IMPROVING THE STUDENTS' ABILITY TO USE SIMPLE PRESENT AND SIMPLE PAST TENSES THROUGH EGRA (EXPERIENCE, GENERALIZATION, REINFORCEMENT, AND APPLICATION) METHOD AT SMP BATARA GOWA
(A Classroom Action Research)

A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement
for the Degree of Education in English Department*

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2019**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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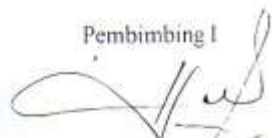
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NUR WAHIDAH M.

ABSTRACT

NUR WAHIDAH M, 2018. *Improving the students' Ability to use Simple Present and Simple Past Tenses Through Egra Method (A classroom action research at the second class of SMP Batara Gowa)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, University of Muhammadiyah Makassar (guided by Hasnawati Latief and Ratu Yulianti Natsir).

This research aimed to explain the improvement of the students' English tense ability in terms of simple present and simple past tense in positive, negative, and interrogative sentence.

To explain the improvement, the researcher used a classroom action research which was conducted in two cycles in which every cycle consisted of four meetings. The place of this research was taken at the second class of SMP Batara Gowa with a number of the subjects were 34 students.

The research findings indicated that the implementation of EGRA method is significant to improve the students' English tense ability in terms of simple present and simple past tense in positive, negative, and interrogative sentence. Implementation of EGRA method also improved the students' activeness in teaching and learning process.

Keywords: Ability, Writing, EGRA Method.

CHAPTER I

INTRODUCTION

A. Background

Nowadays, there are so many methods/techniques to teach grammar and to improve the students' ability to use simple present and simple past tenses, one of them is EGRA (Experience, Generalization, Reinforcement, and Application). In using this technique, the teacher gives the students opportunity to find out the form and function of the sentences by themselves.

Every stage of EGRA (experience, generalization, reinforcement, aplication) has a particular objective to imrprove the students' ability to use simple present and simple past tenses. The objective of experience is to subconsciously expose learners to a particular grammar item in use; the objective of generalization is that learners better remember conclusion about form and function, they make by themselves; the objective of reinforcement is to help learners to check or revise their generalization; and the objective of application is to use or apply a grammar item learned in the previous stage to communicate information or messages. (Adrian in Mangallo, 1998: 14).

To improving the students ability to use simple present and simple past tenses the students need to have a good grammar foundation to communicate effectively in English. Grammar is an important aspect for forming words and building English sentences because grammar can show

our meaning in communication so that other people can understand our message. A person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms. The researcher takes EGRA (Experience, Generalization, Reinforcement, Application) method to improve the students grammar mastery to use simple present and simple past tenses because EGRA (Experience, Generalization, Reinforcement, Application) method enhance the students' grammar concept; Generalization stage in EGRA steps pump up the students discovery in learning structure of a sentence and; EGRA (Experience, Generalization, Reinforcement, Application) technique can be a tool of motivator to build the students' awarness in learning grammar.

In fact, learning tenses and grammar is not easy for students', most of the students find difficulties in learning grammar. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspetcs of language to teach as well as to learn well(http//www.nclic.org/). The students are usually confused of rules and the use tenses, the students sometimes get bored with the teaching-learning process that is employed by teacher in teaching grammar.

Some of the students think that learning English is very difficult because they do not understand how to buil up a good sentence. They feel difficult to make a sentence in English because of grammar especially tenses, the should memorize the form when they are using English and they should think the time when the event is happens. In this case, they feel unconfident

and psychological tension before studying because many teachers teach their students in traditional way, such as write the form in the whiteboard and force the students to memorize it and the students feel so difficult to do that and it makes them so lazy to study English. They lack motivation and stop studying (GBPP Pendidikan Bahasa Inggris, 1994:1).

In understanding English, the students should know the form of using English, how to write a good sentence and how to communicate in a good way and good grammar. There are some skills in learning English, such as grammar, speaking, writing and listening. And the core of sentence is grammar because it can help the students to understand how to build up the sentence and to communicate especially tenses. Knowing sentence is the way to know the function of verbs and to differenciate when the event happens. By seeing this condition the researcher takes the EGRA (experience, generalization, reinforcement, and application) method in teaching certain tenses (simple present tense and simple past tense). Because it uses a variety of multimedia in teaching tenses, so the students will be easier to understand the tenses without psychological tension and they will enjoy in studying because there is no forcing in studying, they feel free to study and feel confident. They will be working well as individual and team work, because they will make a group discussion (St. Nurrahmatiah 2010).

The students at the second grade of SMP Batara Gowa still cannot use the English in communication because they considered that English subject is bored and scare. So their means score is still low. As value of

observation in the classroom the students' mean score 55 especially English tenses ability. This mean score is a category poor, while the successful minimal criteria (KKM) is 70. The researcher would like to improve the students' ability to use English tenses. It is means that the researcher has target till 75 to improve the students' English tenses ability through EGRA (Experience, Generalization, Reinforcement, Application) method.

Based on my previously observation at SMP Batara Gowa I found that the students' ability about grammar and tenses is still low, some that's way I come by this method to verify wether EGRA (Experience, Generalization, Reinforcement, Application) method able to improve the students' ability with entitled: "IMPROVING THE STUDENTS' ABILITY TO USE SIMPLE PRESENT AND SIMPLE PAST TENSES THROUGH (Experience, Generalization, Reinforcement, Application) METHOD.

B. Problem Statement

Based on the background above, the researcher formulates question as follow: "How is the improvement of students' ability to use simple present and simple past tenses through EGRA (Experience, Generalization, Reinforcement, Application) method at SMP Batara Gowa in second grade"?

C. Objective of the Research

Based on the problem statement above, the purpose of the research is "to find out whether EGRA (Experience, Generalization, Reinforcement,

Application) method improve students' ability to use simple present and simple past tenses at SMP Batara Gowa in second grade."

D. **Significance of the Research**

The result of the study will be expected to be useful information to the research of English in order to know about EGRA (Experience, Generalization, Reinforcement, Application) method. So they can use it in the learning process of language. It becomces information which is very important to apply in the classroom.

E. **The Scope of the Research**

This research is focused on the teaching of Englsih emphasized on students' ability to use tenses especially simple present tense (positive, negative and interrogative statement) and simple past tense (positive, negative and interrogative statement) by using EGRA (Experience, Generalization, Reinforcement, Application) method at SMP Batara Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Related research findings

Some researchers conducted research on the use EGRA (Experience, Generalization, Reinforcement, Application) method which shows the positive result of the students using the EGRA (Experience, Generalization, Reinforcement, Application) method. The result of the researcher are cited below:

1. Mbotengu (1997), in his research on *The effectiveness of using EGRA (Experience, Generalization, Reinforcement, Application) technique in teaching English grammar for the second year students of SLTP Bonerate,* found that EGRA (Experience, Generalization, Reinforcement, Application) technique is more effective than the conventional one in teaching English tenses. It is suitable to be used for teaching new and difficult grammar item. Moreover, the students can understand the material easily and remember the material well. It can also make the students more active in learning.

2. Mangallo (1998) in this research on *The effect of PGR technique in teaching English grammar found that EGRA (Experience, Generalization, Reinforcement, Application) method* is more effective and efficient and makes students active learning can word well.

3. Pranata (1999), in his research on *The effect of EGRA (Experience, Generalization, Reinforcement, Application) technique in teaching English grammar, found that EGRA (Experience, Generalization, Reinforcement, Application) technique* can facilitate and motivate the students in learning English grammar, especially tenses.

4. Marpudin (2008), in his research *Tehnik Pembelajaran Grammar dengan Metode EGRA*, learning grammar is needed for understanding genre (certain grammar such as tenses). Learnig grammar must take the students more active, creative, effective and funny.

5. Nurrahmatia (2010) in her research *Improving the Students' Grammar Ability through EGRA Method of the Second Year Students' of SMP Moncongloe Makassar* found that EGRA (Experience, Generalization, Reinforcement, Application) technique is more effective and also easy to use of the students because its' steps and make the students are able to apply this technique especially in studying English because the students are easy to understand and they are active in doing exercises.

Based on the statements above, th writer concludes that using EGRA (Experience, Generalization, Reinforcement, Application) is effective for teaching and learning process to improve the students' ability of using tenses.

B. **Some Pertinent Ideas**

1. EGRA (Experience, Generalization, Reinforcement, Application) Method

EGRA stands for experience, generalization, reinforcement, and application , by using this technique the students are given opportunity to find out the form and function of the sentences by themselves, and EGRA method is build more intrinsic motivation by allowing the students to discover rules rather that being told them (Brown, 1994 : 351).

a) The Definition of EGRA (Experience, Generalization, Reinforcement, Application) Method

1) Experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item. It is also effective for presenting previously taught structures, which have some functions.

2) Generalization is a learning stage where the students are led through tasks to discover the form, meaning, and function of a grammar. They have been exposed to the rational for the generalization, that is the learners better remember conclusion about the form and function they make for themselves. Harmer (1991: 113) says that the best way to ensure learning for the students was to work out the rules themselves.

3) Reinforcement is a learning stage where students are provided with correct and conscious knowledge of the form and function of the grammar item they have been exposed to. The objective of this stage is to help learners to check or revise their generalization, i.e. the students should have correct and conscious knowledge of the from and founction of a certain grammar item.

4) Application is a learning stage where students are given opportunities to use to apply the learned grammar item in communication either receptively or productively.

From the statements above, it is clear that language that has been taught must be applied in this situation. This step also mirrors about the importance of the application in learning and teaching process, especially in teaching English tenses.

Based on the explanation above the researcher conclude that every stage of EGRA (Experience, Generalization, Reinforcement, Application) method has a particular objective to make the students will be easier to understand the tenses. The objective of experience is to ubconsciously expose learners to a particular grammar item in use, this learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery; the objective of generalization is to move away from the

context and concentrate on the rules the various aspect of the grammar; the objective of reinforcement is to help learners to check or revise their generalization, in this stage the teacher will explain again what the students has discovered; and the objective of aplication is to use or apply a grammar item learnned in the previous stage to communicate information or messages.

b) The Implementation of EGRA (Experience, Generalization, Reinforcement, Application) method

1) Experience

This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. Wernon in Nurrahmatia(2010:6) states that activity involving direct experience is highly inquiry oriented.

2) Generalization

In this step the teacher guides through leading questions to find out the form, meaning, and function of the sentence. Learning exposure which the students have gained will facilitate them in the discovery process which becomes the main purpose of the generalization. Ramirez (1995) says that this stage focuses on grammatical item themselves. The objective here is to move away from the context and concentrate on the rules governed the various aspect of the grammar. He requires the use

of the sentence in native language to explain, translate or draw generalization.

3) Reinforcement

In this step, the teacher explains again what the students has discovered so that they get reinforcement. Alexander (1980: xxi) says that the aim behind all explanation should be to reinforce theoretically what the students have already practiced.

Giving full attention on the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in learning and teaching process (Grasha, 1978: 82). Futher more, Kenneth (1976: 82) says that reinforcement occupied a central and crucial role in the befaviorist learning strategi.

4) Application

This step is the specialization of this teaching technique for the language which has just been taught and will be used soon as a tool of communication for giving and taking information and message among the students in the classroom. Kenneth in Nurrahmatia (2010 :7) says that objectives of *application* are to determine whether the students do know how to apply grammatical form that has previously been presented.

From the statements above, it is clear that language that has been taught must be applied in this situation. This step also

mirrors about the importance of the application in learning and teaching process, especially in teaching English tenses.

c) The role EGRA of (Experience, Generalization, Reinforcement, Application) method

The role of EGRA (Experience, Generalization, Reinforcement, Application) method is very important in language teaching because to study foreign language is not easy. Many people realize the important of mastering foreign language. As we know that language is as a tool of communication between people including the scientific term that should be learned consciously in theory and practice. Nasri Mbontengu (2008) states that the role of EGRA (Experience, Generalization, Reinforcement, Application) method is more effective that the conventional one is teaching English structure. It is suitable to be used for teaching new and difficult structure item. Moreover, the students can understand the material easily and remember the material well. It can also make the students more active in learning

d) The EGRA (Experience, Generalization, Reinforcement, Application) method stages are as Follow

i.   Experience : Ask the students some guided questions to build knowledge of the field.

ii. Generalization : the students cooperate to discover the form, meaning and function of a structure with help and guide of their teacher.

iii. Reinforcement :   the teacher explains again or gives reinforcement what the students have discovered.

iv. Application : the students are given opportunities to use or apply the structure that they have learnt.

e) **The Advantages of EGRA (Experience, Generalization, Reinforcement, Application) method (Syahara:2010:12)**

i. EGRA can enhance the students' grammar concept

Every step in EGRA can improve the students' grammar mastery. From experience where the students are exposed to the meaningful use of particular structure item, generalization which is improve the students' exploration in recognizing the language structure; reinforcement sharpening and revising the students' findings in generalization and aplication when the students' are given opportuinities to use or apply the structure item that they have learnd.

ii. Generalization statge in EGRA steps can pump up the students' discovery in learning structure of sentence

Independence learning is built up well in generalization since the researcher did not teach them about the structure of a certain tense. They tried to make the structure of a sentence in

order to make them better remember conclution about the form and function they make for themselves

iii.   EGRA method can be a tool of motivator to build the students' awareness in learning grammar

The students' perform good attitude and motivation from meeting to meeting when the researcher implemented EGRA method in teaching grammar in the class. In EGRA, the teacher can explore many activities in the class such as discussion, games and so on.

f) The Weaknesses of EGRA (Experience, Generalization, Reinforcement, Application) method (Syahara, 2010:14)

i.   It requires much time allotment in generalization stage

ii.   The students sometimes bored in meeting with structures many times

2. Tenses

a. Definition of Tenses

There are some definitions of tenses as below :

1) Tense is a grammar concept of the verb, which assent related time. Tense display that the activities done at present and past tense. Tense also indicates whether something is over or still going, will be finished (Al Wasilah in Jannuddin, 2011:8)

2) Tense is the form a verb indecates when something happens or what activities are one (Lado in Suhuria, 2009:6)

3) Tense means"time" the tense of a verb indicates and estabilishes time it is relationship to event in a sentence (Murphy, 1982:72)

4) A tense is a grammatical category that locates a situation in time, to indicate when the situation takes place. Some typical tenses are present, past, and future (Wikipedia, 2011).

5) Tenses is an imaging or explaining when an event, an incident, or action that happen in a sentence based on the situation, like as present and past. Or the form of the word that indicate when happen form an action, or an event (fundamental of english Grammar, 2007:246)

b. **Type and construction of Englsih Tenses**

   1) **The simple present tense**

      a) Positive statement

         Positive statement constructed with place infinitive (VI) after subject and if the subject is the third person singular (She, he, it) the infinitive added by s/es.in addition, for the third person singular, if verbs ending in consonant + y: change to I and add es and verbs ending -s, -z, -ch, -sh, -or, -x : add -es to invinitive. while the first person, the second person, and the third person plural (I, you, we, they) infinitive do not add s/es (Michael Swam, 2002:193)

         • Pattern :

         S + Infinitive + (VI) + S/ES + O/Adv

Example:

(a) He studies regularly every day

(b) They visit their mothe every day

(c) He always brushes her teeth every morning.

b) Negative Statement

A negative statement constructed with place does not or do not after subject of the sentence, doesn't use for the third person singular (she doesn't, he doesn't, it doesn't), while don't is used besides the third person singular (I, don't, you don't, we don't, they don't)

- Pattern :

> S + don'tt/doesn't + Infinitive(VI) + O/Adv.

Example :

(a) Enal doesn't work hard everyday

(b) I don't read a book everyday

c) Interrogative statement

Introgative statement constructed with place " Do or Does" is used the third person singular (she, he, it). While "Do" is used for the first person, the second person, and the third person plural (I, we, you, they), and the verb is not added s/es, although the subject of the sentence is the third person singular.

- Pattern :

> Do/Does + S + Infinitive(VI) + O/Adv ?

Example:

(a) Do you always go to campus by train?

(b) Does he work hard everyday?

2) The simple past tense

a) Positive statement

Positive statement in regular verb is formed by adding Ed to the infinitive (VI), (A.J.Thomson, 1986:161)

- Pattern :

> S + Past(VII) + O/Adv.

Example :

(a) They cried yesterday

(b) She ate bread this morning

b) Negative statement

Negative statement of regular verb is formed by adding did not or didn't and the infinitive (VI). (A.V. Martinet, 1986:167)

- Pattern:

> S + did not + Infinitive + (VI) + O/Adv

Example:

(a) I did not study last night

(b) She did not pay attention yesterday

c) Introgative statement

Introgative statement of regular and irregular verb is formed by adding Did + Subject + infinitive (VI) + O. (A.J.Thomson, 1960:161)

- Pattern :

Did + S + Infinitive(VI) + O/Adv ?

Example :

(a) Did you come yesterday?

(b) Did she go to jakarta last week?

c. The functions of English Tenses

There are different ways of classifying the number of tense in English it present three tenses system namely: present, past and fiture. In this writng the researcher just discuss two tenses as representative of pricciple part of verb namely:

1) Simple present tense

The simple present tense is used to express habitual action:

a) The main use of the simple present tense is to express

   i. Habitual action

   Example:

     ▪ *He always takes a nap at the noon.*

- *My dog barks a lot*

- *Amir breaks fast every morning*

ii. General truth

Example:

- *The world is round*

- *The sun rises in the east and set in the west*

iii. Historical present

Example:

- *Jefferson ranks as one of our great president*

iv. The future

Example:

- *Today is Sunday tomorrow must be Monday*

b) The simple present tense is often used with adverb such as: always, never, occasionally, often, usually, every week, on munday, twice a year etc.

Example:

- *How often do you wash your shirt?*

- *I go back to my village on Saturday*

- *She always picks up her son*

2) Simple past tense

a) The simple past tense is used to describe an action or state that was was completed at a specific time in the past.

Example:

- *Enal moved to makassar when he has finished school*

- *They got their first child in september*

- *I was sick last week*

- *I know that Ali was a student*

b) The simple past tense is used to describe habitual action in the past time.

Example:

- *He used to swim in the river.*

c) The adverb of time which are used : yesterday, last night, this morning,the day before yesterday, at that time, in 2009.

3. **General Concept of Class Action Research**

Action research is a kind of research which is becoming increasingly in language education research. Elliot (1991: 52) has opinion about it. He states that anticipating the action research will become highly recommended as a strategy for helping teachers to maximize pupils' achievements of national curriculum targets. So, it can be one of educational design that is applied directly to the class to improve students' achievement as the subject of research.

Kurt Lewin is also generally credited as the person who coined the term action research. The research needed for social practice can best be characterized as research for social management or social engineering. It is a type of action-research, a comparative research on the conditions and effects of various forms of social action, and research leading to

social action. Research that produces nothing but books will not suffice (Lewin 1946, reproduced in Lewin 1948:202).

Action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out (Hopkins, 1993). It means that action research includes several steps to solve and improve the basic problem of research subject. It also includes professionalism of teacher for educational inquiry.

In another definition mentioned about the essentials of action research design are considered by Elliott in (Hopkins, 1993) as per the following characteristic cycle below:

a. Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of intervention strategy. (The Reconnaissance & General Plan.)

b. Then the intervention is carried out. (The Action in Action Research)

c. During and around the time of the intervention, the research continued with pertinent observations are collected in various forms. (Monitoring the implementation by Observation.)

d. The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implement able solution for) the problem is achieved (Reflection and Revision).

Strickland and Bailey (1991: 44) explain that the following steps in class action research are:

a. Identify an issue, interest or problem

b. Seek knowledge

c. Plan an action

d. Implement the action

e.   Observe the action

f.   Reflect on your observation.

g. Revise the plan

Moreover, Allwright as quoted by Saleh (1998: 1) argues that the procedures on conducting an action research are:

a. Collecting the initial data

b. Planning an action

c. Carrying out the plan

d. Observing implementation

e. Reflecting

f. Revising the plan

According to the basic concept of classroom action research that has been explain above, a conclusion is taken as the main steps of class action research includes planning, action, observation, and reflection. The researcher also designs his conceptual framework in his own research by following the concept, and it includes planning, action, observation, reflection and revision for continuing to the next cycle.

C. Conceptual Framework

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                    ┌─────────────────┐
                    │     Tenses      │
                    └────────┬────────┘
                             │
          ┌──────────────────┴──────────────────┐
          │                                      │
┌─────────────────────┐              ┌─────────────────────┐
│ Simple Present Tense │              │  Simple Past Tense  │
└─────────────────────┘              └─────────────────────┘
          │                                      │
          └──────────────────┬──────────────────┘
                             │
                ┌────────────────────────┐
                │      EGRA Method        │
                │                         │
                │   • Experience          │
                │   • Generalization      │
                │   • Reinforcement       │
                │   • Application         │
                └────────────────────────┘
                             │
              ┌───────────────────────────────┐
              │  CAR (Class Action Research)   │
              └───────────────────────────────┘
                             │
         ┌───────────────────┘
         │
┌──────────────────┐          ┌──────────────────┐
│     Cycle I       │          │     Cycle II      │
│                   │          │                   │
│  1. Planning      │──────►   │  1. Planning      │
│  2. Action        │          │  2. Action        │
│  3. Observation   │          │  3. Observation   │
│  4. reflection    │          │  4. reflection    │
└──────────────────┘          └──────────────────┘
                                         │
              ┌──────────────────────────────────────────┐
              │ Improving the Students' English Tenses Ability │
              └──────────────────────────────────────────┘
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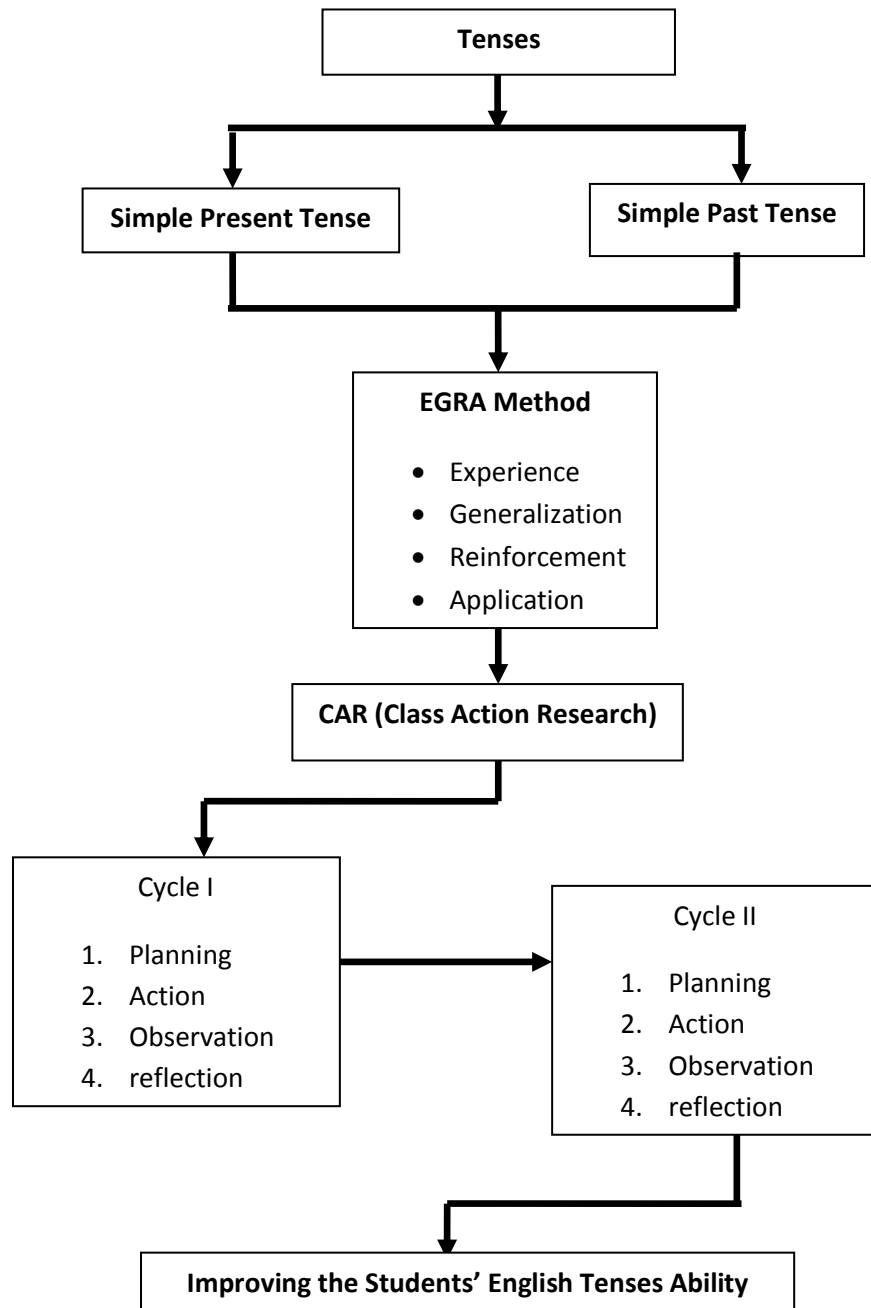
Figure 2.1 *Conceptual framework*

The conceptual framework above explain about the process of teaching English, especially simple present tense and simple past tense. The researcher use EGRA (Experience, Generalization, Reinforcement, Application) method to improve the students' ability to use simple present and simple past tenses which in apply in Classroom Action Reserach (CAR).

In classroom action research the researcher will apply the method in two cycles. This method can help to improve the students' grammar ability to use simple present and simple past tenses.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used classroom action research (CAR) method. It aimed to improve the students' English tenses through EGRA (experience, generalization, reinforcement and application) method. CAR consisted of some steps, namely planning, acting, observing and reflecting.

B. Research Subject

The subject of this research was the students of SMP Batara Gowa in 2017/2018 academic year in second grade.

C. Research Variable and Indicator

1. Variable

Remembering that variable was one of the very important elements of research, the research use two kinds of variable. Those variables could be divided into two variables. Those are dependent variable and independent variable that is the variable that influence the other variable.

a) Independent variable was the EGRA Method, the important process to Improving the students' tenses especially in terms of simple present and simple past tense.

b) Dependent variable consisted of students' ability to use simple present and simple past tense.

2. Indicator

The indicator of simple present tense and simple past tense was the students' improve simple present tense (positive, negative, and interrogative statement), and students' simple past tense (positive, negative, and interrogative statement)

D. Research Procedure

In this research the researcher conducted in four stages these are:

1. Planning

2. Action

3. Observation

4. Reflection

The Cycle Scheme of Classroom Action
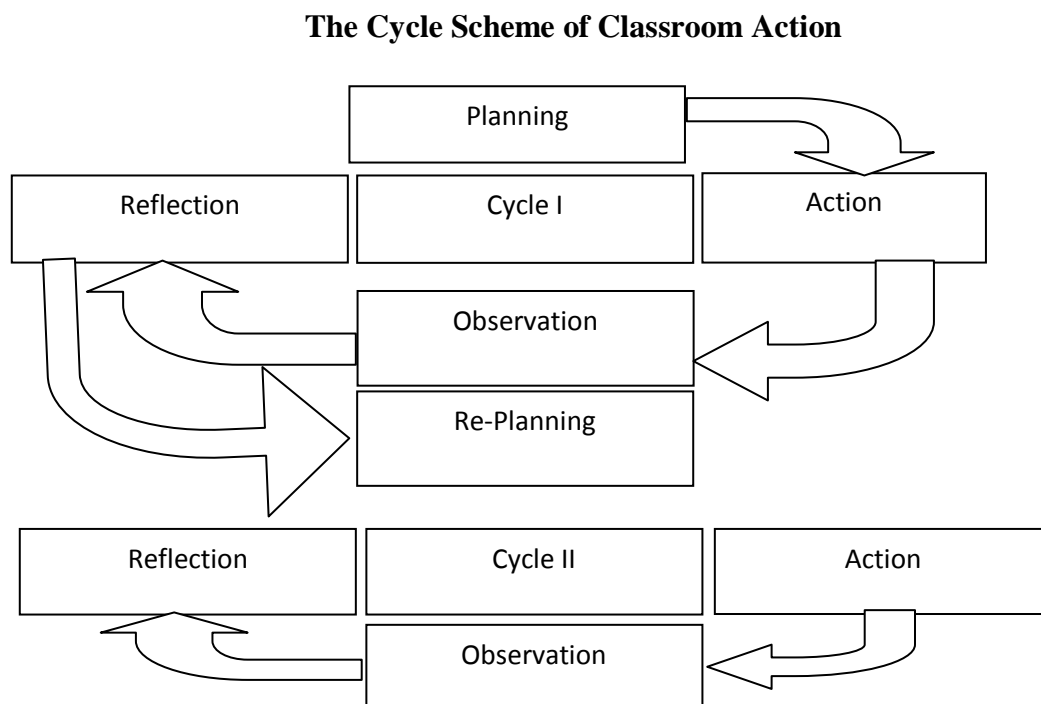
Figure 3.1 *The Cycle Scheme of Classroom Action Research*

(Santyasa. 2007:48)

Cycle 1

1. Planning

   a. In this section, the teacher prepared material of the tenses dealing with simple present tense and simple past tense.

   b. The teacher made lesson planning for the first meeting until fourth meeting about tenses material,

   c. Made the prepare media in learning process,

   d. Made observation paper for observing the condition of learning process.

2. Action

   The teacher presented the material of tenses in simple present tense and simple past tense to the students by four stages, as follow:

   a) Experience

   1) Asked the students some guided questions to build knowledge of the field.

   2) Explain the means and the characteristics of tenses

   3) Students are given the following sentence and are asked to find the grammatical pattern.

   b) Generalization

   1) Teacher asked to the students to make a group at least 4-5 students for each group

2) Teacher gave a task such as text, question, quiz that the point must be guiding the students to find the function, and the form to build up the sentence that has been taught.

3) Teacher asked the students to discuss about the answer in the group

4) The teacher wrote down the answer in the white board

5) Teacher gave praise (appreciation) what the students have done

6) The teacher gave example how to pronounce the answer in the white board.

c) Reinforcement

1) The teacher explained back some students' answers in the white board

2) The teacher gave explanation as reinforcement about the function and the structural form that has been taught

3) The teacher gave example as a model

4) The teacher gave reinforcement back by giving task and question to the student

5) Teacher asked the students to the task with their couple

6) The teacher discusses about the answer with their couple

7) The students discuss the answer classically with their teacher

d) Application

Application is the students do the task individually, the teacher gave task card to the students about situation and cases, the students are

asked to make some their own answers to respond the situation and cases that it has been given and the teacher gave homework for explaining in the next meeting.

3. Observation

   a) Identifying and make note all problems when teaching and learning process is running based on observation paper that arrange.

   b) Doing evaluation based on result of study.

   c) Gave the students' chance to give suggestion and question in action research.

4. Reflection

   Reflection was the activity of evaluating critically about the progress or change of the students' class and also the teacher. In this step, researcher and teacher observed whether the "acting" activity was result any progress and also about the positive and negatives in learning. The reflection discussed as well as a guidance lecturer while teacher and should made research planning for the next cycle.

   The score of the observation steps gathered for data analysis and evaluation by the observer and then the observer could reflect herself about successful of action research. The observer would evaluation in every cycle.

Cycle II

   In cycle II is conducted four times meeting included once times for test in cycle II. The main activities are:

1. Planning

a) Continuing the activities that have been done in the first cycle.

b) Repairing the weakness in the first cycle.

c) Making planning again in the scenario learning process from result of cycle I reflection.

d) Action research repaired.

2. Action

In this stage, action is done to improving the result based on the cycle reflection the stage done are the same with the previous cycle that is to say to do improvement of the applying teaching method.

3. Observation

In reality observation do at the cycle II is almost same with the done observation at the cycle I.

4. Reflection

According to the achieved result of the observation that has been collected and analyze. From the result of the researcher, the researcher can draw conclusion that EGRA method can improve the students' writing tenses.

E. Research instrument

In this research the instrument would be used are:

1. Test was given to students after doing the action in each cycle. The kind of the test was multiple choices.

2. Observation format was note about the interaction between teacher and students, and also between students and students in teaching and learning process.

F. Data Collection

This action research needs the data to support the investigation. Elliot in Selvinia (2010:33) states that there is a list of technique and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are diaries, profiles, document analysis, tape/video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, checklist, questionnaires, triangulation, and analytic memos.

This research used some of them which are appropriate to the school environment and can be done to support the action research, to collect data, the researcher used observation and evaluation in the end of each cycle. The aims of using this method were know the students' tenses improvement and to measure the students' participation in learning tenses.

G. Data Analysis

The collecting of data is continued in analyzing which is used quantitative and qualitative analysis. For the quantitative is used descriptive analysis those are score and percentage. In other word is used also frequent and percentage in minimum and maximum score that students achieved in every cycle. While the result of data observation and inquiry the students response are analyzed by qualitative.

The measurement of the students' achievement that is stated by Harris in Effy Selvinia (2010:33) will be interpreted as follows:

1. Scoring the students' correct answers of test:

$$\text{Scoring} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

2. Classifying the score of the students by using the following scale:

Table 3.1. Classifying the Score of the Students.

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

(Kalean, 2010:28)

To find out the mean score of students, the researcher used the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Mean score

$$\sum X \quad = \text{Total score}$$

N = Number of student

(Gay in Selvinia, 2010:34)

To find the improvement of the students' English tense ability the formulate this was used as follows :

X $= \dfrac{X2 - X1}{X1} \; x \; 100$

Where :

X   = Improvement

X2 = X1   = Cycle I test = cycle II test = D-test

(Kalean, 2010:29)

To calculate the percentage of the students' score the formulate this was used as follows:

$$\mathbf{P} = \dfrac{F}{N} \; x \; \mathbf{100}$$

Where:

P   = Percentage

F   = Number of correct

N   = Number of sample

(Sudjana in Selvinia, 2010:34)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings of the students' ability and discussion after applying EGRA method at the second class of SMP Batara Gowa.

A. Findings

1. **The Mean Score and Improvements of the Students' English Tenses in Term of Simple Present Tense.**

   a. The Mean Score and Improvement

   The mean score and improvements of the students' English tenses in terms of simple present tense, dealing with positive, negative, and interrogative statement through the application of EGRA method is presented in below:

   Table 4.1. The Students' Mean Score and Improvements of English Tense in Terms of Simple Present Tense.

Indicator	Mean score			Improvement		
	D-Test	Cycle I	Cycle II	DT to C I (%)	C I to C II (%)	DT to CII (%)
Positive	49.70	65.19	85.44	31.17%	31.06%	71.91%
Negative	48.38	65	84.85	34.38%	30.53%	75.39%
Interrogative	46.91	64.26	85	36.98%	32.27%	81.19%
$\sum x$	144.99	194.45	255.29	102.53%	93.86%	228.49%
$\overline{X}$	48.33	64.87	85.09	34.17%	31.28%	76.16%

The table shows three indicators in the students' simple present tense ability. The first the students' English tense in terms of simple present tense mean score in positive statement indicator before implementing the EGRA method (Diagnostic Test) is 49.70. It is classified as a very poor category, but after implementing the EGRA method in cycle I, the mean score becomes 65.19. It is greater than diagnostic test (65.19>49.70), it is classified as a fair category. Although, there is an improvement of the students' simple present tense in positive statement (31.17%). But, after doing action again in cycle II, the students' mean score becomes 85.44. It is greater than Cycle I and D-test (85.44>65.19>49.70) and it is classified as a very good category. It means that there is an improvement of students' simple present in positive statement from cycle I to cycle II (31.06%) and from D-test to cycle II (71.91%). The second, the table above shows that the students' simple present tense mean score in negative statement indicator before implementing the EGRA method (Diagnostic Test) is 48.38. It is classified as a very poor category, but after implementing the EGRA method in cycle I, the mean score becomes 65. It is greater than diagnostic test (65>48.38), it is classified as a fair category. Although there is an improvement of the students' simple present tense in negative statement (34.38%). But, after doing action again in cycle II, the students' mean score becomes 84.85. It is greater than Cycle I and D-test (84.85>65>48.38) and it is classified as a very good category. It means that there is an improvement of students' simple present in negative statement from cycle I to cycle II (30.53%) and from D-test to cycle II (75.39%). The

last, the table above shows that the students' simple present tense mean score in interrogative statement indicator before implementing the EGRA method (Diagnostic Test) is 49.91. It is classified as a very poor category, but after implementing the EGRA method in cycle I, the mean score becomes 64.26. It is greater than diagnostic test (64.26>46.91), it is classified as a fair category. Although there is an improvement of the students' simple present tense in interrogative statement (36.98%). But, after doing action again in cycle II, the students' mean score becomes 85. It is greater than Cycle I and D-test (85>64.26>46.91) and it is classified as a very good category. It means that there is an improvement of students' simple present in interrogative statement from cycle I to cycle II (32.27) and from D-test to cycle II (81.19%).

The mean score and improvements of the students' English tenses in terms of simple present tense with indicators can be also seen in the two charts below:

Chart 4.1 chart of the students' mean scores of English Tenses in Terms of Simple present Tense.
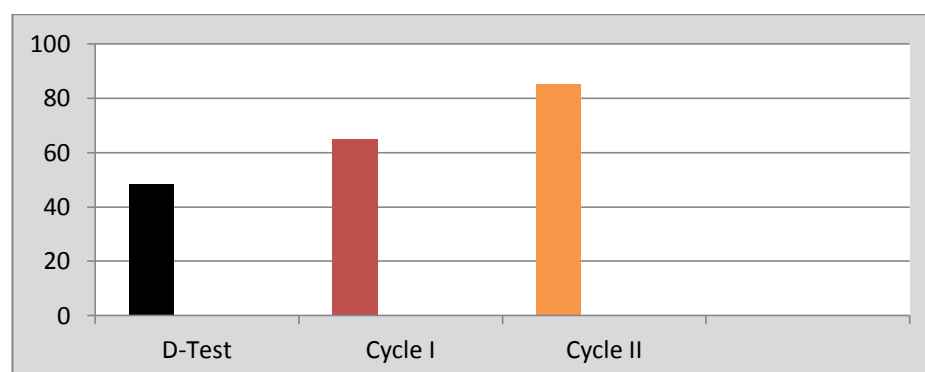
The first chart indicates that the mean score of the students' simple present tense are 48.33 in D-Test while in cycle I the mean score is 64.87 and 85.09 in cycle II.

Chart 4.2. Chart of the students' english tense improvement in Terms of Simple present Tense.
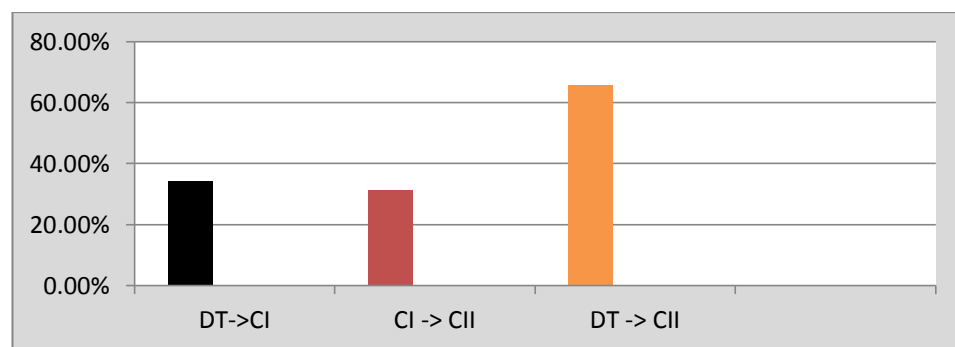
The second chart indicates the comparison of the students' simple present tense improvement from D-test to cycle I is 34.17%, cycle I to Cycle II is 31.28%, and D-test to Cycle II is 76.16%. From these findings above, it can be indicated that there is a significant improvement in applying the EGRA method in improving the students' English tense in terms of Simple Present Tense.

b. The Classification of the Students' Score

The implementation of EGRA method in improving the students' English tense Ability in terms of simple present tense can be seen the difference by considering the result of the students' Diagnostic Test and the students' ability after taking action in cycle I and II through the implementation of EGRA method in teaching and learning process.

Table 4.2. The Percentage of the Students' English Tense Ability in Ter ms of Simple Present Tense.

Classification	Range	D-Test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	91-100	-	-	-	-	5	14.78%
Very Good	81-90	-	-	-	-	22	64.78%
Good	71-80	-	-	7	20.58%	7	20.58%
Fair	61-70	3	8.82%	19	55.88%	-	-
Poor	51-60	9	26.49%	8	23.59%	-	-
Very Poor	0 – 50	22	64.78%	-	-	-	-

The table above shows that the percentage of the students' English tense ability in terms of simple present tense diagnostic Test indicates that 3 students (8.82%) get fair, 9 students (26.49%) get poor, 22 students (64.78%) get very poor, and none of students for the other classification. After taking an action in cycle I by using EGRA method, the percentage of the students' English tense ability in terms of simple present tense is 7 students (20.58%) get good, 19 students (55.88%) get fair, 8 students (23.59%) get poor and none of the students for the other classification. In cycle II, the percentage of the students' English tense ability in terms of simple present tense is 5 students (14.78%) get excellent, 22 students (64.78%) get very good, 7 students (20.58%) get good and none of the students for the other classification. The result above also proves that the use of EGRA method is

able to improve the students' English tense ability in terms of simple present tense where result of Cycle II is higher than cycle I and Diagnostic test (Cycle II > Cycle I and Cycle I > Diagnostic test)

To know the percentage of the students' English tense ability in terms of simple present tense clearly, following chart is presented:

Chart 4.3. The Improvement of the Students' English Tense Ability in Terms of Simple Present Tense
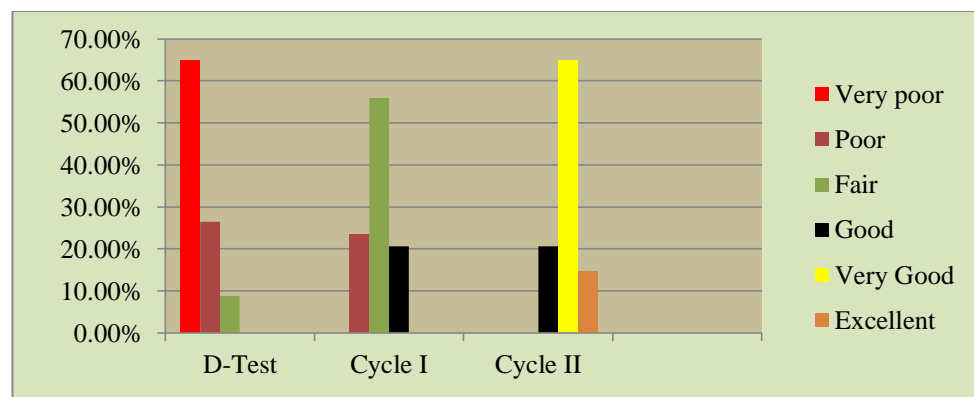
The chart above shows that the result of the students' English tense ability in terms of simple present tense. After implementation EGRA method in cycle I and cycle II, the result of the students' English tense ability in terms of simple present tense improves significantly where Cycle II is higher than D-Test and cycle I. The students' English tense ability in terms of simple present tense in cycle II is 14.78% categorized as excellent, 64.78% categorized as very good and 20.58% categorized as good, while in cycle I is lower than cycle II where the students' English tense ability in terms of simple present tense in cycle I is 20.58% categorized as good, 55.88% categorized as fair and 23.59% as poor. The D-Test is the lowest where the

students' English tense ability in terms of simple present tense is (8.82%)

categorized fair, (26.49%) poor, and (64.78%) as categorized very poor.

2. **The Mean Score and Improvement of the Students' English Tenses in
    Terms of Simple Past Tense.**

    a. **The Mean Score and Improvement**

    The improvement of the students' English tense in terms of simple past

tense, dealing with positive, negative, and interrogative statement through

EGRA method that can be seen clearly based on the following table:

**Table 4.3. The Students' Mean Scores and the Improvement of English
Tenses in Terms of Simple Past Tense.**

Indicator	Mean score			Improvement		
	D-Test	Cycle I	Cycle II	DT to C I (%)	C I to C II (%)	DT to CII (%)
Positive	48.67	64.41	85.88	32.34%	33.33%	76.46%
Negative	47.35	64.17	85.28	35.52%	32.89%	80.17%
Interrogative	46.39	63.39	85	36.65%	34.09%	83.22%
$\sum x$	142.41	191.97	256.16	104.51%	100.31%	239.85%
$\overline{X}$	47.47	63.99	85.38	34.87%	33.47%	79.95%

The table above shows three indicators in the students' simple past tense

ability. The first, the students' simple past tense mean score in positive

statement indicator before implementing the EGRA method (Diagnostic Test)

is 48.67. It is classified as a very poor category, but after implementing the

EGRA method in cycle I, the mean score becomes 64.41. It is greater than

diagnostic test (64.41>48.67), it is classified as a fair category. Although,

there is an improvement of the students' simple past tense in positive

statement (32.34%). But, after doing action again in cycle II, the students'

mean score becomes 85.88. It is greater than Cycle I and D-test (85.88>64.41>48.67) and it is classified as a very good category. It means that there is an improvement of students' simple past tense in positive statement from cycle I to cycle II (33.33%) and from D-test to cycle II (76.46%). The second, the table above shows that the students' simple past tense mean score in negative statement indicator before implementing the EGRA method (Diagnostic Test) is 47.35. It is classified as a very poor category, but after implementing the EGRA method in cycle I, the mean score becomes 64.17. It is greater than diagnostic test (64.17>47.35), it is classified as a fair category. Although there is an improvement of the students' simple present tense in negative statement (35.52%). But, after doing action again in cycle II, the students' mean score becomes 85.28. It is greater than Cycle I and D-test (85.28>64.17>47.35) and it is classified as a very good category. It means that there is an improvement of students' simple past in negative statement from cycle I to cycle II (32.89%) and from D-test to cycle II (80.17%). The third, the table above also shows that the students' simple past tense mean score in interrogative statement indicator before implementing the EGRA method (Diagnostic Test) is 46.39. It is classified as a very poor category, but after implementing the EGRA method in cycle I, the mean score becomes 63.39. It is greater than diagnostic test (63.39>46.39), it is classified as a fair category. Although there is an improvement of the students' simple past tense in interrogative statement (36.65%). But, after doing action again in cycle II, the students' mean score

becomes 85. It is greater than Cycle I and D-test (85>63.39>46.39) and it is classified as a very good category. It means that there is an improvement of students' simple past tense in interrogative from cycle I to cycle II (34.09%) and from D-test to cycle II (83.22%).

The mean score and improvements of the students' English tenses in terms of simple past tense with indicators can be also seen in the two charts below:

Chart 4.4. Chart of the Students' Mean Scores of English Tenses in Terms of Simple past Tense.
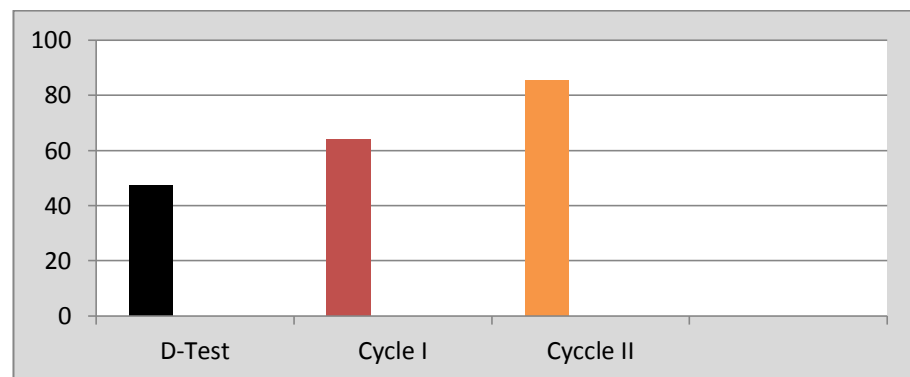
The first chart indicates that the mean score of the students' simple past tense are 47.47 in D-Test while in cycle I the mean score is 63.99 and 85.38 in cycle II.

Chart 4.5. Chart of the Students' English Tenses Improvements in Terms of Simple Past Tense.
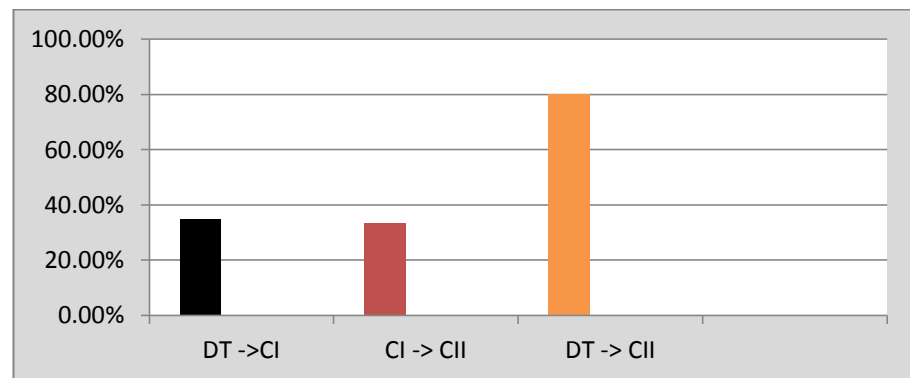
The second chart indicates the comparison of the students' simple past tense improvement from D-test to cycle I is 34.87%, cycle I to Cycle II is 33.47%, and D-test to Cycle II is 79.95%. From these findings above, it can be indicated that there is a significant improvement in applying the EGRA method in improving the students' English tense in terms of Simple Past Tense.

b. The Classification of the Students' Score

The implementation EGRA method in improving the students' English tense ability in terms of simple past tense can be seen the difference by considering the result of the students' Diagnostic Test and the students' ability after taking action in cycle I and II through the implementation EGRA method in teaching and learning process.

**Table 4.4. The Percentage of the Students' English Tense Ability in Terms of Simple Past Tense**

Classification	Range	D-Test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	91-100	-	-	-	-	6	17.67%

Very Good	81-90	-	-	-	-	23	67.67%
Good	71-80	-	-	5	14.78%	5	14.78%
Fair	61-70	3	8.82	21	61.77%	-	-
Poor	51-60	7	20.58%	8	23.59%	-	-
Very Poor	0 – 50	24	70.58%	-	-	-	-

The table above shows that the percentage of the students' English tense ability in terms of simple past tense diagnostic Test indicates that 3 students (8.82%) get fair, 7 students (20.58%) get poor, 24 students (70.58%) get very poor, and none of students for the other classification. After taking an action in cycle I by using EGRA method, the percentage of the students' English tense ability in terms of simple past tense is 5 students (14.78%) get good, 21 students (61.77%) get fair, 8 students (23.59%) get poor and none of the students for the other classification. In cycle II, the percentage of the students' English tense ability in terms of simple past tense is 6 students (17.67%) get excellent, 23 students (67.67%) get very good, 5 students (14.78%) get good and none of the students for the other classification. The result above also proves that the use of EGRA method is able to improve the students' English tense ability in terms of simple past tense where result of Cycle II is higher than cycle I and Diagnostic test (Cycle II > Cycle I and Cycle I > Diagnostic test)

To know the percentage of the students' English tense ability in terms of simple past tense clearly, following chart is presented:

Chart 4.6. The Improvement of the Students' English Tense Ability in Terms of Simple past Tense
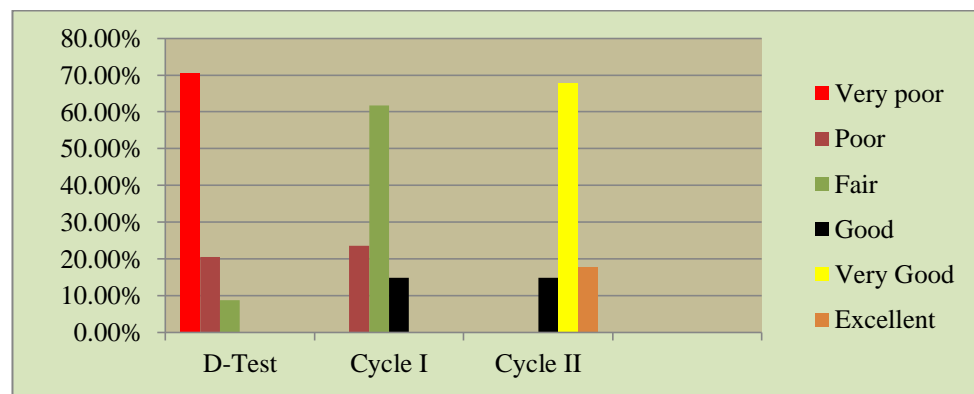
The chart above shows that the result of the students' English tense ability in terms of simple past tense. After implementation EGRA method in cycle I and cycle II, the result of the students' English tense ability in terms of simple past tense improves significantly where Cycle II is higher than D-Test and cycle I. The students' English tense ability in terms of simple past tense in cycle II is (17.67%) categorized as excellent, (67.67%) categorized as very good and (14.78%) categorized as good, while in cycle I is lower than cycle II where the students' English tense ability in terms of simple past tense in cycle I is (14.78%) categorized as good, (61.77%) categorized as fair and (23.59%) as poor. The D-Test is the lowest where the students' English tense ability in terms of simple past tense is (8.82%) categorized fair, (20.58%) poor, and (70.58%) as categorized very poor.

3. **The Improvement of the Students' English Tense Ability**.

a. **The Improvement**

The improvement of the students' English tenses ability in terms of simple present tense and simple past tense through EGRA method that can be seen clearly based on the following table:

Table 4.5. The Mean Scores and the Improvements of the Students' English Tense Ability.

Indicator	Mean score			Improvement		
	D-Test	Cycle I	Cycle II	DT to C I (%)	C I to C II (%)	DT to CII (%)
Simple Present	48.33	64.87	85.09	34.17%	31.28%	76.16%
Simple Past	47.47	63.99	85.38	34.87%	33.47%	79.95%
$\sum x$	95.8	128.86	170.47	69.04%	64.75%	156.11%
$\overline{X}$	47.9	64.43	85.23	34.52%	32.37%	78.05%

The table above shows that the students' English tenses ability mean score in terms of simple present tense before implementing the EGRA method (Diagnostic Test) is 48.33. It is classified as a very poor category but after implementing the EGRA method in cycle I, the mean score becomes 64.87. It is greater that D-test (64.87>48.33). It is classified as a fair category. But, after doing action again in cycle II, the students' mean score becomes 85.09. It is greater than cycle I and D-test (85.09>64.87>48.33) and it is classified as a very good category. It means that there is a significant improvement of the students' simple present tense from D-test to cycle I (34.17%), cycle I to cycle II (31.28%) and from D-test to cycle II

(76.16%).The table above also shows that the students' English tenses ability mean score in terms of simple past tense before implementing the EGRA method (Diagnostic Test) is 47.47. It is classified as a very poor category but after implementing the EGRA method in cycle I, the mean score becomes 63.99. It is greater that D-test (63.99>47.47). It is classified as a fair category. But, after doing action again in cycle II, the students' mean score becomes 85.38. It is greater than cycle I and D-test (85.38>63.99>47.47) and it is classified as a very good category. It means that there is a significant improvement of the students' simple past tense from D-test to cycle I (34.87%), cycle I to cycle II (33.47%) and from D-test to cycle II (79.95%).

To see clearly the mean score and the improvements of the students' English tense ability, two charts are presented as follow:

Chart 4.7. Charts of the Students' English Tense Ability Mean Score
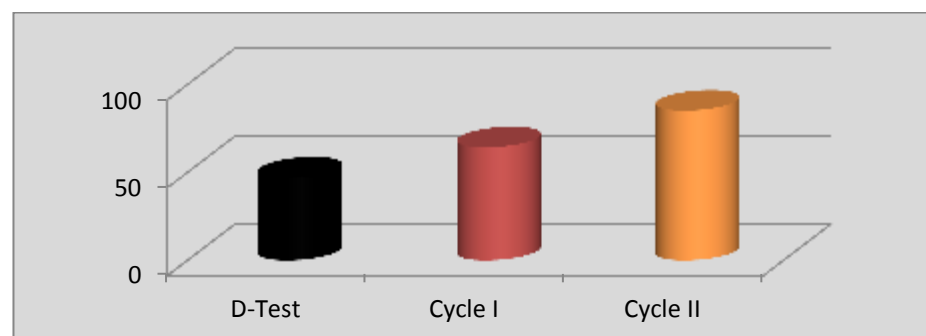
The first chart above show that the mean score of the students' English tenses ability in D-test is 47.9. It is categorized as a very poor category. After implementing the EGRA in cycle I, the students' English tenses ability becomes 64.43. It is categorized as a fair category, but in cycle II the students' mean score becomes 85.23 and it is categorized as a very good category.

Chart 4.8. Charts of the Students' English Tense Improvements
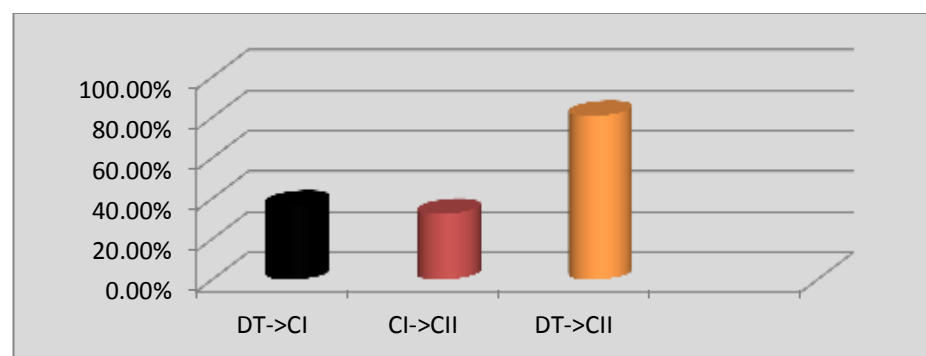
The second chart shows that the students' English tense ability improvement from D-test to cycle I is 34.52%, from cycle I to cycle II is 32.37%, and from D-test to cycle II is 78.05%. It indicates that there is a significant improvement of the students' English tenses ability through EGRA method. In other words, it can be indicated that the students' English tense ability can improve through EGRA method.

b. The Classification of the Students' Score

The implementation EGRA method in improving the students' English tense Ability can be seen the difference by considering the result of the students' Diagnostic Test and the students' ability after taking action in

cycle I and II through the implementation of EGRA method in teaching and learning process.

Table 4.6. The Percentage of the Students' English Tense Ability

Classification	Ra nge	D-Test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	91-100	-	-	-	-	6	17.64%
Very Good	81-90	-	-	-	-	24	70.58%
Good	71-80	-	-	4	11.76%	4	11.76%
Fair	61-70	3	8.82%	25	73.52%	-	-
Poor	51-60	9	26.47%	5	14.70%	-	-
Very Poor	0 – 50	22	64.70%	-	-	-	-

The table above shows that the percentage of the students' English tense ability diagnostic Test indicates that 3 students (8.82%) get fair, 9 students (26.47%) get poor, 22 students (64.70%) get very poor, and none of students for the other classification. After taking an action in cycle I by using EGRA method, the percentage of the students' English tense ability is 4 students (11.76%) get good, 25 students (73.52 %) get fair, 5 students (14.70%) get poor and none of the students for the other classification. In cycle II, the percentage of the students' English tense ability is 6 students (17.64%) get excellent, 24 students (70.58%) get very good, 4 student (11.76%) get good and none of the students for the other classification. The result above also proves that the use of EGRA method is able to improve the students' English

tense ability where result of Cycle II is higher than cycle I and Diagnostic test

(Cycle II > Cycle I and Cycle I > Diagnostic test)

To know the percentage of the students' English tense ability clearly, following chart is presented:

Chart 4.9. The Improvement of the Students' English Tense Ability
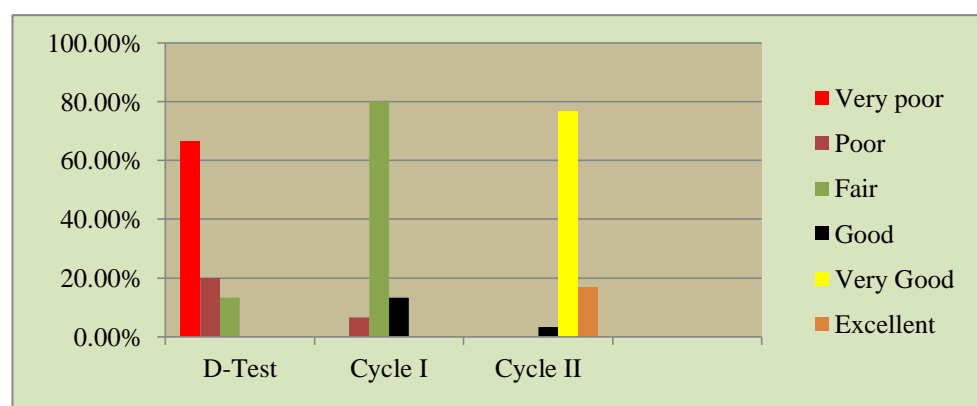
The chart above shows that the result of the students' English tense ability. After implementation EGRA method in cycle I and cycle II, the result of the students' English tense ability improves significantly where Cycle II is higher than D-Test and cycle I. The students' English tense ability in cycle II is 17.64% categorized as excellent, 70.58% categorized as very good and 11.76% categorized as good, while in cycle I is lower than cycle II where the students' English tense ability in cycle I is 11.76% categorized as good, 73.52% categorized as fair and 14.70% as poor. The D-Test is the lowest where the students' English tense ability is (8.82%) categorized fair, (26.47%) poor, and (64.70%) as categorized very poor.

4. The Result of the Students' Activeness in Teaching and Learning Process.

The result of observation of the students' activeness in teaching and learning process through EGRA method in improving the students' English tenses ability at the second year students of SMP Batara Gowa which is conducted in 2 cycles during eight meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4.7. The Observation Result of the Students' Activeness in Learning Process.

Cycle	Meetings				Average Score	Improvement
	I	**II**	**III**	**IV**		
I	27.00%	28.67%	31.62%	49.26%	34.18 %	
II	54.41%	64.70%	66.17%	71.32%	64.15%	**29.97%**

The result above is formulated based on the technique of data analysis and the students' scores that are collected through observation sheet. The table above shows that in cycle I the students' activeness in each meeting up. In the first

meeting until the fourth meeting the students' activeness improves. It can be seen in the first meeting (27.00%), the second meeting (28.67%), the third meeting (31.62%), and the fourth meeting (49.26%). The average of the students' activeness in cycle I is 34.18%. In cycle II, the improvement of the students' activeness is also up like in cycle I. Where in the first meeting in cycle II the students' activeness is 54.41% increase to 64.70% in the second meeting and it is greater than the first meeting. In the third meeting in cycle II the students' activeness improves again to 66.17%, and then in the fourth meeting the students' activeness improves to 71.32%. This is caused by the students' interesting in teaching material. So the average of the students' activeness in cycle II is 64.15%. The results are presented in the chart below that shows the average of students' activeness in the first cycle and the second cycle.

Chart 4.10. The Improvement of the Students' Activeness
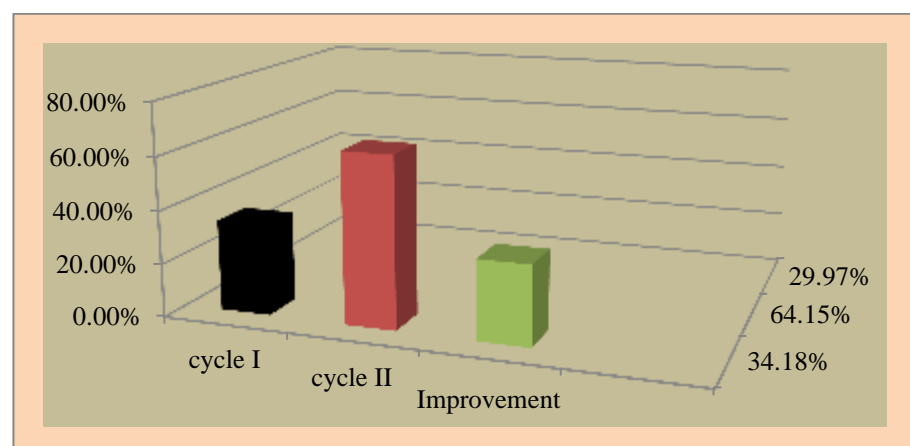
The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (34.18%) lower than cycle II, but

after conducting cycle II the students' activeness in learning process becomes 64.15%. (Cycle I < Cycle II). The improvement of students' activeness is 29.97%.

B. Discussion

In this part, the discussion covering the interpretation of findings derived from the result of findings about the observation result of the students' English tenses ability in terms of simple present tense and simple past tense.

In the analysis of the students' ability in using tenses, the researcher found that the students' mean score in teaching English tenses through EGRA Method was improved. The students' score in D-test was 47.9 (Very poor), in the cycle I the students' mean score was 64.43 (Fair) and in the cycle II the students' mean score was 85.23 (Very good). The improvement of students' ability in English tenses from D-test to cycle I was 34.52%, from cycle I to cycle II was 32.37% and the improvement of students' ability in English tense from D-test to cycle II was 78.05%.

1. The Improvement of the Students' Ability to use Simple Present Tense Through EGRA Method

The improvement of students' ability in English tenses through EGRA Method had been effective effect. The researcher found that before implementation of EGRA Method the students' mean score was 48.33 (Very Poor) but after implementation of EGRA Method the students' mean score in cycle I was 64.87 (Fair) and in the cycle II became 85.09 (very good). So, the improvement of students' English tense in terms of simple present tense from

D-test to cycle I was 34.17%, from cycle I to cycle II was 31.28%, and from D-test to cycle II was 76.16%.

From the explanation above the researcher analyzed that EGRA Method can improve the students' English tenses ability in terms of simple present tense, where the students' mean score in cycle I and cycle II was higher than d-test.

2. The Improvement of the Students' Ability to use Simple Past Tense Through EGRA Method

The improvement of students' ability in English tenses through EGRA Method had been effective effect. The researcher found that before implementation of EGRA Method the students' mean score was 47.47 (very poor) but after implementation of EGRA Method the students' mean score in cycle I was 63.99 (Fair) and in the cycle II became 85.38 (very good). So, the improvement of students' English tense in terms of simple past tense from D-test to cycle I was 34.87%, from cycle I to cycle II was 33.47%, and from D-test to cycle II was 79.95%.

Based on the explanation above can be analyzed that using EGRA Method is a kind of technique which is good for teaching tenses especially simple present and simple past tense.

3. The Students' Activities in learning Process

Based on the observation results, the students participation was increased. The students' participation in the first meeting of cycle I was 27.00% and in the last

meeting of cycle II students participation became 71.32%. It indicates that the implementation of EGRA Method can stimulate the students' activeness in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the result of data analysis and suggestion.

A. Conclusion

One of the language elements that must be taught to SMP or SMA students is tenses. In teaching tenses, it does not stand-alone but it should be integrated to one of the four language skills. EGRA method is a method which is suitable to be used in teaching English tenses because EGRA can enhance grammar concept and Generalization stage in EGRA can pump up the students' in learning discovery in learning structure of sentence.

The result of data analysis showed that this method can facilitate and motivate the students in learning English grammar so that they would be able to understand and master the material that was taught to them. EGRA method also makes the students more active in learning because every step of this method demands the students to be active, so that learning and teaching process is more effective and efficient.

B. Suggestion

Based on the conclusion, the researcher also wishes to give some suggestion as follows:

1. English tenses for the second class students of SMP

2. The teachers English are suggested to use EGRA method as one of the method in teaching English tenses.

3. In order to make EGRA method more effective in teaching English tenses, the teacher must master every stage of EGRA method and the way to apply it well.

4. The teacher who still uses the conventional technique in teaching English grammar must change it with the new ones like TPA, PGR, are EGRA in order to make the learning and teaching process more effective and efficient.

5. Other researchers are recommended to do deep research on the use of EGRA method in teaching English related to the one of language skills.

Although this thesis still has a lot of weakness, the researcher really hopes that this thesis can give valuable contribution to the teachers of English as well as other.

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APPENDICES

A. Lesson Plann
B. Teaching Materials
C. Diagnostic Test
D. Cycle I
E. Cycle II
F. The Students' Result Of English Tenses
G. The Mean Scores
H. The Students' Result Of Observation Sheet
I. The Classification Of Students' Precentages
J. Documentation

A. LESSON PLANN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Batara Gowa

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester: VIII/Genap

Aspek/ Skill : Menulis

Alokasi Waktu : 4 x 45 menit

Pertemuan Ke : 1-2

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai

pendek sangat sederhana berbentuk *descriptive* dan

procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional pendek

sangat sederhana dengan menggunakan ragam bahasa tulis

secara akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan terdekat

Indikator :

➤ Siswa dapat mengetahui pengertian dan fungsi simple present tense.

➤ Siswa dapat mengetahui bentuk-bentuk simple present tense.

➤ Siswa dapat melengkapi sebuah paragraf dengan menggunakan simple present

tense.

➢ Siswa dapat mengidentifikasi kalimat simple present tense.

A. Tujuan Pembelajaran   :

Pada akhir pembelajaran siswa dapat :

➢ Mengetahui pengertian dan fungsi simple present tense.

➢ Memahami bentuk-bentuk simple present tense.

➢ Melengkapi sebuah paragraf dengan menggunakan simple present tense

➢ Mengidentifikasi kalimat simple present tense

B.   Materi Pembelajaran :

Simple Present Tense:

(+) S + V1 + s/es + O/Adv

(-) S + Do/Does + Not + V1 + O/Adv

(?) Do/Does + S + V1 + O/Adv?

C.   Metode Pembelajaran / Tehnik :

EGRA Method

D.   Langkah-langkah Kegiatan :

a.   Kegiatan Pendahuluan

➢ Guru memberi salam kepada siswa

➢ Berdoa sebelum pelajran dimulai

➢ Guru menanyakan hal-hal yang terkait dengan keadaan siswa

➢ Checking attendent list

> ➢ Apersepsi dan motivasi

b. Kegiatan Inti :

1. Experience

   > ➢ Guru memberikan leading question kepada siswa tentang materi yang akan diajarkan.

   > ➢ Guru memberi penjelasan tentang aturan-aturan dan fungsi simple present tense

2. Generalization.

   > ➢ Guru meminta siswa membentuk kelompok diskusi yang beranggotakan 4 orang

   > ➢ Guru memberikan sebuah kalimat kepada siswa

   > ➢ Guru meminta siwa mengidentifikasi kalimat tersebut secara berkelompok

   > ➢ Guru meminta siswa melaporkan jawabannya di depan kelas

3. Reinforcement

   > ➢ Guru membahas kembali beberapa jawaban siswa

   > ➢ Guru memberikan penjelasan sebagai penguatan tentang fungsi dan bentuk struktur bahasa yang sedang diajarkan secara jelas.

   > ➢ Guru memberikan penguatan kembali berupa pemberian tugas untuk dikerjakan siswa

4. Application

   > ➢ Guru meminta siswa bekerja secara individual

➤ Guru memberikan kegiatan tindak lanjut berupa pemberian pekerjaan Rumah untuk dibahas dalam pembelajaran yang akan datang.

c. Kegiatan Penutup :

a. Menanyakan kesulitan siswa selama PBM

b. Menyimpulkan materi pembelajaran

E. Sumber Belajar :

- Buku teks yang relevan
- Naskah Otentik

Makassar,   2018

Peneliti

NUR WAHIDAH M.

10535570713

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   **: SMP Batara Gowa**

Mata Pembelajaran   **: Bahasa Inggris**

Kelas/Semester: VIII/Genap

Aspek/ Skill   : Menulis

Alokasi Waktu   : 4 x 45 menit

Pertemuan Ke   : 3-4

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek

sangat sederhana berbentuk *descriptive* dan   *procedure* untuk

berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : Mengungkapkan makna dalam teks tulis fungsional pendek sangat

sederhana dengan menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan terdekat

Indikator   :

➢ Siswa dapat mengetahui pengertian dan fungsi simple present tense.

➢ Siswa dapat mengetahui bentuk-bentuk simple past tense.

66

➢ Siswa dapat melengkapi sebuah dialog atau paragraf dengan menggunakan simple past tense.

➢ Siswa dapat mengidentifikasi kalimat simple past tense.

A. Tujuan Pembelajaran   :

Pada akhir pembelajaran siswa dapat :

➢ Mengetahui pengertian dan fungsi simple past tense.

➢ Memahami bentuk-bentuk simple past tense.

➢ Melengkapi sebuah paragraf dengan menggunakan simple past tense

➢ Mengidentifikasi kalimat simple past tense

E.   Materi Pembelajaran :

Simple Past Tense:

(+) S + V2 + O/Adv

(-) S + Did + Not + V1 + O/Adv

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

F.   Metode Pembelajaran / Tehnik :

EGRA Method

D. Langkah-langkah Kegiatan :

  c.   Kegiatan Pendahuluan

➢ Guru memberi salam kepada siswa

> ➢ Berdoa sebelum pelajran dimulai

> ➢ Guru menanyakan hal-hal yang terkait dengan keadaan siswa

> ➢ Checking attendent list

> ➢ Apersepsi dan motivasi

d. Kegiatan Inti :

5. Experience

> ➢ Guru memberikan leading question kepada siswa tentang materi yang akan diajarkan.

> ➢ Guru memberi penjelasan tentang aturan-aturan dan fungsi simple past tense

6. Generalization.

> ➢ Guru meminta siswa membentuk kelompok diskusi yang beranggotakan 4 orang

> ➢ Guru memberikan sebuah kalimat kepada siswa

> ➢ Guru meminta siwa mengidentifikasi kalimat tersebut secara berkelompok

> ➢ Guru meminta siswa melaporkan jawabannya di depan kelas

7. Reinforcement

> ➢ Guru membahas kembali beberapa jawaban siswa

> ➢ Guru memberikan penjelasan sebagai penguatan tentang fungsi dan bentuk struktur bahasa yang sedang diajarkan secara jelas.

> ➤ Guru memberikan penguatan kembali berupa pemberian tugas untuk dikerjakan siswa

8. Application

> ➤ Guru meminta siswa bekerja secara individual

> ➤ Guru memberikan kegiatan tindak lanjut berupa pemberian pekerjaan Rumah untuk dibahas dalam pembelajaran yang akan datang.

c. Kegiatan Penutup :

a. Menanyakan kesulitan siswa selama PBM

c. Menyimpulkan materi pembelajaran

E. Sumber Belajar :

- Buku teks yang relevan
- Naskah Otentik

Makassar,   2018

Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Batara Gowa

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester: VIII/Genap

Aspek/ Skill : Menulis

Alokasi Waktu : 4 x 45 menit

Pertemuan Ke : 5-6

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek

sangat sederhana berbentuk *descriptive* dan *procedure* untuk

berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional pendek sangat

sederhana dengan menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan terdekat

Indikator :

➢ Siswa dapat mengetahui pengertian dan fungsi simple present tense.

➢ Siswa dapat mengetahui bentuk-bentuk simple present tense.

➤ Siswa dapat melengkapi sebuah paragraf dengan menggunakan simple present tense.

➤ Siswa dapat mengidentifikasi kalimat simple present tense.

A. Tujuan Pembelajaran   :

Pada akhir pembelajaran siswa dapat :

➤ Mengetahui pengertian dan fungsi simple present tense.

➤ Memahami bentuk-bentuk simple present tense.

➤ Melengkapi sebuah paragraf dengan menggunakan simple present tense

➤ Mengidentifikasi kalimat simple present tense

G.   Materi Pembelajaran :

Simple Present Tense:

(+) S + V1 + s/es + O/Adv

(-) S + Do/Does + Not + V1 + O/Adv

(?) Do/Does + S + V1 + O/Adv?

H.   Metode Pembelajaran / Tehnik :

EGRA Method

D. Langkah-langkah Kegiatan :

e.   Kegiatan Pendahuluan

➤ Guru memberi salam kepada siswa

➤ Berdoa sebelum pelajran dimulai

➢ Guru menanyakan hal-hal yang terkait dengan keadaan siswa

➢ Checking attendent list

➢ Apersepsi dan motivasi

f.   Kegiatan Inti :

9.   Experience

➢ Guru memberikan leading question kepada siswa tentang materi yang akan diajarkan.

➢ Guru memberi penjelasan tentang aturan-aturan dan fungsi simple present tense

10. Generalization.

➢ Guru meminta siswa membentuk kelompok diskusi yang beranggotakan 4 orang

➢ Guru memberikan sebuah kalimat kepada siswa

➢ Guru meminta siwa mengidentifikasi kalimat tersebut secara berkelompok

➢ Guru meminta siswa melaporkan jawabannya di depan kelas

11. Reinforcement

➢ Guru membahas kembali beberapa jawaban siswa

➢ Guru memberikan penjelasan sebagai penguatan tentang fungsi dan bentuk struktur bahasa yang sedang diajarkan secara jelas.

➢ Guru memberikan penguatan kembali berupa pemberian tugas untuk dikerjakan siswa

12. Application

➢ Guru meminta siswa bekerja secara individual

➢ Guru memberikan kegiatan tindak lanjut berupa pemberian pekerjaan Rumah untuk dibahas dalam pembelajaran yang akan datang.

c. Kegiatan Penutup :

a. Menanyakan kesulitan siswa selama PBM

d. Menyimpulkan materi pembelajaran

E. Sumber Belajar :

- Buku teks yang relevan

- Naskah Otentik

Makassar,   2018

Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Batara Gowa

Mata Pembelajaran   : Bahasa Inggris

Kelas/Semester: VIII/Genap

Aspek/ Skill   : Menulis

Alokasi Waktu   : 4 x 45 menit

Pertemuan Ke   : 7-8

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek

sangat sederhana berbentuk *descriptive* dan *procedure* untuk

berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : Mengungkapkan makna dalam teks tulis fungsional pendek sangat

sederhana dengan menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan terdekat

Indikator   :

➢ Siswa dapat mengetahui pengertian dan fungsi simple present tense.

➢ Siswa dapat mengetahui bentuk-bentuk simple past tense.

➢ Siswa dapat melengkapi sebuah dialog atau paragraf dengan menggunakan simple past tense.

➢ Siswa dapat mengidentifikasi kalimat simple past tense.

A. Tujuan Pembelajaran   :

Pada akhir pembelajaran siswa dapat :

➢ Mengetahui pengertian dan fungsi simple past tense.

➢ Memahami bentuk-bentuk simple past tense.

➢ Melengkapi sebuah paragraf dengan menggunakan simple past tense

➢ Mengidentifikasi kalimat simple past tense

I.   Materi Pembelajaran :

Simple Present Tense:

(+) S + V2 + O/Adv

(-) S + Did+ Not + V1 + O/Adv

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

J.   Metode Pembelajaran / Tehnik :

EGRA Method

D. Langkah-langkah Kegiatan :

g.   Kegiatan Pendahuluan

➢ Guru memberi salam kepada siswa

➢ Berdoa sebelum pelajran dimulai

➢ Guru menanyakan hal-hal yang terkait dengan keadaan siswa

➢ Checking attendent list

➢ Apersepsi dan motivasi

h. Kegiatan Inti :

13. Experience

➢ Guru memberikan leading question kepada siswa tentang materi yang akan diajarkan.

➢ Guru memberi penjelasan tentang aturan-aturan dan fungsi simple past tense

14. Generalization.

➢ Guru meminta siswa membentuk kelompok diskusi yang beranggotakan 4 orang

➢ Guru memberikan sebuah kalimat kepada siswa

➢ Guru meminta siwa mengidentifikasi kalimat tersebut secara berkelompok

➢ Guru meminta siswa melaporkan jawabannya di depan kelas

15. Reinforcement

➢ Guru membahas kembali beberapa jawaban siswa

➢ Guru memberikan penjelasan sebagai penguatan tentang fungsi dan bentuk struktur bahasa yang sedang diajarkan secara jelas.

➢ Guru memberikan penguatan kembali berupa pemberian tugas untuk dikerjakan siswa

16. Application

➢ Guru meminta siswa bekerja secara individual

c. **Kegiatan Penutup :**

a. Menanyakan kesulitan siswa selama PBM

e. Menyimpulkan materi pembelajaran

E. **Sumber Belajar :**

- Buku teks yang relevan
- Naskah Otentik

Makassar,   2018

Peneliti

NUR WAHIDAH M.

10535283707

B. TEACHING MATERIALS

Material Of 1st Meeting

SIMPLE PRESENT TENSE

Simple present tense is when a verb is used to show that an action takes place at present.

The functions of simple present tense

1. To describe a habitual action

   Example : He always takes a nap at the noon.

2. To describe general truths

   Example : The world is round.

3. To describe Historical present

   Example : Jefferson ranks as one of our great president

4. To describe the future

   Example : Today is Sunday must be monday.

1. Positive statement.

   S (I, You, We, They) + V1 + O/Adv

   S (He, She, It) + V1 + s/es + O/Adv

   Example :

   ➢ She cries every morning.

   ➢ They always come on time in the classroom.

2. Negative statement

   S (I, You, They, We) + Do + Not + V1 + O/Adv.

S (He, She, It) + Does + Not + V1 + O/Adv

Example :

- ➢ We do not study English today.

- ➢ Ani and Enal do not lie their mother today .

3. Interrogative Statement

   Do + S (I, You, They, We) + V1 + O/Adv?

   Does + S (He, She, It) + V1 + O/Adv?

   Example :

   - ➢ Do we go to school now?

   - ➢ Does he teach English today?

Material Of 2ⁿᵈ Meeting

Choose the correct word by using simple present tense!

The Lady and The Mouse

One day a lady (saw/sees/seen/seeing) a mouse rans across her kitchen floor. She (is/was/are/were) very afraid of mice, so she (ran/runs/run/running) out of the house, gets on a bus and goes to store. There she (buy/bought/buys/buying) a mouse trap. The shopkeeper says to her, "puts some cheese in it, and you will soon catch the mouuae."

The lady goes home with her mouse trap, but when she (looked/looks/loking/look) in her cupboard, she can not find any cheese. She (does not/do not/ did not) want to go back to the store because it is very late, so she cuts out a picture of some cheese out from a magazine and puts it in the trap.

Indentify the words and choose the rigth anwer below!

1. The sun rises in the east and set in the west.
   a. Simple present positive tense   c. Simple introgative tense
   b. Simple present negative tense   d. Simple past positive tense

2. Some men do not go to play football today in the Goro field.
   a. Simple past positive tense   c. Simple past negative tense
   b. Simple present negative tense   d. Simple present positive tense

3. Does our president fly to Amerika now?

    a. Simple past introgative tense   c. Simple present positive tense

    b. Simple present introgative tense   d. Simple past positive tense

4. Mr enal does not attend his fried's wedding party because he is busy.

    a. Simple present introgative tense   c. Simple present negative tense

    b. Simple past positive tense   d. Simple past negative tense

5. My all friends leave me alone in the boarding house

    a. Simple present negative tense   c. Simple present introgative tense

    b. Simple past positive tense   d. Simple present positive tense

6. Do you want to follow your father in garden today?

    a. Simple present positive tense   c. Simple present introgative tense

    b. Simple past past negative tense d. Simple past positive tense

Material Of 3ʳᵈ Meeting

<div align="center">

SIMPLE PAST TENSE

</div>

Simple past tense is when a verb is used to show that an action was completed.

The functins of simple past tense

5. To describe an action or state that was completed at spesific time in the past

Example : Enal moved to Makassar when he has graduated senior high school.

6. For to describe habitual action in the past time.

Example : He used to swim in the river.

Formula of simple past tense

4. Positive statement (positive sentence)

S + V2 + O/Adv

Example :

> ➢ I and My friends came late yeterday.
>
> ➢ Mr enal taught English in our class last week

5. Negative statatement

S + Did + Not + V1 + O/Adv.

Example :

> ➢ I did not sleep well last night
>
> ➢ They did not go to watch movie last night

6. Interrogative Statement

Did + S + V1 + O/Adv?

Example :

> ➢ Did you win English debate yesterday?
>
> ➢ Did Ali and Suri want to married?

Material Of 4th Meeting

Choose the correct word by using simple present tense!

A GREEDY DOG

A greedy (steal/stolen/stole) a large piece of tender meat from a butcher's shop. He (grases/grasing/grasped) the meat tightly between his teeth and (runs/ run/running) home with it

On the way home, he (came/come/coming) to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below, he tought it was another dog that he saw.

In this other dog's mouth he saw another large piece of meat. " if I can get the meat from that other dog, I will have two pieces instead one," altough the gready dog.

So, he (bends/bent/bending) down to get the meat and, as he (opens/opening/opened) his jaws, the meat felt out and was quicly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

Identify the words and choose the right answer below!

1. Indonesia spent much money to pay its' debt
   a. Simple past negative tense   c. Simple past positive tense
   b. Simple present positive tense   d. Simple present introgative tense

2. Did you think that indonesia can pay its debt?
   a. Simple past introgative tense   c. Simple present introgative tense
   b. Simple past positive tense   d. Simple past negative tense

3. A million orphan did not got free education one year ago.
   a. Simple past negative tense   c. Simple present negative tense
   b. Simple present positive tense   d. Simple past negative tense

4. Did you want to go to orphanage yesterday?

a. Simple past positive tense   c. Simple past negative tense

b. Simple present introgative tense   d. Simple past introgative tense

5. Our president did not attend our congress last night.

a. Simple past positive tense   c. Simpel past negative tense

b. Simple present positive tennse   d. Simple present negative tense

6. I did not invite you to join our English club yesterday

a. Simple past negative tense   c. Simple present negative tense

b. Simple past positive tense   d. Simple past introgative tense

Material Of 5ˢᵗ Meeting

SIMPLE PRESENT TENSE

Simple present tense is when a verb is used to show that an action takes place at present.

The functions of simple present tense

7. To describe a habitual action

    Example : He always eat rice everyday.

8. To describe general truths

    Example : The world is rises in the east and set in the west.

9. To describe Historical present

    Example : Jefferson ranks as one of our great president

10. To describe the future

    Example : Today is Sunday must be monday.

7. Positive statement.

    S (I, You, We, They) + V1 + O/Adv

    S (He, She, It) + V1 + s/es + O/Adv

    Example :

    ➢ She cries every morning.

    ➢ They always come on time in the classroom.

8. Negative statement

    S (I, You, They, We) + Do + Not + V1 + O/Adv.

S (He, She, It) + Does + Not + V1 + O/Adv

Example :

➢ We do not watch TV today.

➢ Ani and Enal do not play join you tonight.

9. Interrogative Statement

Do + S (I, You, They, We) + V1 + O/Adv?

Does + S (He, She, It) + V1 + O/Adv?

Example :

➢ Do we go to losari Beach l now?

➢ Does he teach English today?

Material Of 6ⁿᵈ Meeting

Choose the correct word by using simple present tense!

TIT FOR TAT

An undergraduate student once (asked/asks/asking) a friend to lend him a certain book which he (wishes/wishing/wished) to consult.

His friend, who is not very obloging, answered that he (has/had/have) no objection to his friend's using the book, but he would not allow it to be taken out of his room.

Since the student could not convince his friend to change his mind, he was greatly inconvenced.

A few later, his friend (comes/came/coming) round to his room asking to borrow his broom. " well, old friend," (said/says/saying) the undergraduate, " you may use my

broom here in my room as much as you (liked/liking/likes), but I will not have taken elsewhere.

Indentify the words and choose the rigth anwer below!

7. Do sutra want to take a bath now?.
   c. Simple present positive tense   c. Simple positive tense
   d. Simple present negative tense   d. Simple past introgative tense

8. Some men celebrate their winner today in the Goro field.
   c. Simple past positive tense   c. Simple past negative tense
   d. Simple present negative tense   d. Simple present positive tense

9. Does she wash our dirty clothes today?
   c. Simple past introgative tense   c. Simple present positive tense
   d. Simple present introgative tense   d. Simple past positive tense

10. They does not attend his fried's wedding party because he is busy.
   c. Simple present negative tense   c. Simple present introgative tense
   d. Simple past positive tense   d. Simple past negative tense

11. Sutra and His friends leave their the boarding house
   c. Simple present negative tense   c. Simple present introgative tense
   d. Simple past positive tense   d. Simple present positive tense

12. you do not want to follow your father in garden today?
   c. Simple present positive tense   c. Simple past introgative tense
   d. Simple present past negative tense   d. Simple past positive tense

Material Of 7rd Meeting

SIMPLE PAST TENSE

Simple past tense is when a verb is used to show that an action was completed.

The functins of simple past tense

11. To describe an action or state that was completed at spesific time in the past

Example : Enal moved to Makassar when he has graduated senior high school.

12. For to describe habitual action in the past time.

Example : He used to swim in the river.

Formula of simple past tense

10. Positive statement (positive sentence)

S + V2 + O/Adv

Example :

➢ My friends came early yeterday.

➢ She taught English in our class two minutes ago

11. Negative statatement

S + Did + Not + V1 + O/Adv.

Example :

➢ I did not sleep well last night

➢ They did not go to watch movie last night

12. Interrogative Statement

Did + S + V1 + O/Adv?

Example :

➢ Did you eat fried rice with your sister yesterday?

➢ Did Ali and I want to be a success men?

Material Of 8ᵗʰ Meeting

Choose the correct word by using simple present tense!

THE BLIND MAN AND THE SUN

Once upon the time, there lived a blind man who never (see/saw/seing) the sun. He (asked/asks/asking) a friend to tell him what was like. " it's like a brass plate," his friend (says/said/say). The blind struck a brass plate with a stick and listened to the sound. Every time he (hears/heard/hearing) a similar sound, he thought it was the sun

His friend explained that " the sun like a candle." The blind man felt a candle with his hand. He believed that it was the same shape as the sun.

The his friend (tells/telling/told) him that the sun was like a great ball of fire. Later that winner, whenever the blind man (sat/sit/sits) in fron of a fire, he thought it was the sun.

The sun was really quite different from all these things; but the blind man (does not/do not/did not) know this because he could not see it.

In the same way, the truth was often hard to see. If you could not see it when it was right in front of you,then oyu were just like the blind man.

Identify the words and choose the right answer below!

7. Rita did not have much money to give you.
    c. Simple past negative tense   c. Simple past positive tense
    d. Simple present positive tense   d. Simple present introgative tense
8. Did you think that we can win the English debate?
    c. Simple present introgative tense   c. Simple past introgative tense
    d. Simple past positive tense   d. Simple past negative tense
9. A million girls demonstrated in fron of DPR building one mounth ago.
    c. Simple past negative tense   c. Simple present negative tense

    d.   Simple present positive tense   d. Simple past positive tense

10. She did not came to our office yesterday?

    c.   Simple past positive tense   c. Simple past negative tense

    d.   Simple present introgative tense   d. Simple past introgative tense

11. Did leader of FOSMA did not attend our congress last night.

    c.   Simple past po introgative tense   c. Simpel past negative tense

    d.   Simple present positive tennse   d. Simple present negative tense

12. they did not see the docter last night.

    c.   Simple past negative tense   c. Simple present negative tense

    d.   Simple past positive tense   d. Simple past introgative tense

C. DIAGNOSTIC TEST

DIAGNOSTIC TEST

Petunjuk : 1. Periksa dan bacalah soal-soal sebelim dikerjakan.

2. Laporkan kalau terdapat soal yang kurang jelas dan rusak.

3. Berilah tanda X pada jawaban yang dianggap paling benar.

I. Simple Present Tense
A. Positive statement
1. My mother ....me money every month
   a. send   c. has sent

   b. sends   d. had been sending

2. She ....her to wash clothhes every Sunday.
   a. Is helping   c. helps
   b. Is helped   d. helped
3. Enal seldom …… homework with his friends.
   a. do   c. will be doing
   b. does   d. was doing
4. They often …... English books Every day
   a. Read   c. are reading
   b. Reads   d. has read
5. We always ……. Our friends birthday.
   a. celebrate   c. celebrates
   b. will have celebrated   d. are celebrating
B. Negative statement
6. They ……….. study today.
   a. Does not   c. Do not
   b. Did not   d. were not
7. We ……………. taking a bath this morning.
   a. Is not   c. Does not
   b. Do not   d. Are not
8. Suraya ………….. come to the Office today.
   a. Does not   c. were not
   b. Did not   d. was not
9. She …………. find a loved doll at the central market .
   a. Does not   c. Did not
   b. Are not   d. Is not
10. Our teacher………… teach us today.
    a. Has not   c. Does not

b. Did not   d. is not

C. Interrogative statement

11. …………. We have English subject today?
    a. Does   c. Is
    b. Do   d. Are

12. …………… you send this letter for your parents today?
    a. Do   c. Did
    b. Is   d. was

13. …………. Enal and Suraya go together to school?
    a. Did   c. Is
    b. Are   d. Do

14. …………you ever sing religy song ?
    a. Does   c. Has
    b. were   d. Do

15. …………. He know to go home to his house?
    a. Did   c. Is
    b. Does   d. Are

II.   Simple Past Tense

A. Positive Staement

1. Arman and Ani …………. English very well.
    a. studying   c. Studied
    b. Studies   d. are studied

2. I …………. My uncle in hospital every afternoon
    a. visiting   c.   visits
    b. visited   d. visit

3. My sister and me …………. Late every night.
    a. sleep   c. sleeps
    b. slept   d. sleeping

4. the girls ………… to make cakes every morning.
    a. Wanted   c. wanting
    b. Wants   d. want

5. Enal ……………… fried chicken last night.
    a. Ate   c. eaten
    b. eating   d. eat

B. Negative statement

6. The doctor …………. Come to my house.
    a. Does not   c. Was not
    b. Is not   d. Did not

7. His father …………. Go to garden.
    a. Does not   c. Did not
    b. Were not   d. Was not

8. She ……….. go alone to school.
    a. Does not   c. Did not
    b. Were not   d. was

9. They ……………. eat ice cream.
   a. Did not   c. Do
   b. Was not   d. Does not
10. Romeo and suraya ……………….sell vegetables yesterday.
   a. Do   c. Does
   b. Did not   d. Do not

C. Interrogative statement

11. …………. our teacher come last week?
   a. Did   c. Is
   b. Do   d. were
12. ……………. You call me this morning?
   a. Was   c. Are
   b. Did   d. Does
13. ……………… Ani sleep well last night?
   a. Does   c. Did
   b. Was   d. Are
14. ……………. your sister invite them to come to your home?
   a. Does   c. Was
   b. Were   d. Did
15. ……………. her brother meet you at the school yesterday?
   a. Did   c. Do
   b. Does   d. Are

D. FISRT CYCLE TEST

FIRST CYCLE TEST

Petunjuk   : 1. Periksa dan bacalah soal-soal sebelim dikerjakan.

2. Laporkan kalau terdapat soal yang kurang jelas dan rusak.

3. Berilah tanda X pada jawaban yang dianngap paling benar.

I.   Simple present tense

1. .... My father work in the garden everyday?
    a. Does   c. Is
    b. Did   d. Do
2. Andi …………….to school everyday.
    a. go   c. gone
    b. went   d. goes
3. Ali and Ani always……….write English very well.
    a. Does not   c. was not
    b. Do not   d. Are not
4. …………Joko drink a glass of coffee?
    a. do   c. is
    b. does   d. are
5. My mother……………some rice everyday.
    a. cooks   c. cooking
    b. cook   d. cooked
6. ………………The doctor come to my house now?
    a. do   c. does
    b. is   d. were .
7. We …………….volleyball in the yard every afternoon.
    a. play   c. played
    b. plays   d. playing
8. …………….you like ice cream?
    a. do c. are
    b. does   d. is
9. …………….she listen to the radio?
    a. is   c. does
    b. are   d. do
10. Do the dogs eat meat?
    a. Yes, they do   c. yes, it is.

b. Yes, it does   d. yes, its do.

11. Their uncle seldom……………me much money.
   a. give   c. gave
   b. gives   d. given

12. Anita …………wash my dresses every sunday.
   a. Does not   c. Are not
   b. Did not   d. Is not

13. You always……………English very well.
   a. speaks   c. spoke
   b. spoken   d. speak

14. We never……………a novel.
   a. Is reading   c. reading
   b. reads   d. read

15. My sister ……………. make some cakes every saturday.
   a. Is not   c. Do not
   b. Did not   d. does not

16. …………………Susi want an apple?
   a. is   c. does
   b. are   d. did

17. ………………He and I go the Losari Beach every Sunday?.
   a. Do   c. Does
   b. Did   d. Are

18. The cat always……………lay under the table.
   a. Does not   c. Do not
   b. Is not   d. Did not

19. Bobi ………………… fried chicken every morning .
   a. eat   c. ate
   b. eats   d. eaten

20. John and his sister ……………… send a letter for his mother now.
   a. Do not   c. Did not
   b. Does not   d. Are not

Identify the words and choose the right answer

21. I do not see my uncle in the hospital every afternoon?
   a. Simple present positive tense   c. Simple present introgative tense
   b. Simple present negative tense   d. Simple past positive tense

22. Joko and Andi do not sell vegetables.
   a. Simple present negative tense   c. simple past negative tense
   b. Simple past negative tense   d. simple present posive tense.

23. My brother always sleeps late every night.
   a. Simple past positive tense   c. simple present positive tense
   b. Simple present negative tense   d. simple past introgative tense

24. Do the students go to school on Sunday?
   a. Simple past introgative tense   c. simple present negative tense
   b. Simple present positive tense   d. simple present introgative tense

25. The girls want to make cakes every morning.
   a. Simple present negative tense   c. simple past negative tense
   b. Simple past positive tense   d. simple present positive tense
26. The boys do not watch TV today.
   a. Simple present negative tense   c. simple past negative
   b. Simple present introgative tense   d. simple past positive
 27. Do you visit your grandmother and brother today?
   a. Simple past negative tense   c. simple past positive tense
   b. Simple present positive tense   d. simple present introgative tense
28. They Do not meet their friend in the hospital
   a. Simple past negative tense   c. simple present introgative tense
   b. Simple past positive tense   d. simple present negative tense
29. Mr. Ahmad does not teach us English now .
   a. Simple present positive tense   c. simple past negative tense
   b. Simple present negative tense   d. simple past positive tense
30. Sutra and I want to go to market tonight?
   a. Simple present negative tense   c. simple present positive tense
   b. Simple past positive tense   d. simple past negative tense

II.   Simple Past Tense

1. Mr enal ....to jakarta last week.
   a. Fly   c. Flies
   b. Flew   d. Flown
2. Did you join English courner last mounth?
   a. Yes, I does   c. Yes, I am
   b. Yes, I did   d. Yes, I do
3. Ali and his wife ....their child's birthday two weeks a goo.
   a. Celebrates   c. Celebrated
   b. Celebrating   d. Is celebrated
4. They ....first winner of EDSA's football compation yesterday.
   a. Get   c. Are getting
   b. Gotten   d. Got
5. The handsome man ....ever fall in love with the girls
   a. Does not   c. Did not
   b. Is not   d. Are not
6. ....My sister wash the plate in the kitchen last night?
   a. Did   c. Are
   b. Does   d. Do
7. ....you attend my sister's wedding party last Monday?

   a. Do   c. Was
   b. Did   d. were
8.   They .... like drinking bitter coffee

a. Was not   c. Does not
b. Do not   d. Did not

9. She ....her mother to make a cake this morning.
    a. Helps   c. Help
    b. Helping   d. Helped
10. ....Mr Valzer join dancer compatition in trans studio yesterday?

    a. Is   c. do
    b. Was   d. Did

11. Did you go bact to your village tomorrow morning?

    a. Yes, I was   c. Yes, I did
    b. Yes, I Does   d. Yes, I do
12. Sutra : ....
    Enal : Yes, I did
    a. Did you want to fight me?   c. Does you want to fight me?
    b.   Are you wanting to fight me?   d. Do you want to fight me?
13. Budi : What did you do last night?
    Ani : ....
    a. I study with my brother   c. I studied with my sister
    b. I studies with my brother   d. I was studying with my brother
14. The police men ....catch the thief last night.
    a. Does not   c. Were not
    b. Did not   d. Do not
15. Our radio ....play this morning
    a. Did not   c. Does not
    b. Is not   d. Was not
16. Mr valzer .... miss his girl friend so much
    a. Did not   c. Do not
    b. Are not   d. was not
17. Did you hear my voice?
    a. Yes, I do   c. Yes, I did
    b. Yes, I does   d. Yes, I was
18. you ....find your money.
    a. Does not   c. Did not
    b. Was not   d. were not
19. They .... the docter for checking their mother
    a. Call   c. Calls
    b. Called   d. Calling
20. My favorite Team .... last night
    a. Lose   c. losing

b. Lost   d. Loses

Identify the words and choose the right answer below :

21. I did not go to school yesteday because I was sick.
     a. Simple present negative tense   c. Simple past negative tense
     b. Simple past positive tense   d. Simple present positive tense
22. I came late to take a bath this morning.
     a. Simple present positive tense.   c. Simple past positive tense
     b. Simple present negative tense   d. Simple present introgative tense
23. Did ali and suri send money to their loved chile last month
     a. Simple past introgative tense   c. Simple present introgative tense
     b. Simple present negative tense   d. Simple past positive tense
24. Did Mr Enal taught English in our class yesterday?
     a. Simple past introgative tense   c. Simple past positive

     b. Simple present negative   d. Simple past negative
25. The beatiful women married yesterday
     a. Simple present positive tense   c. Simple past negative
     b. Simple past positive   d. Simple present introgative
26. The cats did not fell into the well two hours ago.
     a. Simple past introgative tense   c. Sinple past negative tense
     b. Simple present tense   d. Sinple prsesent negative tense
27.   Enal met his old friend in the coffee yesterday
     a. Simple present positive tense   c. Simple past introgative tense
     b. Simple past positive tense   d. Simple present negative tense
28. Did Sutra and Sri plan to Jakarta two weeks ago
     a. Simple past introgative tense   c. Simple past positive tense
     b. Simple present introgative tense d. Simple present negative tense
29. Our organization did not run well
     a. Simple present positive tense   c. Simple present negative tense
     b. Simple past introgative tense   d. Simple past negative tense
30.   I and My classmate went to losari afternoon yesterday
     a. Simple past negative tense   c. Simple past positive tense
     b. Simple present positive tense   d. Simple past introgative tense

E. SECOND CYCLE TEST

SECOND CYCLE TEST

Petunjuk : 1. Periksa dan bacalah soal-soal sebelim dikerjakan.

2. Laporkan kalau terdapat soal yang kurang jelas dan rusak.

3. Berilah tanda X pada jawaban yang dianngap paling benar.

1. .... My father work in the garden every day?
   - a. Does
   - b. Did
   - c. Is
   - d. Do

2. Andi ....take a walk to school yesterday.
   - a. Did not
   - b. Does not
   - c. do not
   - d. was not

3. Our friends .... speak English very well last year.
   - a. Does not
   - b. Do not
   - c. Did not
   - d. Are not

4. Joko .... a glass of coffee last night.
   - a. drinks
   - b. drinking
   - c. drunk
   - d. drink

5. ....My mother cook some rice yesterday afternoon?.
   - a. Does
   - b. Do
   - c. Was
   - d. Did

6. The doctor............... to my house today.
   - a. come
   - b. comes
   - c. came
   - d. coming.

7. ....We play volleyball in the yard yesterday.
   - a. did
   - b. was
   - c. does
   - d. do

8. You ....like ice cream last night?
   - a. Do not
   - b. Does not
   - c. did not
   - d. is not

9. ……………she listen to the radio last night?
   - a. is
   - b. Did
   - c. does
   - d. do

10. The dog .... meat in the kitchen yesterday.
    - a. Ate
    - b. Eaten
    - c. Eats .
    - d. Eating

11. Their uncle ……….. me some money every sunday.
    - a. Give
    - c. gives
    - b. Given
    - d. giving
12. Anita …………buy my dresses last sunday.
    - a. Does not
    - c. Are not
    - b. Did not
    - d. Is not
13. .... You speak English with foregner now?.
    - a. Did
    - c. Do
    - b. Does
    - d. Are

14 . We never…………….a novel.
    - a. Is reading
    - c. reading
    - b. reads
    - d. read
15. my sister always .... some cakes every saturday.
    - a. made
    - c. makes
    - b. making
    - d. make
16. ....Susi want an apple now?
    - a. is
    - c. does
    - b. are
    - d. did
17. I and you .... in the Losari Beach last night.
    - a. walks
    - c. walk
    - b. walking
    - d. walked
18. The cat .... always sit under the table a minute ago.
    - a. Does not
    - c. Do not
    - b. Is not
    - d. Did not
19. Bobi ....eat fried chicken every morning .
    - a. Does not
    - c. was not
    - b. Did not
    - d. Is not
20. John and his sister ....a letter for his mother this morning.
    - a. Writes
    - c. Wrote
    - b. Writing
    - d. Written.
21. Enal : ....
    Sutra : Yes, I do
    - a. Do you go to cinema tonight? c. Are you go to cinema tonight
    - b. Did you go to cinema tonight. d. Does you go to cinema tonight?
22. Mrs Ani : Did you drive a car yesterday?
    Mr Valzer : ....
    - a. Yes, I do
    - c. Yes, I did
    - b. Yes, I was
    - d. Yes, I does
23. I ....call you last night
    - a. Did not
    - c. Were not
    - b. Does not
    - d. Do not
24. ....they study mathematics in the shool now?

a. Did   c. Do

b. Does   d. Is

25. I ....have a problem now.

     a. Do not   c. Did not

     b. Does not   d. was not

26. She ....something right now.

     a. Thinking   c. think

     b. Thought   d. thinks

27. ....Ani and his brother go to market together this morning?

     a. Does   c. Were

     b. Do   d. Did

28. Budi .... help his father in the garden yesterday

     a. Did not   c. Do not

     b. Does not   d. Was not

29. He .... lend me his money now.

     a. Did not   c. Does not

     b. Was not   d. Do not

30. ....you want to fry fish now?

     a. Does   c. Are

     b. Did   d. Do

31. I .... a nap every afternoon

     a. Take   c. Took

     b. Taken   d. Taking

32. He .... take a rest yesterday afternoon

     a. Does not   c. Did not

     b. Do not   d. Are not

33. The honest girls .... every day

     a. Make up   c. Makes up

     b. Made up   d. making up

34. My sister .... stay alone without her mother.

     a. Does not   c. Are not

     b. Is not   d. do not

35. The dog .... chicken beside my house yesterday

     a. Runs   c. Run

     b. Running   d. Ran

36. .... Mr kalean look for his wife last year?

     a. Did   c. Does

     b. Do   d. Was

37. .... she has a daughter now?

     a. Did   c. Does

     b. Was   d. Are

38. I and my friends.................in my boarding house last night.

     a. Smoke   c. smokes

     b. Smoking   d. smoked

39. They................. join boxing today
        a.   Does not   c. Do not
        b.   Did not   d. Are not
40. ....you bring my book yesterday?
        a.   Do   c. Is
        b.   Does   d. Did

Identify the words and choose the right answer

41. I do not see my uncle in the hospital every afternoon?
        a.   Simple present positive tense   c. Simple present introgative tense
        b.   Simple present negative tense   d. Simple past positive tense
42. I did not go to school yesteday because I was sick.
        a.   Simple present negative tense   c. Simple past negative tense

        b.   Simple past positive tense   d. Simple past positive tense
43. Did Sutra and Sri plan to Jakarta two weeks ago
        a.   Simple past introgative tense   c. Simple past positive tense
        b.   Simple present introgative tense   d. Simple present negative tense
44. My brother always sleeps late every night.
        a.   Simple past positive tense   c. simple present positive tense
        b.   Simple present negative tense   d. simple past introgative tense
45. The boys do not watch TV today.
        a.   Simple present negative tense   c. simple past negative
        b.   Simple present introgative tense   d. simple past positive
46. Do you visit your grandmother and brother today?
        a.   Simple past negative tense   c. simple past positive tense
        b.   Simple present positive tense   d. simple present introgative tense
47. The beatiful women married yesterday
        a.   Simple present positive tense   c. Simple past negative
        b.   Simple past positive   d. Simple present introgative
48. They Do not meet their friend in the hospital
        a.   Simple past negative tense   c. simple present introgative tense
        b.   Simple past positive tense   d. simple present negative tense
49. Joko and Andi do not sell vegetables.
        a.   Simple present negative tense   c. simple past negative tense
        b.   Simple past negative tense   d. simple present posive tense.
50. I came late to take a bath this morning.
        a.   Simple present positive tense.   c. Simple past positive tense
        b.   Simple present negative tense   d. Simple present introgative tense
51. Did ali and suri send money to their loved chile last month
        a.   Simple past introgative tense   c. Simple present introgative tense
        b.   Simple past introgative tense   d. Simple past positive tense
52. The girls want to make cakes every morning.

a. Simple present negative tense   c. simple past negative tense
b. Simple past positive tense   d. simple present positive tense

53. The cats did not fell into the well two hours ago.
a. Simple past introgative tense   c. Simple past negative tense
b. Simple present tense   d. Simple present negative tense

54. Enal met his old friend in the coffee yesterday
a. Simple present positive tense   c. Simple past introgative tense
b. Simple past positive tense   d. Simple present negative tense

55. Do the students go to school on Sunday?
a. Simple past introgative tense   c. simple present negative tense
b. Simple present positive tense   d. simple present introgative tense

56. Our organization did not run well
a. Simple present positive tense   c. Simple present negative tense
b. Simple past introgative tense   d. Simple past negative tense

57. I and My classmate went to losari afternoon yesterday
a. Simple past negative tense   c. Simple past positive tense
b. Simple present positive tense   d. Simple past introgative tens

58. My brother goes home to the our village now.
a. Simple present negative temse   c. Simple past positive tense
b. Simple present positive tense   d. simple past negative tense.

59. The cats does not fell into the well two now.

a. Simple past introgative tense c. Sinple past negative tense

b. Simple present tense   d. Sinple prsesent negative tense

60. Did mr enal taught English in our class yesterday?
a. Simple past introgative tense   c. Simple past positive
b. Simple present negative   d. Simple past negative

F. THE STUDENTS' RESULTS OF ENGLISH TENSES

THE STUDENTS' RESULTS OF ENGLISH TENSES ABILITY IN THE DIAGNOSTIC TEST

1. **SIMPLE PRESENT TENSE**

Sample	Simple Present Tense			Mean score	Classification
	Positive	Negative	interrogative		
S-01	55	55	50	53.33	Poor
S-02	65	60	60	61.67	Fair
S-03	50	45	45	46.67	Very poor
S-04	55	55	60	56.67	Poor
S-05	50	55	50	51.67	Poor
S-06	65	60	60	61.67	Fair
S-07	40	50	50	46.67	Very Poor
S-08	50	45	45	46.67	Very Poor
S-09	50	50	40	46.67	Very Poor
S-10	45	50	40	45	Very Poor
S-11	55	55	50	53.33	Poor
S-12	45	50	40	45	Very Poor
S-13	50	50	45	48.33	Very Poor
S-14	40	40	40	40	Very Poor
S-15	50	45	40	45	Very Poor
S-16	50	40	50	46.67	Very Poor
S-17	60	55	55	56.67	Poor
S-18	50	55	50	51.67	Poor
S-19	50	50	45	46.67	Very Poor
S-20	40	50	50	46.67	Very Poor
S-21	50	50	50	50	Very Poor
S-22	55	50	50	51.67	Poor
S-23	45	40	40	41.67	Very Poor
S-24	40	40	40	40	Very Poor
S-25	60	60	65	61.67	Fair
S-26	55	50	50	51.67	Poor
S-27	45	45	45	45	Very Poor
S-28	40	45	40	41.67	Very Poor
S-29	45	40	40	41.67	Very Poor
S-30	55	50	50	51.67	Poor
S-31	45	40	40	41.67	Very Poor
S-32	45	40	40	41.67	Very Poor

Sample					
S-33	50	40	40	43.33	Very Poor
S-34	45	40	40	41.67	Very Poor
Total Score	**1690**	**1645**	**1595**	**1590.02**	
Mean Score	**49.70**	**48.38**	**46.91**	**46.76**	Very Poor

2. SIMPLE PAST TENSE

Sample	Simple Past Tense			Mean score	Classification
	Positive	**Negative**	**interrogative**		
S-01	60	65	60	61.67	Fair
S-02	65	60	60	61.67	Fair
S-03	50	45	45	46.67	Very Poor
S-04	55	55	60	56.67	Poor
S-05	50	55	50	51.67	Poor
S-06	65	60	60	61.67	Fair
S-07	40	45	40	41.67	Very Poor
S-08	45	45	45	45	Very Poor
S-09	45	45	40	43.33	Very Poor
S-10	45	50	40	45	Very Poor
S-11	55	50	50	51.67	Poor
S-12	40	45	40	41.67	Very Poor
S-13	45	45	40	43.33	Very Poor
S-14	40	40	40	40	Very Poor
S-15	50	45	40	45	Very Poor
S-16	50	40	50	46.67	Very Poor
S-17	50	50	45	48.33	Very Poor
S-18	50	55	50	51.67	Poor
S-19	50	50	45	48.33	Very Poor
S-20	40	45	45	43.33	Very Poor
S-21	45	50	50	48.33	Very Poor
S-22	55	50	50	51.67	Poor
S-23	45	40	40	41.67	Very Poor
S-24	40	40	40	40	Very Poor
S-25	60	55	65	60	Poor
S-26	50	50	50	50	Very Poor
S-27	45	40	45	43.33	Very Poor
S-28	40	45	40	41.67	Very Poor

Sample					
S-29	45	40	40	41.67	Very Poor
2-30	55	50	50	51.67	Poor
S-31	45	40	40	41.67	Very Poor
S-32	45	40	40	41.67	Very Poor
S-33	50	40	40	43.33	Very Poor
S-34	45	40	40	41.67	Very Poor
Total Score	**1655**	**1610**	**1575**	**1613.37**	
Mean Score	**48.67**	**47.35**	**46.39**	**47.49**	Very Poor

THE STUDENTS' RESULTS OF ENGLISH TENSES ABILITY IN THE FIRST CYCLE TEST

1. **SIMPLE PRESENT TENSE**

Sample	Simple Present Tense			Mean score	Classification
	Positive	Negative	interrogative		
S-01	70	70	65	68.33	Fair
S-02	75	75	70	73.33	Good
S-03	60	60	65	61.67	Fair
S-04	70	75	70	71.67	Good
S-05	70	70	70	70	Fair
S-06	75	75	75	75	Good
S-07	60	65	60	61.67	Fair
S-08	65	60	60	61.67	Fair
S-09	60	70	65	65	Fair
S-10	60	60	60	60	Poor
S-11	75	70	70	61.67	Good
S-12	60	60	60	60	Poor
S-13	60	60	60	60	Poor
S-14	65	65	60	63.33	Fair
S-15	65	60	60	61.67	Fair
S-16	60	60	60	60	Poor
S-17	70	70	70	70	Fair
S-18	65	65	60	63.33	Fair
S-19	65	65	65	65	Fair
S-20	60	65	60	61.67	Fair

Sample					
S-21	60	60	65	61.67	Fair
S-22	75	75	70	73.33	Good
S-23	60	60	60	60	Poor
S-24	60	65	60	61.67	Fair
S-25	75	70	75	73.33	Good
S-26	70	65	70	68.33	Fair
S-27	65	65	60	63.33	Fair
S-28	60	60	60	60	Poor
S-29	60	60	65	61.67	Fair
2-30	75	70	70	71.67	Good
S-31	65	60	65	63.33	Fair
S-32	60	60	60	60	Poor
S-33	60	60	60	60	Fiar
S-34	60	60	60	60	Poor
Total Score	**2215**	**2210**	**2185**	**2193.34**	
Mean Score	**65.19**	**65**	**64.26**	**64.51**	Fair

2. **SIMPLE PAST TENSE**

Sample	Simple Past Tense			Mean score	Classification
	Positive	**Negative**	**interrogative**		
S-01	75	70	70	71.67	Good
S-02	75	70	70	71.67	Good
S-03	60	60	60	60	Poor
S-04	70	65	70	68.33	Fair
S-05	70	75	70	71.67	Good
S-06	65	60	60	61.67	Fair
S-07	60	60	60	60	Poor
S-08	65	65	60	63.33	Fair
S-09	60	65	65	63.33	Fair
S-10	65	65	65	65	Fair
S-11	70	70	70	70	Fair
S-12	60	60	60	60	Poor
S-13	60	60	60	60	Poor
S-14	60	65	60	61.67	Fair
S-15	65	60	65	63.33	Fair

S-16	60	60	60	60	Poor
S-17	65	60	65	63.33	Fair
S-18	65	65	60	63.33	Fair
S-19	65	60	60	61.67	Fair
S-20	60	60	65	61.67	Fair
S-21	60	60	60	60	Poor
S-22	70	75	70	71.67	Good
S-23	60	60	60	60	Poor
S-24	65	65	65	65	Fair
S-25	70	70	75	71.67	Good
S-26	65	70	70	68.33	Fair
S-27	65	65	60	63.33	Fair
S-28	60	60	60	60	Poor
S-29	60	65	65	63.33	Fair
2-30	70	65	65	66.67	Fair
S-31	65	65	65	65	Fair
S-32	60	60	65	61.67	Fair
S-33	60	65	60	61.67	Fair
S-34	65	60	60	61.67	Fair
Total Score	**2190**	**2180**	**2175**	**2181.68**	
Mean Score	**64.41**	**64.17**	**63.98**	**64.19**	Fair

THE STUDENTS' RESULTS OF ENGLISH TENSES ABILITY IN THE SECOND CYCLE TEST

1. **SIMPLE PRESENT TENSE**

Sample	Simple Present Tense			Mean score	Classification
	Positive	**Negative**	**interrogative**		
S-01	95	95	90	93.33	Excellent
S-02	90	90	95	91.67	Excellent
S-03	80	80	80	80	Good
S-04	90	85	85	86.67	Very Good

S-05	95	95	95	95	Excellent
S-06	90	90	90	90	Very Good
S-07	80	80	80	80	Good
S-08	80	85	80	81.67	Very Good
S-09	90	85	85	86.67	Very Good
S-10	85	80	85	83.33	Very Good
S-11	90	90	85	88.33	Very Good
S-12	80	80	80	80	Good
S-13	80	80	80	80	Good
S-14	85	90	90	88.33	Very Good
S-15	80	80	85	81.67	Very Good
S-16	80	80	80	80	Good
S-17	90	85	85	86.67	Very Good
S-18	80	85	80	81.67	Very Good
S-19	85	85	85	85	Very Good
S-20	80	80	85	81.67	Very Good
S-21	80	80	80	80	Good
S-22	90	95	95	93.33	Excellent
S-23	85	80	80	81.67	Very Good
S-24	80	85	80	81.67	Very Good
S-25	95	90	90	91.67	Excellent
S-26	80	80	85	81.67	Very Good
S-27	90	85	85	86.67	Very Good
S-28	80	80	80	80	Good
S-29	85	85	85	85	Very Good
2-30	90	85	90	88.33	Very Good
S-31	90	90	85	88.33	Very Good
S-32	85	80	80	81.67	Very Good
S-33	80	85	85	83.33	Very Good
S-34	90	85	90	88.33	Very Good
Total Score	**2905**	**2885**	**2890**	**2893.35**	
Mean Score	**85.44**	**84.85**	**85**	**85.09**	Very Good

2. **SIMPLE PAST TENSE**

Sample	Simple Past Tense			Mean score	Classification
	Positive	**Negative**	**interrogative**		

S-01	95	90	95	93.33	Excellent
S-02	90	95	90	91.67	Excellent
S-03	80	80	80	80	Good
S-04	85	85	85	85	Very Good
S-05	95	90	95	93.33	Excellent
S-06	90	90	85	88.33	Very Good
S-07	80	85	80	81.67	Very Good
S-08	85	85	85	85	Very Good
S-09	85	90	85	86.67	Very Good
S-10	85	80	85	83.33	Very Good
S-11	95	90	95	93.33	Excellent
S-12	80	80	80	80	Good
S-13	85	80	85	83.33	Very Good
S-14	85	90	85	86.67	Very Good
S-15	80	80	85	81.67	Very Good
S-16	80	80	80	80	Good
S-17	90	85	90	88.33	Very Good
S-18	80	85	85	83.33	Very Good
S-19	85	85	85	85	Very Good
S-20	80	85	80	81.67	Very Good
S-21	80	80	80	80	Good
S-22	95	95	95	95	Excellent
S-23	85	80	80	81.67	Very Good
S-24	90	85	85	86.67	Very Good
S-25	90	95	90	91.67	Excellent
S-26	80	80	85	81.67	Very Good
S-27	90	85	80	85	Very Good
S-28	80	80	80	80	Good
S-29	85	85	85	85	Very Good
2-30	90	90	85	88.33	Very Good
S-31	90	85	85	86.67	Very Good
S-32	85	80	80	81.67	Very Good
S-33	80	85	80	81.67	Very Good
S-34	90	85	85	86.67	Very Good
Total Score	**2920**	**2900**	**2890**	**2903.35**	
Mean Score	**85.88**	**85.28**	**85**	**85.37**	Very Good

G. THE MEAN SCORES

THE MEAN SCORES FOR D-TEST

1. **Simple present tense**

➢ Positive Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1690}{34} = 49.70$$

➢ Negative Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1645}{34} = 48.38$$

➢ Interrogative Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1595}{34} = 46.76$$

2. **Simple past tense**

➢ Positive Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1655}{34} = 48.67$$

➢ Negative Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1610}{34} = 47.35$$

➢ Interrogative Statement

$$\overline{X} \ = \ \frac{\sum X}{N} = \ \frac{1575}{34} = 46.39$$

THE MEAN SCORES FOR FIRST CYCLE

3. Simple present tense

➢ Positive Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2215}{34} = 65.19$$

➢ Negative Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2210}{34} = 65$$

➢ Interrogative Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2185}{34} = 64.26$$

4. Simple past tense

➢ Positive Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2190}{34} = 64.41$$

➢ Negative Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2180}{34} = 64.17$$

➢ Interrogative Statement

$$\overline{X} = \frac{\Sigma X}{N} = \frac{2175}{34} = 63.98$$

THE MEAN SCORES FOR SECOND CYCLE

5. Simple present tense

➢ Positive Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2905}{34} = 85.44$$

➢ Negative Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2885}{34} = 84.85$$

➢ Interrogative Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2890}{34} = 85$$

6. Simple past tense

➢ Positive Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2920}{34} = 85.88$$

➢ Negative Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2900}{34} = 85.28$$

➢ Interrogative Statement

$$\overline{X} = \frac{\sum X}{N} = \frac{2890}{34} = 85$$

H. THE STUDENTS' RESULTS OF OBSERVATION SHEET

THE STUDENTS' RESULTS OF OBSERVATION SHEET

Samples	First Cycle				Second Cycle			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
S-01	2	2	2	3	3	4	4	4
S-02	2	2	2	I	3	4	I	4
S-03	1	A	1	2	2	3	4	4
S-04	2	2	2	3	A	4	4	4
S-05	1	2	2	I	3	3	3	3
S-06	2	2	2	3	I	3	4	I
S-07	1	S	1	2	3	3	3	3
S-08	1	1	1	2	3	3	3	4
S-09	1	1	2	2	2	3	S	4
S-10	1	1	1	2	2	2	S	3
S-11	2	2	2	3	3	3	4	S
S-12	S	1	1	2	3	3	3	4
S-13	1	1	S	2	2	3	3	4
S-14	A	1	1	2	2	2	3	3
S-15	1	1	1	2	2	2	3	3
S-16	1	1	1	2	3	3	3	4
S-17	2	2	2	A	2	3	S	4
S-18	1	1	1	2	2	2	3	4
S-19	1	1	1	2	2	2	A	3
S-20	1	S	1	2	2	3	3	3
S-21	1	1	A	2	2	3	3	4
S-22	2	2	2	3	A	3	3	4
S-23	1	1	1	2	3	3	3	S
S-24	A	1	1	2	2	2	2	3
S-25	1	1	2	2	2	2	I	3
S-26	2	2	S	2	3	3	4	4
S-27	1	2	1	2	3	A	3	3
S-28	S	1	1	2	2	I	3	3
S-29	1	1	1	2	2	S	3	3
S-30	1	S	2	2	2	3	4	S
S-31	1	1	1	2	3	3	3	A
S-32	A	1	1	2	3	3	3	4
S.33	1	1	1	2	3	3	3	A
S-34	1	A	1	2	2	2	3	I
	37	39	42	67	74	88	90	97

Note :

1	: Tidak aktif	A	: Absen
2	: Kurang aktif	I	: Izin
3	: Aktif	S	: Sakit
4	: Sangat aktif		

The calculation of The students' results of observation sheet in the first cycle and second cycle by using this formula :

Meetings	Percentages	Mean scores
I	$P = \dfrac{F}{4 \; x \; N} \times 100\%$ $= \dfrac{37}{4 \; X \; 34} \times 100\ \%$ $= 27.20\%$	First Cycle : $\dfrac{I + II + III + IV}{4}$ $= \dfrac{27.20+28.67+31.62+49.26}{4}$ $= 34.18\ \%$
II	$P = \dfrac{F}{4 \; x \; N} \times 100\%$ $= \dfrac{39}{4 \; X \; 34} \times 100\ \%$ $= 28.67\%$	
III	$P = \dfrac{F}{4 \; x \; N} \times 100\%$ $= \dfrac{43}{4 \; X \; 34} \times 100\ \%$ $= 31.62\%$	
IV	$P = \dfrac{F}{4 \; x \; N} \times 100\%$ $= \dfrac{67}{4 \; X \; 34} \times 100\ \%$ $= 49.26\%$	

I	$P = \dfrac{F}{4 \, x \, N} \times 100\%$ $= \dfrac{74}{4 \, X \, 34} \times 100\%$ $= 54.41\%$	Second Cycle : $\dfrac{I + II + III + IV}{4}$ $= \dfrac{54.41 + 64.70 + 66.17 + 71.32}{4}$ $= 64.15\%$
II	$P = \dfrac{F}{4 \, x \, N} \times 100\%$ $= \dfrac{88}{4 \, X \, 34} \times 100\%$ $= 64.70\%$	
III	$P = \dfrac{F}{4 \, x \, N} \times 100\%$ $= \dfrac{90}{4 \, X \, 34} \times 100\%$ $= 66.17\%$	
IV	$P = \dfrac{F}{4 \, x \, N} \times 100\%$ $= \dfrac{97}{4 \, X \, 34} \times 100\%$ $= 71.32\%$	

I. The Classification Of Students' Percentages

A. The Classification Of Students' Percentages In the Simple Present Tense

1. Diagnostic Test

Category	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	-	-
Fair	3	$3/34x100$ = 8.82%
Poor	9	$9/34x100$ = 26.49%
Very Poor	22	$22/34x100$ = 64.78%

2. **First Cycle Test**

Category	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	7	$7/34x100$ = 20.58%
Fair	19	$19/34x100$ =55.88%
Poor	8	$8/34x100$ = 23.59%
Very Poor	-	-

3. **Second Cycle Test**

Category	Frequency	Percentage
Excellent	5	$5/34x100$ =14.78%
Very Good	22	$22/34x100$ = 64.78%
Good	7	$7/34x100$ = 20.58%
Fair	-	—
Poor	-	-
Very Poor	-	-

B. The Classification Of Students' Percentages In Simple Past Tense

1. **Diagnostic Test**

Category	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	-	-
Fair	3	$3/34x100$ = 8.82%
Poor	7	$7/34x100$ = 20.58%
Very Poor	24	$24/34x100$ = 70.58%

2. **First Cycle Test**

Category	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	5	$5/34x100$ = 14.78%
Fair	21	$21/34x100$ = 61.77%
Poor	8	$8/34x100 = 23.59\%$
Very Poor	-	-

3. **Second Cycle Test**

Category	Frequency	Percentage
Excellent	6	$6/34x100$ = 17.67%
Very Good	23	$23/34x100$ = 67.67%
Good	5	$5/34x100$ = 14.78%
Fair	-	-
Poor	-	-
Very Poor	-	-

THE STUDENTS' NAME OF THE SECOND CLASS OF SMP BATARA GOWA

Sample	Name
S-01	Muh Adnan Maulana
S-02	Muh Awal andi.P
S-03	Muh Dirmansyah
S-04	Muh Nur Aliem
S-05	Muh Purwansyah
S-06	Muh Rodhi Habib
S-07	Nur Fajri
S-08	Nurfaizin Ramadhan
S-09	Rivad yunus
S-10	Widyawan kuncoro Aji
S-11	Agung Atmanugraha
S-12	Arwin Asri
S-13	Asrul Syaifullah
S-14	Firdaus
S-15	Firmanto
S-16	Muh Ilham Anugrah
S-17	Muh Ardiansyah
S-18	Anniza Rusli
S-19	Aswinda Amir
S-20	Ayustika Medi
S-21	Devika Fachrunisyah.D
S-22	Halija
S-23	Hasmawati
S-24	Jumatiah
S-25	Khusnul khatima
S-26	Miftahul jannah
S-27	Mutia Ramadhan
S-28	Nur Mayah Ariffudin
S-29	Nur Mifta R
S-30	Siti Nurjannah
S-31	Sri reskiyanti
S-32	St Riva Febriani
S-33	Vika Rivita Sari
S-34	Reski rahmayanti

J. DOCUMENTATION

DOCUMENTATION

LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama sekolah   : SMP Batara Gowa
Tahun ajaran   : 2017/2018
Kelas/semester   : VIII/8
Pokok Bahasan   : Simple present tense and simple past tense
Mata pelajaran   : Bahasa Inggris
Aspek   : Writing
Siklus   : I

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	**Pra Pembelajaran**				
1	Siswa menempati tempat duduknya masing-masing			✓	
2	Persiapan menerima pelajaran			✓	
II	**Kegiatan Awal Pembelajaran**				
1	Mampu menjelaskan kembali isi materi terdahulu		✓		
2	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai			✓	
III	**Kegiatan Inti Pembelajaran**				
A	**Penjelasan Materi Pembelajaran**				
1	Memperhatikan dengan serius ketika dijelaskan materi pelajaran			✓	
2	Aktif bertanya saat proses penjelasan materi			✓	
3	Adanya interaksi positif diantara siswa			✓	
4	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan		✓		
B	**Pendekatan/Strategi pembelajaran**				
1	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2	siswa memberikan pendapatnya ketika diberi kesempatan		✓		
3	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4	Siswa termotivasi dalam mengikuti proses pembelajaran			✓	
5	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan			✓	
6	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran			✓	
C	**Pemanfaatan Media Pembelajaran**				
1	Adanya interaksi positif saat media pembelajaran disajikan		✓		
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan			✓	
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran			✓	

D	Penilaian Proses dan Hasil Belajar				
1	Siswa merasa terbimbing			✓	
2	Mampu menjawab prtanyaan-pertanyaan guru dengan benar		✓		
E	Penggunaan Bahasa				
1	Penjelasan dapat dengan mudah dimengerti oleh siswa			✓	
2	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran		✓		
F	Kegiatan Penutup				
1	Siswa secara aktif memberi rangkuman		✓		
2	Siswa membuat rangkuman hasil pembelajaran secara runtuh		✓		

4: very active   2: Less active

3: Active   1: No active

LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama sekolah   : SMP Batara Gowa
Tahun ajaran   : 2017/2018
Kelas/semester   : VIII/8
Pokok Bahasan   : Simple present tense and simple past tense
Mata pelajaran   : Bahasa Inggris
Aspek   : Writing
Siklus   : II

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	**Pra Pembelajaran**				
1	Siswa menempati tempat duduknya masing-masing				✓
2	Persiapan menerima pelajaran			✓	
II	**Kegiatan Awal Pembelajaran**				
1	Mampu menjelaskan kembali isi materi terdahulu			✓	
2	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai			✓	
III	**Kegiatan Inti Pembelajaran**				
A	**Penjelasan Materi Pembelajaran**				
1	Memperhatikan dengan serius ketika dijelaskan materi pelajaran			✓	
2	Aktif bertanya saat proses penjelasan materi				✓
3	Adanya interaksi positif diantara siswa			✓	
4	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan			✓	
B	**Pendekatan/Strategi pembelajaran**				
1	Siswa terlibat aktif dalam kegiatan pembelajaran				✓
2	siswa memberikan pendapatnya ketika diberi kesempatan			✓	
3	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4	Siswa termotivasi dalam mengikuti proses pembelajaran			✓	
5	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan			✓	
6	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran				✓
C	**Pemanfaatan Media Pembelajaran**				
1	Adanya interaksi positif saat media pembelajaran disajikan			✓	
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan			✓	
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran			✓	

D	**Penilaian Proses dan Hasil Belajar**				
1	Siswa merasa terbimbing			✓	
2	Mampu menjawab prtanyaan-pertanyaan guru dengan benar				
E	**Penggunaan Bahasa**				
1	Penjelasan dapat dengan mudah dimengerti oleh siswa				✓
2	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran			✓	
F	**Kegiatan Penutup**				
1	Siswa secara aktif memberi rangkuman			✓	
2	Siswa membuat rangkuman hasil pembelajaran secara runtuh			✓	

4: very active   2: Less active

3: Active   1: No active

LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU

Nama sekolah   : SMP Batara Gowa
Tahun ajaran   : 2017/2018
Kelas/semester   : VIII/8
Pokok Bahasan   : Simple present tense and simple past tense
Mata pelajaran   : Bahasa Inggris
Aspek   : Writing
Siklus   : I

No.	Kegiatan	Skor			
		4	3	2	1
	❖ Awal				
1	Memberi salam		✓		
2	Mengabsen siswa		✓		
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	❖ Inti				
5	Penjelasan mengenai tenses		✓		
6	Metode membimbing siswa mengenai tenses		✓		
7	Pengarahan kepada siswa kegiatan pembelajaran		✓		
8	Penguasaan kelas			✓	
9	Suara		✓		
10	Pemberian pertanyaan		✓		
11	Kemampuan melakukan evaluasi		✓		
	❖ Akhir				
12	Memberi kesempatan siswa bertanya	✓			
13	Menyimpulkan materi			✓	
14	Menutup pelajaran		✓		

    4: sangat baik   2: cukup

    3: baik   1: kurang

Notes :

First meeting (08/10/2018):

❖ Tingkatkan penguasaan kelas serta interaksi dengan siswi

Second meeting (11/10/2018):

❖ Tetap jelaskan kepada siswa tentang apa-apa saja kesalahan yang siswa telah lakukan saat bekerja kelompok

Third meeting (15/10/2018):

❖ Efisienkan waktu, jangan terlalu lama dalam satu kegiatan saja

Fourth meeting (18/10/2018):

❖ Sebaiknya jelaskan dulu langkah-langkahnya secara jelas sampai siswa bisa mengerti, kemudian anda pindah ke kegiatan lainnya.

Sungguminasa,   oktober 2018

<u>Nurlaelah, S. Pd</u>

LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU

Nama sekolah   : SMP Batara Gowa
Tahun ajaran   : 2017/2018
Kelas/semester   : VIII/8
Pokok Bahasan   : Simple present tense and simple past tense
Mata pelajaran   : Bahasa Inggris
Aspek   : Writing
Siklus   : II

No.	Kegiatan	Skor			
		4	3	2	1
	❖ Awal				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	❖ Inti				
5	Penjelasan mengenai tenses	✓			
6	Metode membimbing siswa mengenai tenses		✓		
7	Pengarahan kepada siswa kegiatan pembelajaran		✓		
8	Penguasaan kelas		✓		
9	Suara	✓			
10	Pemberian pertanyaan		✓		
11	Kemampuan melakukan evaluasi	✓			
	❖ Akhir				
12	Memberi kesempatan siswa bertanya	✓			
13	Menyimpulkan pertanyaan		✓		
14	Menutup pelajaran	✓			

4: sangat baik   2: cukup

3: baik   1: kurang

Notes :

Fifth meeting (22/10/2018):

❖ Lebih rileks agar suasana kelas lebih nyaman
❖ Ciptakan keadaan yang lebih komunikatif

Sixth meeting (25/10/2018):

❖ Good.. tinggal peningkatan antusiasme para siswa harus lebih tinggi.

Seventh meeting (29/10/2018):

❖ Hope you will be a good teacher later.

eight meeting (01/11/2018):

❖ Very good.. setelah melakukan penelitian ini hendaknya tetap memperhatikan koreksi yang telah diberikan untuk memperbaiki dan meningkatkan cara mengajar.

Sungguminasa,   oktober 2018

Nurlaelah, S. Pd

CURRICULUM VITAE

Nur Wahidah M. was born in Sungguminasa, April 13th 1995 from the marriage of her parents Mansyur and Rohani. She is the youngest child in her family and has a sister and a brother.

She began her elementary school at SDN Panciro in 2001 and graduated 2007. She continued her study at SMPN 1 Bajeng and graduated in 2010. After finished her junior high school, she continued her study at SMAN 1 Bajeng, and graduated in 2013.

Then she continued her study at the English Department of FKIP of Makassar Muhammadiyah University in 2013.