 	1' 4' 3' 2'
2.	Main Activities <ul style="list-style-type: none"> - Asking students to make groups of four. - Distributing the news item text. - Asking some students to read the text aloud individually. (giving "Tango" to the student who voluntarily read the text) - Reviewing the materials of simple past tense by asking some questions to the students. 	<ul style="list-style-type: none"> - Making groups of four. - Receiving the text. - Reading the text aloud individually. (receiving "Tango") - Paying attention and answering teacher's questions. 	5' 2' 5' 8'

<ul style="list-style-type: none"> - Asking students to mention the time signal used in simple past tense in the text. <i>(giving praise to the student who can answer the question correctly)</i> 	<ul style="list-style-type: none"> - Mentioning time signal used in simple past tense in the text. <i>(receiving praise)</i> 	5'
<ul style="list-style-type: none"> - Asking students to identify the patterns of simple past tense. <i>(giving candy and applause to the student who can identify the pattern of simple past tense correctly)</i> 	<ul style="list-style-type: none"> - Identifying the pattern of simple past tense. <i>(receiving candy and applause)</i> 	10'
<ul style="list-style-type: none"> - Asking the students to write down the regular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Tango" and praise to the student who can write down the regular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the regular verbs found in the text on the whiteboard. <i>(receiving "Tango" and praise)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to write down the irregular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Tango" and praise to the student who can write down the irregular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the irregular verbs found in the text on the whiteboard. <i>(receiving "Tango" and praise)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to do Exercise II by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise II by discussing the problems with their group. 	5'
<ul style="list-style-type: none"> - Discussing the answers with all the students. <i>(giving "candy" and applause to the student who can answer the questions correctly).</i> 	<ul style="list-style-type: none"> - Discussing the answers with the teacher. <i>(receiving candy and applause).</i> 	5'
<ul style="list-style-type: none"> - Asking the students to do Exercise III by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise III by discussing the problems with their group. 	5'

	- Discussing the answers with all the students. <i>(giving “candy” and applause to the student who can answer the questions correctly).</i>	- Discussing the answers with the teacher. <i>(receiving candy and applause).</i>	5'
3.	Post Activities - Asking and guiding the students to make a conclusion by giving oral questions about the main points - Parting the students	- Making a conclusion. - Responding	3' 2'

VIII. Media and Sources

Media : Power point presentation, and pictures

Source(s) : Jakarta Post

IX. Assessment

1. Process assessment. It was conducted during the teaching learning process to know the students' participation by giving positive reinforcement. The researcher uses observation checklist to observe the students' participation during the teaching learning process of simple past tense by giving positive reinforcement. (the observation checklist is enclosed in Appendix C)
2. Product assessment : conducted after the action given.
Instrument : Simple Past Tense Achievement Test (written test)

The Researcher

Loudry Vian Arganatha

NIM.120210401021

MATERIALS

Leading Questions:

1. Do you know butterflies? What about ants? Mosquitoes? or bees?
2. What do they belong to?

Please take a look at this picture!



The Biggest Insect was Found

An explorer has found the biggest insect ever on record. So large it can scoff a carrot. The insect is called a Weta Bug and has a huge wing span of seven inches and weights as much as three mice.

An etnomologist Mark Moffet, 55, discovered the cricket-like creature up a tree on New Zealand's Little Barrier Island. He spent two days searching for the creepy crawly which were thought to be extinct after Europeans brought rats to the island many years ago.

"This became all the more amazing when we realized that this was the largest insect recorded." Mark said.

(Jakarta Post, 2015)

Please take a look at the following sentences!

1. An etnomologist Mark Moffet, 55, **discovered** the cricket-like creature up a tree on New Zealand's Little Barrier Island.
2. He **spent** two days searching for the creepy crawly which were thought to be extinct after Europeans **brought** rats to the island many years ago.

The sentences above are the example of simple past tense sentences.

- Simple past tense is used to talk about activities or situation that began and ended in the past.
- The verb that is used in simple past tense is past form or verb 2
- The time signals used in simple past tense are: *yesterday, last night/week/month/year, two hours/three days/a month ago, etc.*

A. The Pattern of Simple Past Tense : Regular Verbs

To form the simple past tense of regular verbs in affirmative statement, we have to add **-ed** to the base verb.

Statement (+) : S + Past Form (Regular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Regular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Regular Verb) + (Object) + (Adverb)?

For example:

Statement (+) :

1. An etnomologist Mark Moffet, 55, **discovered** the cricket-like creature up a tree on New Zealand's Little Barrier Island.

Negative (-) :

2. An etnomologist Mark Moffet, 55, **did not discover** the cricket-like creature up a tree on New Zealand's Little Barrier Island.

Question (?) :

3. **Did** an etnomologist Mark Moffet, 55, **discover** the cricket-like creature up a tree on New Zealand's Little Barrier Island?

B. The Pattern of Simple Past Tense : Irregular Verbs

The past form of irregular verbs do not end in *-ed*. The formula is exactly the same, the different is only in the past form of the base verb.

Statement (+) : S + Past Form (Irregular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Irregular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Irregular Verb 1) + (Object) + (Adverb)?

For example:

Statement (+) :

1. He **spent** two days searching for the creepy crawly.

Negative (-) :

2. He **did not spend** two days searching for the creepy crawly.

Question (?) :

3. **Did** he **spend** two days searching for the creepy crawly?

C. The pattern of Simple Past Tense : be

Statement (+) : S + was/were + (adjective/noun) + (adverb)

Negative (-) : S + was/were + not + (adjective/noun) + (adverb)

Question (?) : Was/were + S + (adjective/noun) + (adverb)

For example:

Statement (+) :

1. A Weta Bug **was** the largest insect recorded.

Negative (-) :

2. A Weta Bug **was not** the largest insect recorded.

Question (?) :

3. **Was** a Weta Bug the largest insect recorded?

Exercise I

Write down the regular and irregular verbs of simple past tense stated in the text on the whiteboard!

Exercise II

Choose the best answer by crossing a, b, c, d, or e on your answer sheet!

1. Last Month, President Joko Widodo ... ministry about beef price which is getting higher.
a. instructed c. instructing e. instruct
b. instruction d. is instructing
2. Flood ... many civil houses and caused the death of 6 people two days ago at Subang, West Java.
a. destroy c. destroyed e. destroys
b. destroying d. destroyer
3. Last week, Tjipto Sumardi ... that HET (Harga Eceran Tertinggi) for school book will be released soon.
a. tell c. tells e. is telling
b. told d. telling
4. The local police department of Tempurejo ... 83 kind of illegal woods on Friday, 20th 2016.
a. saved c. save e. saving
b. saves d. is saving
5. Kodam V/Brawijaya ... 772 houses in Bondowoso seven weeks ago.
a. renovation c. renovated e. renovating
b. renovate d. renovates

Exercise III

Write Down the past form of the verb 1 or base verb of the following words!

NO	BASE VERB	PAST FORM (V2)
1.	Forget	
2.	Forgive	
3.	Freeze	
4.	Get	
5.	Give	
6.	Go	
7.	Grow	
8.	Hear	
9.	Hide	
10.	Hold	

Answer Key**Exercise I**

Regular Verbs : discovered, realized

Irregular Verbs : spent, brought, said

Exercise II

1. a. instructed
2. c. destroyed
3. b. told
4. a. saved
5. c. renovated

Exercise III

- | | |
|------------|----------|
| 1. Forgot | 6. Went |
| 2. Forgave | 7. Grew |
| 3. Froze | 8. Heard |
| 4. Got | 9. Hid |
| 5. Gave | 10. Held |

APPENDIX I**LESSON PLAN**

(Meeting 2, Cycle 2)

School	: SMAN KALISAT
Subject	: English
Class/Semester	: X/2
Language Component	: Grammar (Simple Past Tense integrated with reading)
Text Type	: News Item Text
Time Allocation	: 2x40 minutes

I. Standard of Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competence

- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicators**➤ Cognitive****1. Product**

- Using simple past tense by choosing the best answer in the form of multiple choices.
- Writing down the past form of the verb 1 or base verb stated in the table on the students' worksheet.

2. Process

- a. Reading the news item text entitled “Indonesian Sailors Freed by Pirate “.
- b. Identifying the time signal used in simple past tense in the text.
- c. Identifying the pattern of simple past tense in the text.
- d. Writing down the regular verbs found in the text on the whiteboard.
- e. Writing down the irregular verbs found in the text on the whiteboard.

IV. Learning Objectives**➤ Cognitive****1. Product**

- a. The students are able to use simple past tense by choosing the best answer in the form of multiple choices.
- b. The students are able to write down the past form of the verb 1 or base verb stated in the table on the students’ worksheet.

2. Process

- a. The students are able to read the news item text entitled “Indonesian Sailors Freed by Pirate “.
- b. The students are able to identify the time signal used in simple past tense in the text.
- c. The students are able to identify the pattern of simple past tense in the text.
- d. The students are able to write down the regular verbs found in the text on the whiteboard.
- e. The students are able to write down the irregular verbs found in the text on the whiteboard.

V. Learning Materials: (Enclosed)

VI. Teaching Learning Strategy

Approach : Cooperative Learning

Method : Question-Answer, Discussion

VII. Teaching Learning Activities

No	Teacher's activities	Students' activities	Time
1.	Pre-Instructional Activities <ul style="list-style-type: none"> - Greeting the students - Checking students' attendance list - Giving some leading questions. <i>(giving praise and applause to the students who can answer the teacher's questions correctly)</i> - Mentioning the learning objectives 	<ul style="list-style-type: none"> - Responding - Paying attention to the teacher - Responding <i>(receiving praise and applause from the teacher and his/her friends)</i> - Paying attention to the teacher 	<p>1'</p> <p>4'</p> <p>3'</p> <p>2'</p>
2.	Main Activities <ul style="list-style-type: none"> - Asking students to make groups of four. - Distributing the news item text. - Asking some students to read the text aloud individually. <i>(giving "Oreo" to the student who voluntarily read the text)</i> - Reviewing the materials of simple past tense by asking some questions to the students. 	<ul style="list-style-type: none"> - Making groups of four. - Receiving the text. - Reading the text aloud individually. <i>(receiving "Oreo")</i> - Paying attention and answering teacher's questions. 	<p>5'</p> <p>2'</p> <p>5'</p> <p>8'</p>

<ul style="list-style-type: none"> - Asking students to mention the time signal used in simple past tense in the text. <i>(giving praise to the student who can answer the question correctly)</i> 	<ul style="list-style-type: none"> - Mentioning time signal used in simple past tense in the text. <i>(receiving praise)</i> 	5'
<ul style="list-style-type: none"> - Asking students to identify the patterns of simple past tense. <i>(giving candy and applause to the student who can identify the pattern of simple past tense correctly)</i> 	<ul style="list-style-type: none"> - Identifying the pattern of simple past tense. <i>(receiving candy and applause)</i> 	5'
<ul style="list-style-type: none"> - Asking the students to write down the regular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Oreo" and praise to the student who can write down the regular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the regular verbs found in the text on the whiteboard. <i>(receiving "Oreo" and praise)</i> 	7'
<ul style="list-style-type: none"> - Asking the students to write down the irregular verbs of simple past tense found in the text on the whiteboard. (Exercise 1) <i>(giving "Oreo" and praise to the student who can write down the irregular verbs of simple past tense found in the text correctly).</i> 	<ul style="list-style-type: none"> - Writing down the irregular verbs found in the text on the whiteboard. <i>(receiving "Oreo" and praise)</i> 	8'
<ul style="list-style-type: none"> - Asking the students to do Exercise II by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise II by discussing the problems with their group. 	5'
<ul style="list-style-type: none"> - Discussing the answers with all the students. <i>(giving "candy" and applause to the student who can answer the questions correctly).</i> 	<ul style="list-style-type: none"> - Discussing the answers with the teacher. <i>(receiving candy and applause).</i> 	5'
<ul style="list-style-type: none"> - Asking the students to do Exercise III by discussing the problems with their group. 	<ul style="list-style-type: none"> - Doing exercise III by discussing the problems with their group. 	5'

	- Discussing the answers with all the students. <i>(giving “candy” and applause to the student who can answer the questions correctly).</i>	- Discussing the answers with the teacher. <i>(receiving candy and applause).</i>	5'
3.	Post Activities - Asking and guiding the students to make a conclusion by giving oral questions about the main points - Parting the students	- Making a conclusion. - Responding	3' 2'

VIII. Media and Sources

Media : Power point presentation, and pictures

Source(s) : Jakarta Post

IX. Assessment

1. Process assessment. It was conducted during the teaching learning process to know the students' participation by giving positive reinforcement. The researcher uses observation checklist to observe the students participation during the teaching learning process of simple past tense by giving positive reinforcement. (the observation checklist is enclosed in Appendix C)

2. Product assessment : conducted after the action given.

Instrument : Simple Past Tense Achievement Test.

The Researcher

Loudry Vian Arganatha

NIM.120210401021

MATERIALS

Leading Questions:

- a. What do you call “pelaut” in English?
- b. What do you call “perompak” in English?

Please take a look at this picture!



Indonesian Sailors Freed by Pirate

The crew of 20 Indonesian sailors aboard the Sinar Kudus cargo ship were finally freed by Somali pirates on Sunday. “We received the cash of \$4.5 million early this morning. We have abandoned the ship and it is preparing to sail away,” a pirate who gave his name as Geney told Reuters News Agency.

In March, a large group of 30 to 50 Somali pirates seized the Indonesian flagged and owned ship about 320 nautical miles northeast of the Yemeni island of Socotra. The Sinar Kudus was on its way to the Netherlands from the Indonesian island of Sulawesi when it was hijacked. “The ship is now on its way to the nearest secure port and is being heavily guarded by Indonesian warship,” David Batubara, vice president of Samudera Indonesia told reporters late on Sunday.

(Jakarta Post, 2015)

Please take a look to the following sentences!

1. We **received** the cash of \$4.5 million early this morning
2. In March, a large group of 30 to 50 Somali pirates **seized** the Indonesian flagged and **owned** ship about 320 nautical miles northeast of the Yemeni island of Socotra.

The sentences above are the example of simple past tense sentences.

- Simple past tense is used to talk about activities or situation that began and ended in the past.
- The verb that is used in simple past tense is past form or verb 2
- The time signals used in simple past tense are: *yesterday, last night/week/month/year, two hours/three days/a month ago, etc.*

A. The Pattern of Simple Past Tense : Regular Verbs

To form the simple past tense of regular verbs in affirmative statement, we have to add **-ed** to the base verb.

Statement (+) : S + Past Form (Regular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Regular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Regular Verb) + (Object) + (Adverb)?

For example:

Statement (+) :

1. Somali pirate **received** the cash of \$4.5 million early in the morning.

Negative (-) :

2. Somali pirate **did not receive** the cash of \$4.5 million early in the morning.

Question (?) :

3. **Did** Somali pirate **receive** the cash of \$4.5 million early in the morning?

B. The Pattern of Simple Past Tense : Irregular Verbs

The past form of irregular verbs do not end in *-ed*. The formula is exactly the same, the different is only in the past form of the base verb.

Statement (+) : S + Past Form (Irregular Verb 2) + (Object) + (Adverb)

Negative (-) : S + did not/didn't + base verb (Irregular Verb 1) + (Object) + (Adverb)

Question (?) : Did + S + base verb (Irregular Verb 1) + (Object) + (Adverb)?

Example:

Statement (+) :

1. David Batubara, vice president of Samudera Indonesia **told** reporters late on Sunday.

Negative (-) :

2. David Batubara, vice president of Samudera Indonesia **did not tell** reporters late on Sunday.

Question (?) :

3. **Did** David Batubara, vice president of Samudera Indonesia **tell** reporters late on Sunday?

C. The pattern of Simple Past Tense : be

Statement (+) : S + was/were + (adjective/noun) + (adverb)

Negative (-) : S + was/were + not + (adjective/noun) + (adverb)

Question (?) : Was/were + S + (adjective/noun) + (adverb)

For example:

Statement (+) :

1. The Sinar Kudus **was** on its way to the Netherland.

Negative (-) :

2. The Sinar Kudus **was not** on its way to the Netherland.

Question (?) :

3. **Was** The Sinar Kudus on its way to the Netherland?

Exercise I

Write down the regular and irregular verbs of simple past tense stated in the text!

Exercise II

Choose the best answer by crossing a, b, c, d, or e on your answer sheet!

1. Indonesian badminton team ... to be a champion of Thomas and Uber Cup two months ago.
a. fail
b. failure
c. failed
d. is failed
e. fails
2. Indonesian National Army (TNI) ... that they will not give punishment to their member because of the football incident two days ago.
a. explain
b. explained
c. explains
d. is explaining
e. explaining
3. Yesterday, Surabaya residents ... PDAM dealing with the problems of unstable water flow.
a. protest
b. protests
c. protested
d. is protesting
e. protesting
4. Lilik, Probolinggo resident ... her baby without having any regret a week ago.
a. killed
b. killing
c. kill
d. is killing
e. kills
5. In February, 10th 2016, KPK ... the judge in Bengkulu because of receiving illegal fund.
a. interrogated
b. interrogation
c. interrogate
d. is interrogating
e. interrogates

Exercise III

Write Down the past form of the verb 1 or base verb of the following words!

NO	BASE VERB	PAST FORM (V2)
1.	Keep	
2.	Know	
3.	Leave	
4.	Lose	
5.	Make	
6.	Meet	
7.	Pay	
8.	Ride	
9.	Ring	
10.	Say	

Answer Key**Exercise I**

Regular Verbs : received, seized, owned

Irregular Verbs : gave, told

Exercise II

1. c. failed
2. b. explained
3. c. protested
4. a. killed
5. a. interrogated

Exercise III

- | | |
|---------|----------|
| 1. Kept | 6. Met |
| 2. Knew | 7. Paid |
| 3. Left | 8. Rode |
| 4. Lost | 9. Rang |
| 5. Made | 10. Said |

APPENDIX J**POST TEST 2**

Subject : English
Class / Semester : X / 2
Time : 50 minutes

Choose the correct answer by crossing a, b, c, d, or e on your answer sheet!

1. Veteran Actor Didi Petet ... at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang.
 - a. died
 - b. die
 - c. dies
 - d. is died
 - e. was died
2. Last Year, Didi Petet ... his consciousness when attending an expo in Milan, Italy.
 - a. lose
 - b. loose
 - c. lost
 - d. losing
 - e. was lost
3. Gayus Tambunan ... the alumnus of STAN (Sekolah Tinggi Akuntansi Negara) in 2000.
 - a. is
 - b. were
 - c. was
 - d. are
 - e. am
4. Mount Lokon in North Sulawesi ... on Tuesday at 10:20 a.m. in 2015.
 - a. erupt
 - b. erupted
 - c. erupts
 - d. is erupted
 - e. erupting
5. Two months ago, landslide in Maluku ... four people.
 - a. kill
 - b. killed
 - c. kills
 - d. is killed
 - e. killing
6. Local Police of Bandung ... 400 reports in a day related to Persib supporter's problem three weeks ago.
 - a. is received
 - b. receiving
 - c. receives
 - d. received
 - e. receive

7. National Museum of National History, New Delhi ... on fire on April 2016.
- was
 - were
 - am
 - is
 - are
8. President Joko Widodo formally ... Konvensi Nasional Indonesia Berkemajuan (KNIB) at Sportorium, Bantul yesterday.
- open
 - opens
 - opened
 - is opening
 - opening
9. DPRD Jember ... the gold mining in Silo region three days ago.
- refuses
 - is refusing
 - refusing
 - refused
 - refuse
10. Four months ago, vice president, Jusuf Kalla ... that Indonesian agricultural productivity is still too low.
- say
 - says
 - is said
 - saying
 - said
11. Last month, President Joko Widodo ... a new rule about sexual offenses against children.
- releases
 - releasing
 - was releasing
 - is released
 - released
12. Nepalese rescuers ... three bodies near the wreckage of a U.S. marine helicopter in June 2015.
- found
 - finding
 - find
 - is finding
 - finds
13. In May, 9th 2016 Iran Military ... that they were successful of ballistic missile testing.
- claims
 - is claimed
 - claimed
 - is claiming
 - claiming
14. In July 2015, FPI (Front Pembela Islam) ... that President Jokowi will not give any chances for the rise of PKI in Indonesia.
- insisted
 - insisting
 - insists
 - is insisting
 - insist

22. Ministry of Transportation (Kemenhub) the domestic recapitulation of aircraft transportation retraction on Monday, 23rd May 2016.
- | | | |
|------------|---------------|-----------|
| a. issuing | c. issued | e. issues |
| b. issue | d. is issuing | |
23. The USA president ... to end his presidential leadership several days ago.
- | | | |
|------------|--------------|---------|
| a. wants | c. wanted | e. want |
| b. wanting | d. is wanted | |
24. The Head of Social Affairs of Subang District ... that the flood came over two villages, Cihideung Girang and Cihideung three days ago.
- | | | |
|-----------|---------------|-----------|
| a. state | c. stating | e. states |
| b. stated | d. is stating | |
25. Four months ago, The Husbandry Department (Dinas Peternakan) of Southern Sumatera province ... to realize the province as the biggest husbandry location in Indonesia.
- | | | |
|-------------|----------------|------------|
| a. desired | c. desire | e. desires |
| b. desiring | d. is desiring | |
26. Last year, Bob Sadino told that Indonesian people ... 5.8 million new entrepreneurs to increase the economic growth.
- | | | |
|--------------|-----------|------------|
| a. needs | c. needed | e. needing |
| b. is needed | d. need | |
27. PAN and PPP ... the extension issue of the Head of Indonesian Police (Kapolri), General Badrodin Haiti three weeks ago.
- | | | |
|---------------|-----------------|-------------|
| a. supporting | c. support | e. supports |
| b. supported | d. is supported | |
28. Pertamina and Saudi Aramco ... a deal about oil import problems yesterday.
- | | | |
|-----------|--------------|---------|
| a. having | c. had | e. have |
| b. has | d. is having | |

29. Five months ago, Indosat Ooredoo ... the capacity of network into 4 billion message a day.
- a. increases c. increase e. increased
b. increasing d. is increasing
30. Last month, government ... Bulog to be consistent in distributing the rice until June.
- a. asked c. ask e. asks
b. asking d. is asking
31. Indonesian badminton team ... to be a champion of Thomas and Uber Cup 2015.
- a. fail c. failed e. fails
b. failure d. is failed
32. Indonesian National Army (TNI) ... that they did not give punishment to their member because of the football incident two days ago.
- a. explain c. explains e. explaining
b. explained d. is explaining
33. Surabaya residents ... PDAM dealing with the problems of unstable water flow two days ago.
- a. protest c. protested e. protesting
b. protests d. is protesting
34. Lilik, Probolinggo resident ... her baby without having any regret yesterday.
- a. killed c. kill e. kills
b. killing d. is killing
35. In October, 17th 2015, KPK ... the judge in Bengkulu because of receiving illegal fund.
- a. interrogated c. interrogate e. interrogates
b. interrogation d. is interrogating

36. Several weeks ago, STIE Widya, Lumajang ... an international seminar that cooperate with Burapha University Thailand.
- a. hold c. holding e. is holding
b. held d. holds
37. Two months ago, seven fishermen ... a female dolphin stranded 100 meters from Kenjeran beach, Surabaya.
- a. find c. finding e. found
b. finds d. is found
38. Alvin, the student of SMAN 5 Surabaya ... himself to the train because of feeling depressed last night.
- a. crash c. crashing e. is crashed
b. crashes d. crashed
39. Last week, some Indomaret employees ... in the “blood donor” event held by UTD PMI at Roxy Square.
- a. participated c. participates e. participating
b. participate d. participation
40. Tens of Indonesian National Army (TNI) ... Mayang Street together with local people yesterday.
- a. cleaning c. clean e. cleans
b. cleaned d. is cleaning

Answer Key

- | | |
|-------|-------|
| 1. a | 21. a |
| 2. c | 22. c |
| 3. c | 23. c |
| 4. b | 24. b |
| 5. b | 25. a |
| 6. d | 26. c |
| 7. a | 27. b |
| 8. c | 28. c |
| 9. d | 29. e |
| 10. e | 30. a |
| 11. e | 31. c |
| 12. a | 32. b |
| 13. c | 33. c |
| 14. a | 34. a |
| 15. b | 35. a |
| 16. e | 36. b |
| 17. a | 37. e |
| 18. c | 38. d |
| 19. b | 39. a |
| 20. a | 40. b |

The Distribution of the Test Items

Kind of Verb	The Number of the Test Items	Total
Regular Verb	1,4,5,6,8,9,11,13,14,17,18,20,21,22,23,24, 25,26,27,29,30,31,32,33,34,35,38,39,40	29
Irregular Verb	2,10,12,15,16,19,28,36,37	9
To be	3,7	2

Score = Correct answer x 4 = 100

APPENDIX K

The Samples of the Students' Simple Past Tense

Achievement Test in Cycle 1



Simple Past Tense Achievement Test

Name : Wahyuni Putri Romadhoni
Class : X-4
Student's Number : 33
Day/Date : Saturday / 28-05-2016

- | | |
|---|--|
| 1. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 21. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 2. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 22. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 3. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 23. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 4. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e | 24. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e |
| 5. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 25. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 6. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 26. a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input type="checkbox"/> e |
| 7. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 27. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 8. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 28. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 9. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e | 29. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 10. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e | 30. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 11. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 31. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 12. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 32. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 13. a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input type="checkbox"/> e | 33. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e |
| 14. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 34. a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input type="checkbox"/> e |
| 15. a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input type="checkbox"/> e | 35. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 16. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 36. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 17. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 37. a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input checked="" type="checkbox"/> e |
| 18. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 38. a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input type="checkbox"/> e |
| 19. a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 39. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |
| 20. <input checked="" type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e | 40. a <input type="checkbox"/> b <input checked="" type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e |

SCORE: 90

The Samples of the Students' Simple Past Tense

Achievement Test in Cycle 2

Simple Past Tense Achievement Test

Name : Ega Krisna Bimantara
 Class : X-7
 Student's Number : 10
 Day/Date : Friday / 09-06-2016

- | | |
|--------------------------|--------------------------|
| 1. X b e d e | 21. X b e d e |
| 2. a X e d e | 22. a X e d e |
| 3. a b X d e | 23. a b X d e |
| 4. a X e d e | 24. a X e d e |
| 5. a b X d e | 25. a b X d e |
| 6. a b e X e | 26. a b X d e |
| 7. a b e d X | 27. a X e d e |
| 8. a b X d e | 28. a b e X e |
| 9. a b e X e | 29. a b e d X |
| 10. a b e X e | 30. X b e d e |
| 11. a b e d X | 31. a b X d e |
| 12. X b e d e | 32. X b e d e |
| 13. a X e d e | 33. a b X d e |
| 14. X b e d e | 34. X b e d e |
| 15. a X e d e | 35. a b X d e |
| 16. a X e d e | 36. X b e d e |
| 17. X b e d e | 37. a b e d X |
| 18. a b X d e | 38. a b e X e |
| 19. a X e d e | 39. a X e d e |
| 20. a X e d e | 40. a X e d e |

SCORE:

65

Simple Past Tense Achievement Test

Name : Wahyuni Putri Romadhona
Class : X-7
Student's Number : 33
Day/Date : Friday / 03 - 06 - 2016

- | | |
|---|---|
| 1. a b c d <input checked="" type="checkbox"/> | 21. <input checked="" type="checkbox"/> b c d e |
| 2. a b <input checked="" type="checkbox"/> d e | 22. a b <input checked="" type="checkbox"/> d e |
| 3. a b <input checked="" type="checkbox"/> d e | 23. a b <input checked="" type="checkbox"/> d e |
| 4. a <input checked="" type="checkbox"/> c d e | 24. a <input checked="" type="checkbox"/> c d e |
| 5. a <input checked="" type="checkbox"/> c d e | 25. <input checked="" type="checkbox"/> b c d e |
| 6. a b c <input checked="" type="checkbox"/> e | 26. a b <input checked="" type="checkbox"/> d e |
| 7. a <input checked="" type="checkbox"/> c d e | 27. a <input checked="" type="checkbox"/> c d e |
| 8. a b <input checked="" type="checkbox"/> d e | 28. a b <input checked="" type="checkbox"/> d e |
| 9. a b c <input checked="" type="checkbox"/> e | 29. a b c d <input checked="" type="checkbox"/> |
| 10. a b c d <input checked="" type="checkbox"/> | 30. <input checked="" type="checkbox"/> b c d e |
| 11. a b c d <input checked="" type="checkbox"/> | 31. a b <input checked="" type="checkbox"/> d e |
| 12. <input checked="" type="checkbox"/> b c d e | 32. a <input checked="" type="checkbox"/> c d e |
| 13. a b <input checked="" type="checkbox"/> d e | 33. a b <input checked="" type="checkbox"/> d e |
| 14. <input checked="" type="checkbox"/> b c d e | 34. <input checked="" type="checkbox"/> b c d e |
| 15. a <input checked="" type="checkbox"/> c d e | 35. <input checked="" type="checkbox"/> b c d e |
| 16. a b c d <input checked="" type="checkbox"/> | 36. a <input checked="" type="checkbox"/> c d e |
| 17. <input checked="" type="checkbox"/> b c d e | 37. a b c d <input checked="" type="checkbox"/> |
| 18. a b <input checked="" type="checkbox"/> d e | 38. a b c <input checked="" type="checkbox"/> e |
| 19. a <input checked="" type="checkbox"/> c d e | 39. <input checked="" type="checkbox"/> b c d e |
| 20. <input checked="" type="checkbox"/> b c d e | 40. a <input checked="" type="checkbox"/> c d e |

SCORE:

95

APPENDIX L



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 3581 / UN25.1.5 / LT / 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

23 MAY 2016

Yth. Kepala SMAN Kalisat
Jember

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

Nama : Loudry Vian Arganatha
NIM : 120210401021
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Use of Positive Reinforcement to Improve class X-7 Students' Active Participation and Simple Past Tense Achievement at SMAN Kalisat". 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 terimakasih.



a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 1998812 1 001

APPENDIX M



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI KALISAT

Jalan Ki Hajar Dewantara No. 42 Telepon 9331-991084
Kalisat - Jember Kode Pos 68193
Website: <http://www.smankalisat.sch.id> - Email: smankalisat42@yahoo.com

SURAT KETERANGAN

Yang bertanda tangan dibawah ini kepala SMAN Kalisat menerangkan bahwa yang bersangkutan:

Nama : Loudry Vian Arganatha
NIM : 120210401021
Jurusan : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Negeri Jember

Telah mengadakan penelitian tentang "The Use of Positive Reinforcement to Improve class X-7 Students'Active Participation and Simple Past Tense Achievement at SMAN Kalisat"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 6 Mei 2016

Kepala SMAN Kalisat,

