ENHANCING TEENAGERS' TENSES MASTERY BY USING COURSE REVIEW HOORAY IN DESA KAWATA

Thesis

Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English Language Education Study Program of the Faculty of Education and Teacher Training of the State Islamic Institute of Palopo

IAIN PALOPO

By

MUSDALIPA

16.0202.0039

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2020

ENHANCING TEENAGERS' TENSES MASTERY BY USING COURSE REVIEW HOORAY IN DESA KAWATA

Thesis

Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English Language Education Study Program of the Faculty of Education and Teacher Training of the State Islamic Institute of Palopo

IAIN PALOPO

By:

MUSDALIPA

16.0202.0039

Supervised By:

1. **Prof. Dr. Abdul Pirol, M.Ag**
2. **Muhammad Iksan S.Pd,. M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

THESIS APPROVAL

This thesis entitled **"Enhancing Teenagers' Tenses Mastery by Using Course Review Hooray in Desa Kawata"** Which is Written by **Musdalipa, Reg. Number. 16.0202.0039,** S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 11th of December 2020 M,** coincided with **26th Rabiul Akhir 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Palopo, 11th December 2020 M
26th Rabiul Akhir 1442 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum   Chairman   (.................)

2. Dr. Jufriadi, S.S., M.Pd   Examiner I   (.................)

3. Dr. Magfirah Thayyib, S.S., M.Hum   Examiner II   (.................)

4. Prof. Dr. Abdul Pirol, M.Ag   Consultant I   (.................)

5. Muhammad Iksan, S.Pd., M.Pd   Consultant II   (.................)

Approved by,

The Rector of IAIN Palopo The Dean of Tarbiyah and Teacher Training	The Head of the English Study Program
Dr. Nurdin K, M.Pd NIP 19681231 199903 1 014	Amalia Yahya, S.E., M.Hum NIP 19771013 200501 2 006

iii
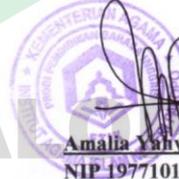
CONSULTANT APPROVAL

Thesis Entitled   : **"Enhancing Teenagers' Tenses Mastery by Using Course Review Hooray in Desa Kawata"**

Written By   :

    Name   : Musdalipa

    Reg. Number   : 16.0202.0039

    Faculty   : Tarbiyah and Teacher Training

    Study Program   : English Education

Has been corrected and approved to be examined.

Palopo, 21 Oktober 2020

Consultant I   **Consultant II**

Prof. Dr. Abdul Pirol, M.Ag   **Muhammad Iksan, S.Pd., M.Pd**
NIP: 19691104 199403 1 004   NIP: 19860327 201801 1 001

NOTA DINAS PEMBIMBING

Lamp   : -   Palopo, 21 Oktober 2020

Hal   : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

     Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama   : Musdalipa

NIM   : 16.0202.0039

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : "Enhancing Teenagers' Tenses Mastery by Using Course Review Hooray in Desa Kawata"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb

Pembimbing I   Pembimbing II

Prof. Dr. Abdul Pirol, M.Ag   **Muhammad Iksan, S.Pd., M.Pd**
NIP: 19691104 199403 1 004   **NIP: 19860327 201801 1 001**

EXAMINER APPROVAL

Thesis Entitled   **Enhancing Teenagers' Tenses mastery By Using Course Review Hooray in Desa Kawata**

Written By   :

        Name   : Musdalipa

        Reg.Number   : 16.0202.0039

        Faculty   : Tarbiyah and Teacher Training

        Study Program   : English Education

Has been corrected and approved to be Munaqasyah examined.

Palopo,   November 2020

Examiner I
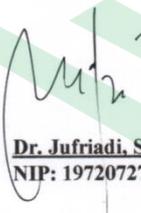
Dr. Jufriadi, S.S., M.Pd
NIP: 197207272006041002

Examiner II
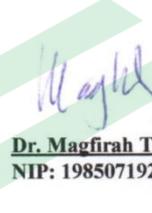
Dr. Magfirah Thayyib, S.S., M.Hum
NIP: 198507192018012001

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Musdalipa
Registration Number : 16.0202.0039
Faculty : Tarbiyah and Teacher Training
Study Program : English Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the word of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 10 November 2020

Regards,

Musdalipa
16.0202.0039

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

اَلْحَدُ اِللَّهِ رَبِّ الْعَلَمِيْنَز. وَالصَّلَاةُ وَ السَّلَامُ عَلىَ سَيِّدِناَمُحَمَّدٍ وَ عَلىَ اَلِهِ وَ اَصْحاَبِهِ اَخْمَعِينَ

(اما بعد)

Praise and great gratitude to Almighty God Allah SWT who always gives mercy, blessing, opportunity, health, and also inspiration for the writer to finish this thesis. Salawat and salam to great prophet Muhammad SAW, his family, friends, and all the people who still do Allah's commands and avoid his prohibitions.

The writer also thank to beloved family especially for her Parents (Sappe. A and Muliyanah) and her sister (Siti Rahayu) for their pray, love, motivation, support and also financial support.

The writer would like to thank to all of people those who have given helping, guidance and contribution to finish this thesis. The writer would like to express this thank to:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo and is also my first consultant who always give suggestion and support in this thesis.

2. Drs. Nurdin K,.M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

3. Amalia Yahya, SE, M.Hum as the head of English Study Program of Tarbiyah Departement of IAIN Palopo.

12. All my friends of IAIN Palopo especially Big (A) thanks for the nice friendship, support, and togetherness during study at IAIN Palopo.

13. The writer also recites thanked the others who cannot be mentioned one by one who always helped and supported the writer to complete this thesis. The writer realized this thesis would not be created without their participation. Finally, May Allah SWT give rewards to all people who helped the writer. The writer hopes this thesis will give a positive contribution to the readers, religion, and the state. Aamiin.
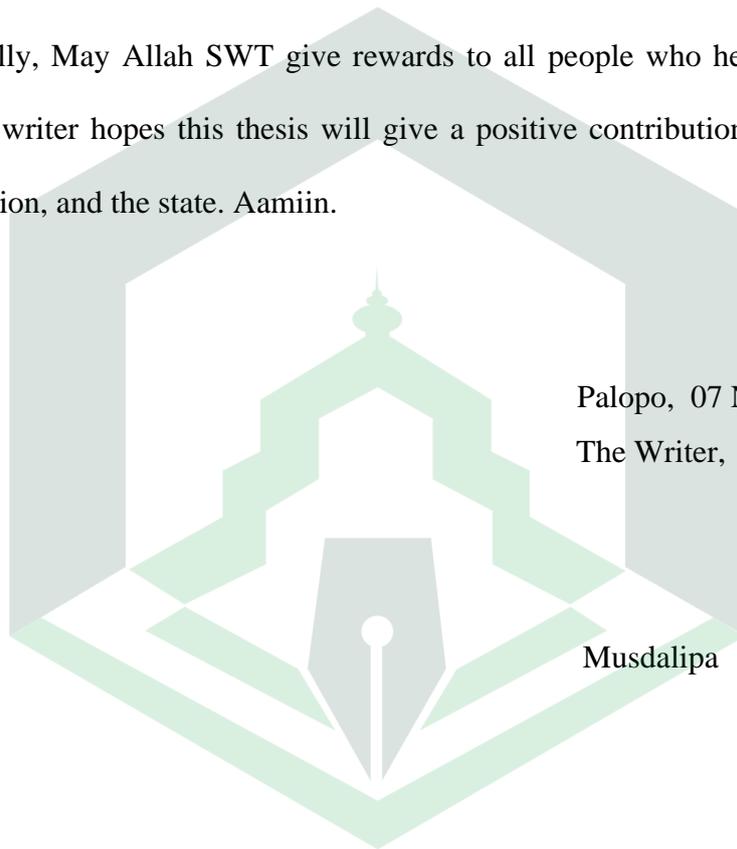
Palopo, 07 November 2020
The Writer,

Musdalipa

TABLE OF CONTENTS

IAIN PALOPO

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

ABSTRACT

Musdalipa, 2020. *"Enhancing Teenagers' Tenses Mastery by Using course Review Hooray in Desa Kawata".* A Thesis of the English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by the consultant (I) Prof. Dr. Abdul Pirol, M.Ag and consultant (II) Muhammad Iksan S.Pd., M.Pd.

This research aims to determine whether or not using course review hooray in enhancing teenagers' tenses mastery in Desa Kawata. This research utilized the pre-experimental method, and the subjects were teenagers in Desa Kawata consist of seven teenagers. The subject was chosen using convenience sampling. The researcher use grammar test; multiple-choice and essay tests. The grammar test was given in pre-test and post-test. The result of research reveals that using course review hooray is effective in enhancing teenagers' tenses mastery. It is proven by the mean score of teenagers in post-test (57.85) which is higher than pre-test namely (35.71).

Key word: Course Review Hooray, Enhancing, Grammar, Mastery, Teenager
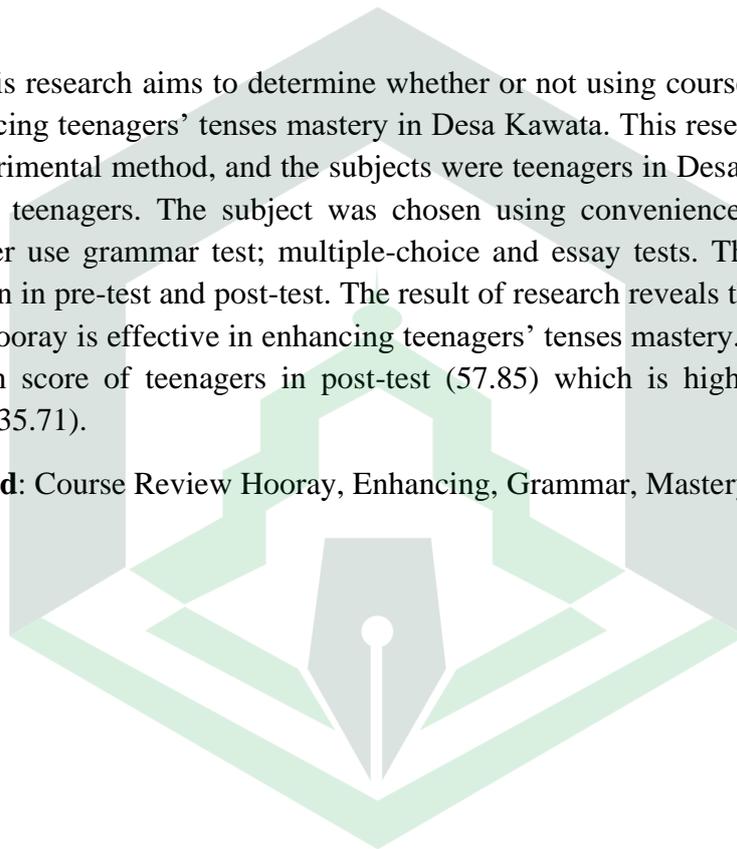
CHAPTER I

INTRODUCTION

A. Background

Tense is an essential part of the English structure that must be known by the learners. Tense is a verb form of time to demonstrate the time when the injuries occur.[1] The function of tense is to show the differences in time and situations. By understanding the tenses, the learners will be able to communicate with other people, and it will be easier to understand the content of the conversation.

Tense is significant for learners because they can understand when the activity is going on and make structure well in writing. Besides, understanding tenses can help people to communicate effectively. However, there are some difficulties faced by learners in learning tenses such as; the use of verbs in a sentence, the difficulties to distinguish between the use of time and problem in using formulas.

A teenager is a person aged between thirteen and nineteen years. Teenagers learn directly from their peers and also adults around them. They are often glad to share their knowledge in pairs or small groups.

Teaching English, especially grammar, is a little complicated for teenagers. Still a teacher should understand their needs and support them to learn and also, the teacher has to know their characteristics and how they learn it.

---

[1] Masruddin, *A Teaching Book And Exercises, Error Analysis* (Palopo: STAIN Palopo, 2009).

Sometimes, teenagers easily feel bored, so the teacher has to use a proper and fun method to help them understand the material being taught.

Based on observations and interviews in Desa Kawata, Kecamatan Wasuponda, kabupaten Luwu Timur the researcher finds the teenagers' problem in learning English is difficult to understand grammar especially in learning tenses, using a verb in a sentence, how to distinguish tenses in a sentence and making a good sentence.

Furthermore, the researcher determines to use one of the learning methods to overcome this problem. The method used is the Course Review Hooray. The researcher chose this method because it was exciting and fun to increase students' enthusiasm in learning. Students are allowed to ask questions about the material presented. This method will motivate students to be energetic in learning process. Besides, this method will also test students' understanding of the material being taught. So, the teacher can solve students' problems by discussing them together.

According to Huda "Course Review Hooray is a learning method that can create a vibrant and enjoyable environment in the classroom since it is important to yell "hooray" to any student who can respond correctly. This method aims to test the comprehension of students in answering questions, where the responses to the questions are written on a car or box that has a number. Besides, this approach also encourages students to grasp concepts well through discussions".[2]

Based on the statement above, the researcher reason of using course review hooray is very important to enhance students' tense mastery so that the

---

[2] Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013).

researcher is interested in conduct a research with entitle "Enhancing Teenagers' Tenses Mastery By Using Course Review Hooray in Desa Kawata".

B. Problem Statement

The researcher formulated the problem statement based on the description: Is the use of Course Review Hooray effective in enhancing teenagers' tenses mastery?

C. Objective of the Research

Concerning the research problem, the findings show that the research's specific purpose is to find out whether or not the use of Course Review Hooray effective in enhancing teenagers' tenses mastery.

D. Significance of the Research

1. Practically

a. For Teacher, it is expects to help the teachers guiding the students to increase their tenses mastery.

b. For Students, it will be able to have more knowledge about tenses.

c. For other researcher, it can be guide for research as contribution upgrade on tenses for other researchers.

2. Theoretically

It is expected that it will make a positive contribution to the theory of English Language Teaching, especially grammar teaching.

E. Scope of the Research

The scope of the research is focused in enhancing teenagers' tenses mastery by using Course Review Hooray in Desa Kawata especially in two basic tenses "simple present tense and simple past tense so that teenagers can see differences between each other. The researcher took seven subject aged 15-16 years old.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The research find some researches which closely related in this research, those researches are:

Rahmat Syam tried to assess the efficacy of using word wall in teaching simple present tense. The research was applied at the first-year students of Junior High School 1 Parigi; there were 48 students. The research concluded that in teaching present tense, the use of word wall is beneficial. The result would be 42.50 for the controlled class by the percentage mean score of the pre-test, but in the post-test it has risen to 68.95. The mean score of the pre-test for the experimental class is 48.33, but it has risen to 80.20 at the post-test. So, better than the controlled class, the experimental class is better.[3]

Ria Reski Awal aimed to found out the learners' understanding of simple past tense through song. The study was performed on SMKN 3 Selayar Island Regency first-year students; there were 24 students. The study concluded that the song increased the knowledge of the simple past tense among the students. The result can see through each cycle. The first cycle revealed that the achievement and success of the students were poor. It could be shown that the students mean score in the first cycle was 65.42. The mean score of the students in the second cycle was 92.08. The mean score of the students in the third cycle was 94.58. So,

---

[3] Rahmat Syam, *"The Effectiveness of Using Word Wall in Teaching Simple Present Tense at the First Year Students of Unior High School 1 Parigi,"* ETERNAL I, no. 02 (2015).

this study showed that the comprehension of students increased in and period after being taught using songs.[4]

Puji Astuti aimed to found out the effectiveness of course review hooray in improving students' simple past tense mastery. The researcher was conducted at the students of eleventh of SMAN 1 subah, there were 70 students. The study concluded that course review hooray could enhance the simple past tense of students. The result can be seen in t-test (3.534), which is better than t-table (1.669).[5]

Masruddin aimed to found out whether the use of course review hooray method is effective or not to improve the students' speaking skill. The analysis was performed at SMP Negeri 14 Palopo in grade eight, with 38 students. The study concluded that the use of Course Review Hooray is effective in teaching speaking. The outcome can be seen from the posttest score (8,55), which is better than the pretest score (13,66). The P-value of the t-test, then, was 0.00. This assumes that the pretest and the posttest vary significantly from each other.[6]

Rukmanda Dias Aksiwi and Endra Murti Sagoro, studied about "Implementation of Course Review Hooray Learning Method to Improve activities and result of Journal Learning Adjustment at tenth-grade accounting

---

[4] Ria Reski Awal, *"Improving the First Year Students' Understanding on Simple Past Tense Through Song at Smkn 3 Selayar Island Regency"* (UIN Alauddin Makassar, 2017).

[5] Puji Astuti, *"The Effectiveness of Course Review Hooray in Improving Students' Simple Past Tense Mastery"* (Semarang State University, 2011).

[6] Masruddin, *"Course Review Hooray Method in Teaching Speaking,"* IDEAS 7, no. 1 (2019): 153.

students of SMK Muhammadiyah 2 Moyudan".[7] The study concluded that using Course Review Hooray Learning Method can increase the activity and learning outcomes. The result can see through the increase in learning activities from each indicator from the first cycle and second cycle, one of which was visual activities 36.84% to 85.71% and verbal actions 34.21% to 74.60%.

Based on the five researchers above, it can be concluded that the five researchers have the same goal as the researcher. Their similarities can be seen in the two researchers who examined the tenses, especially simple present and simple past. Besides, three other researchers conducted research using the same method as the researcher, namely using Course Review Hooray. This method is used by researchers to test students' understanding of the material given by their teacher. The five researchers above have the same relationship with the researcher otherwise, the difference is two researchers, Rahmat Syam and Ria Resky Awal, using the different method with the researcher, Masruddin and Rukmanda Dias and Endra Murti using the other skill and one another Puji Astuti using the same method and skill even though the researcher is interested in conduct research, namely "Enhancing teenagers' tenses mastery by using course review hooray in Desa Kawata".

---

[7] Rukmanda Dias Aksiwi and Endra Murti Sagoro, *"Implementasi Metode Pembelajaran Course Review Horay Untuk Meningkatkan Aktivitas Dan Hasil Belajar Jurnal Penyesuaian,"* Jurnal Pendidikan Akuntansi Indonesia 12, no. 1 (2014).

B. The Concept of Grammar

1. Definition of Grammar

According to Ba'dulu, grammar is a language type of structure or a verb phrase used to express a relationship with. The most important aspect of communicating with other people is grammar since grammar can reveal our purpose in communication so that everyone can understand our message.[8]

Grammar is the concepts that explain how words are mixed, organized and altered to display various meanings.[9] In the pocket dictionary of the Oxford learner, grammar rules for word creation and phrase-making.

Brown states "Grammar is the concepts in a sentence that regulate the traditional arrangement and relationship of the term. Grammar applies legally only to sentence-level laws, and no rules regulating the interaction between sentences, which we refer to as discourse rules.[10]

Grammar is a model of the language skills of native speakers of a language that allow them to talk and understand their language fluently.[11]

Grammar is form and pattern of meaningful constructs controlled by specific pragmatic constraints.[12]

---

[8] Abdul Muis B, *Basic Sentence Pattern of English* (Ujung Pandang: IKIP Ujung Pandang, 1997).

[9] Michael Swan, *Practical English Usage* (Oxford University Press, 1996).

[10] Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco State University, 2001).

[11] Andrew Redford, *Transformational Grammar* (cambridge, 1998).

[12] Cagri Tugrul Mart, "Teaching Grammar in Context," *Academy Puslisher* 3, no. 1 (2013).

Grammar is about the form of the language, but it also used to make meaning.[13]

Learners should learn grammar because grammar abilities can help them organize words and messages and make them relevant as well. In speaking and writing results, learning about grammar will help learners to construct better phrases. Better grammar skills allow students to make sentences plain enough to understand.[14]

Based on the above grammar description, the researcher concludes that grammar is a rule that is used to organize and arrange words in the correct position to create proper phrases to develop functional language and give learners the ability to combine words in a phrase.

2. Teaching Grammar

In teaching English grammar structure, there are two methods or strategies of teaching grammar those are the inductive strategy and deductive strategy, and the researcher will describe both of approaches included inductive strategy and deductive strategy.

a. Inductive Strategy

According Patel and Jain's theory state that in inductive method the teacher takes the students' example as a first step of showing the rule[15].

---

[13] Diane Larsen-Freeman, *Teaching Grammar*, 2014.

[14] Tugrul Mart, "Teaching Grammar in Context."

[15] Ade Novea Retty, *"The Effectiveness of Using Inductive Method in Teaching English Grammar," English Education Journal* 7 (2018): 98–112.

Firstly, students are given an example of grammatical structure in this method to practice their grammar skill; the students are guided from the conclusion about the rules of the pattern.

According Patel and Jain, Inductive Method is suitable to teach grammar because this method takes students' example as the observed material, makes students understand the difference between the target language and their own language and the students understand more of the grammar use because they have to deduce the meaning and later they generalize the form or structure. The strategy also has disadvantages. It makes time than the deductive method.

b. Deductive Strategy

Headly states, "Grammar is thought deductively that is by presentation and study grammar rules which are the practice through translation exercise".[16] The deductive method is the most effective for the pattern which cannot be discovered by analogy. It can save time. Some students prefer keeping the rule presented and demonstrating the students' comprehension of the theory and the pattern.

The compatibility of teaching grammar using the Course Review Hooray method can be seen that a teacher explains the material before giving training to students and guides students to understand the material to be taught and provides exercises to clarify the relationship between grammar and communicative functions.

---

[16] Ommagio Hadley, *Teaching Language in Context* (Boston: Heinle, 1983).

The researcher will be required to handle the classroom situation and their teaching method or technique after learning about teaching grammar to know how to practice correctly before teaching in the classroom.

C. The Concept of Tenses

1. Definition of Tenses

Tenses means forms of time.[17] Tenses are changes in the form of verbs in a sentence caused by changes in the form of time or time information.[18] Tenses are a verb type of time to demonstrate the time of when the injuries occur.[19]

Based on the definition of tenses above, the researcher concludes that the Tenses show present, past and future activity. Furthermore, tenses showed changes in the form of verbs that are affected by changes in the time of auction and event.

2. Type of Tenses

a. Simple Present Tense

The simple present tense expresses habits.[20] Simple present tense is a form of time used to express an action that takes place at the present time in a simple form or repetitive activity.[21] Use the base form of the verb (I talk, you talk, we talk, they talk) and she, he, it (3rd person singular) has a final - s (he talks, she talks, it rains).

---

[17] Idi Supono, *English Grammar* (Jakarta: Wahyu Media, 2007).

[18] Dony Harianto, *English Grammar for General Application* (Surabaya: Gitamedia Press, 2003).

[19] Masruddin, *A Teaching Book And Exercises, Error Analysis*.

[20] Betty Schramfer, *Basic English Grammar* (Washington, 2006).

[21] Harianto, *English Grammar for General Application*.

1) The Function of Simple Present Tense

Its function is used to explain current activities and explain daily habits.[22]

a) As habits action :

(1) We go to school everyday

(2) You read a newspaper every morning

(3) He sleeps at night

b) For general truth

(1) A year have twelve month

(2) We live on the earth

(3) The sun rises in the east[23]

2) Frequency Adverbs of Simple Present Tense:

(a) Always (Bob always walk to school)

(b) Usually (Ayu usually eats fish)

(c) Often (we often watch TV in the morning)

(d) Sometimes (Rana sometimes watches TV)

(e) Seldom (you seldom cook rice)

(f) Rarely (they rarely drink milk)

(g) Never (he never eat cucumber)[24]

---

[22] Stefhani Ridha R, *Panduan Lengkap Menguasai English Grammar* (Jakarta: Kawan Pustaka, 2007).

[23]Dony Hariyanto and Rudy Hariyono, *English Grammar for general application* (Surabaya: Gitamedia Press, 2003), 237.

[24] Schramfer, *Basic English Grammar*.

3) Pattern of Simple Present Tense:

(a) Positive

Verbal:

> S + Verb I (s/es) + Object

Example:

(+) You sleep every night

(+) She works at the hospital

Nominal:

> S + to be (am, is, are) + Adjective/Noun/Adverb

Example:

(+) He is a captain

(+) They are friendly

(b) Negative

Verbal:

> S + Do/Does + Not + Verb I + Object

Example:

(-) You do not sleep every night

(-) She does not work at the hospital

Nominal:

> S + To be (am, is ,are) + Not + Adjective/ Noun/ Adverb

Example:

(-) He is not a captain

(-) they are friendly

(c) Interrogative

Verbal:

> Do/Does + S + Verb I + Object

Example:

(?) Do you sleep every night?

(?) Does she work at the hospital?

Nominal:

> To be (am ,is ,are) + S+ Adjective/Noun/ Adverb

Example:

(?) Is he a captain?

(?) Are they friendly?

b. Simple Past Tense

Simple past tense is an occurrence or event that occurred in the past that is precisely timed.[25] Regular verbs are marked with the end -d or -ed and irregular verbs have a variety of endings.

1) The Function of Simple Past Tense

Simple past tense used to explain activities that have been completed at a certain time in the past.

(a) to talk about a habit in the past but it does not happen now

Example: when I was young, I worked hard

(b) to talk about a condition that goes on in the past[26]

Example: they were at hospital last week

2) Frequency Adverbs of Simple Past Tense:

Yesterday	Last year, last month, last week
Yesterday morning	the day before yesterday
This morning	an hour ago
Last night	a few minute ago

---

[25] Supono, *English Grammar*.

[26] Harianto, *English Grammar for General Application*.

In 1945

When I was young[27]

3) Pattern of simple past tense:

(a) Positive

Verbal:

> S + Verb II + Object

Example:

(+) I went to Sidrap last week

(+) You saw him yesterday

Nominal:

> S + to be (was, were) + Adjective/Noun/Adverb

Example:

(+) They were here last night

(+) Nina was sick yesterday

(b) Negative

Verbal:

> S + did + Not + Verb I + Object

Example:

(-) I did not go to Sidrap last week

(-) You did not see him yesterday

Nominal:

> S + to be (was, were) + Not + Adjective/ Noun/ Adverb

Example:

(-) They were not here last night

(-) Nina was not sick yesterday

---

[27] Supono, *English Grammar*.

(c)   Interrogative

Verbal:

Did + S + Verb I + Object

Example:

(?) Did you go to Sidrap last year?

(?) Did you see him yesterday?

Nominal:

To be (was, were) + S + Adjective/ Noun/ Adverb

Example:

(?) Were they here last night?

(?) Was Nina sick yesterday?

D. Course Review Hooray

1.   Definition of Course Review Hooray

According to Huda Course Review Hooray, a learning method can create a vibrant and enjoyable environment in the classroom because it is important to yell "hooray" to any student who can respond correctly. This approach aims to test students' comprehension in answering questions, where the answers to the questions are written on a card or box with a number. Besides, this approach also allows students to understand concepts well through group discussion.[28]

According to the shohimin course review hooray, a learning method of collaborative learning includes teaching and learning activities by grouping students in a small group. This learning is a test of students' understanding of concepts using boxes filled with questions and numbered to write the answers.[29]

---

[28] Huda, *Model-Model Pengajaran Dan Pembelajaran*.

[29] Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014).

2. Teaching Using Course review Hooray

a. According to Aris Shoimin, the steps that must be taken by the instructor in using the Course Review Hooray teaching method are as shown in:

1) The teacher expresses the competencies to be attained.

2) The teacher introduces the material with questions and answers according to the subject.

3) The teachers divide learners by classes.

4) Learners are asked to create a card or box as required to assess comprehension. The card or box is then filled in with the teachers' number mention.

5) The teacher reads the questions randomly, and the learners write their responses with the number of teachers in a card or box.

6) After reading the question and the replies of the learners written in cards and boxes, the teacher and learners address the earlier question.

7) Learners have a checklist for the correctly answered question and say 'Hooray' or scream immediately.

8) The correct answer and those who shout hooray are determined from the learners' ranking.

9) The teacher gives rewards to who gets the highest score or who yells hooray most.

10) closing[30]

---

[30] Huda, *Model-Model Pengajaran Dan Pembelajaran*.

3. The advantages and the weakness of Course Review Hooray Method

a. Advantages of Course Review Hooray :

1) The design is exciting and can encourage the participation of learners in it.

2) The method is not monotonous.

3) Enthusiasm for learning increases because the learning atmosphere is fun.

4) The other advantage is increasing the student's ability for cooperation between other students.

b. Weakness of Course Review Hooray

1) Broadening values between passive and active students

2) There is an opportunity for cheating

3) Risking disrupting the atmosphere of learning other classes[31]

E. Conceptual Framework

Tense is an essential part of the English Structure that must be mastered so that someone can use in communicating every day. To understand about tenses, we need a method for more fundamental understand, one of the methods used to improve tense is using the Course Review Hooray method.

Course Review Hooray is used to test students' understanding of tenses and help students solve problems regarding tenses.

The researcher used the Course Review Hooray to enhance the ability of teenagers' tenses based on the explanation above.

---

[31] Huda.

The researcher used Course Review Hooray in enhancing teenagers' tenses mastery. It means that Course Review Hooray could simulate the teenagers to make a good sentence in tenses (simple Present and simple Past tense).

The conceptual framework of this research would be described in following diagram:

```
┌─────────────────────────────────┐
│           Teenagers             │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      Course Review Hooray       │
│    (Interesting, Fun, Enjoying) │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    Teenagers' Tenses Mastery    │
└─────────────────────────────────┘
```
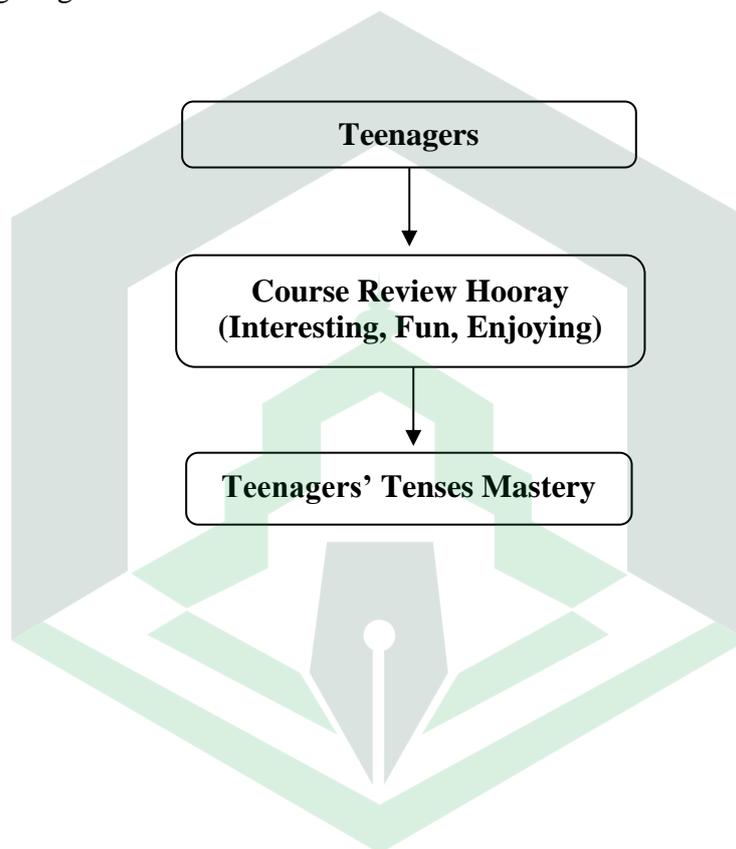
F.   Hypothesis

The statistically hypothesis is as follows:

(Ha) Alternative Hypothesis: Course Review Hooray is effective in enhancing teenagers' tenses mastery in Desa Kawata. If probability value (p) < 0.05; H_0 is rejected and Ha is accepted.

(Ho) Null hypothesis: Course Review Hooray is not effective in enhancing teenagers' tenses mastery in Desa Kawata. If probability value (p) > 0.05; H_0 is accepted and Ha is rejected.
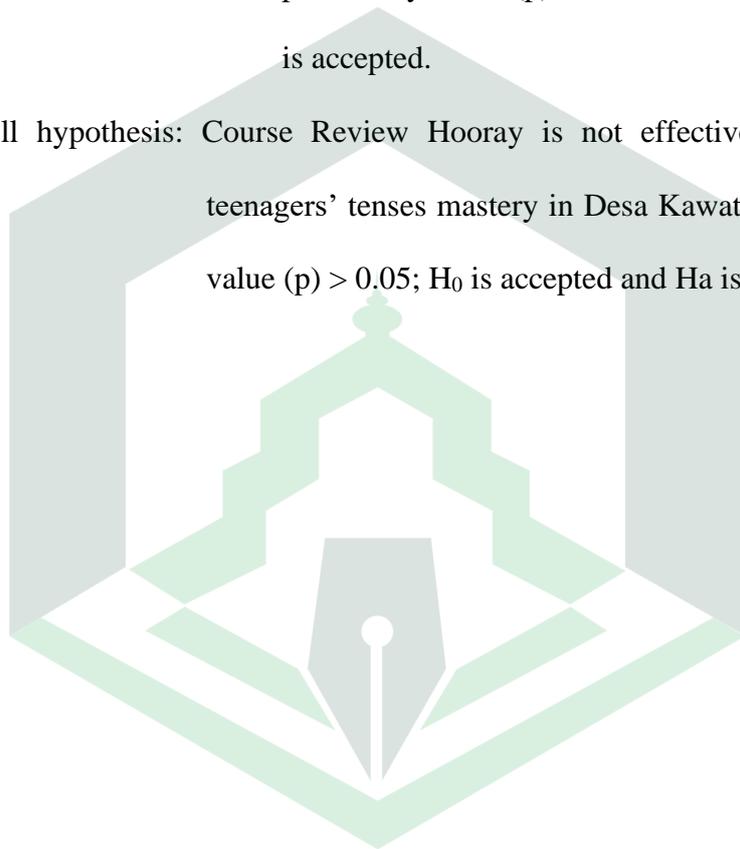
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research applied the pre-experimental method without a control class; the way to collect the data with pre-test and post-test. Pre-test to know students' tenses mastery before doing treatment and post – test to know the students' tenses mastery after doing a treatment. The formulas as follows:

$$E = O_1 \; X \; O_2$$

Where: E: Experimental

O_1: Pre-Test

X: Treatment

O_2: Post-Test
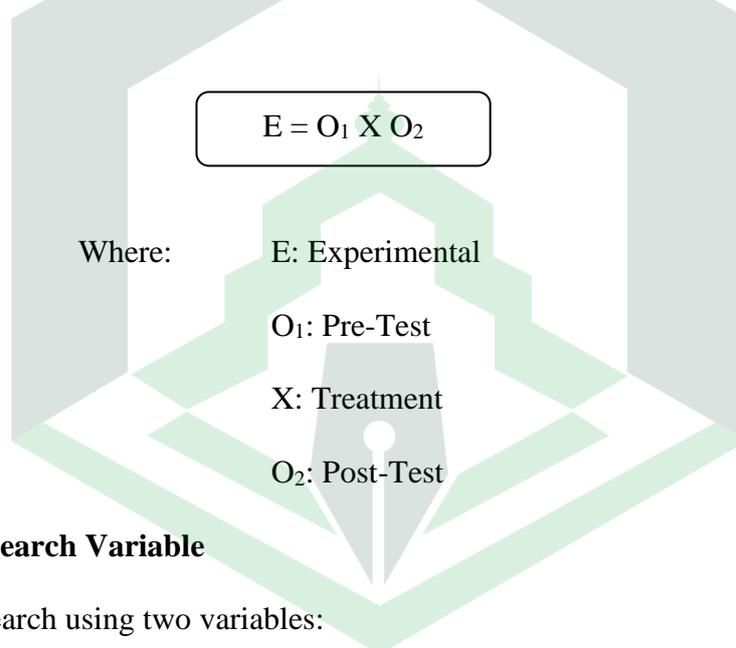
B. Research Variable

This research using two variables:

1. Independent Variable: Teaching Tenses using Course Review Hooray.

2. Dependent Variable: Teenagers' tenses mastery.

C. Population and Sample

This phase described the population and sample of the research:

1. Population

The population of this research is teenagers of the students of senior high school aged 15-16 years old in Desa Kawata. It consists of nineteen teenagers.

2. Sample

There are seven teenagers as a sample chosen using a convenience sampling technique. The researcher used this technique because the sample is taken based on availability. Another reason the researcher took seven teenagers caused by the covid-19 pandemic. Therefore, some of the teenagers did not stay in the village, and the activity in the village was strict about following the health protocol.

D. Instrument of the Research

The instrument of this research is test grammar. The test aimed to know the students' understanding of basic tenses. The test is classified into two types; namely pre-test and post-test. The pre-test will do before treatment. The researcher will test the subject with multiple-choice; 12 items about simple present tense and simple past tense in verbal and nominal sentences include positive, negative, and interrogative sentences and also essay test; 8 items with the same way in a multiple-choice but different problem. There are 20 items. Each items have five score for every correct answer. So, the total of score is 100 if all the teenagers can answer all of the questions correctly. Post-test will do after treatment. The researcher will do the same activity in the pre-test but with different questions.

E. Procedures of Collecting Data

1. Pre- Test

The pre-test was done before treatment, the researcher gave pre-test for teenagers to know their ability in making sentences and understanding tenses. The model test in pre-test was multiple choice and essay test.

2. Treatment

For four meetings, the researcher performed treatment. These are the steps:

a. The first meeting. The instructor told about simple present tense and showed the example of a verbal sentence. Then, the researcher gives some exercise about verbal sentence use Course Review Hooray.

b. The second meeting. The instructor review about verbal sentence and show the example of nominal sentence. Then, the researcher gives some exercise about nominal sentence use Course Review Hooray.

c. The third meeting. The instructor told about simple past tense and showed the example of a verbal sentence. Then, the researcher gives some exercise about verbal sentence use Course Review Hooray.

d. The fourth meeting. The instructor review about verbal sentence and show the example of nominal sentence. Then, the researcher gives some exercise about nominal sentence use Course Review Hooray. Besides, the researcher gave exercise about simple present and past tense in verbal and nominal use course review hooray.

3. Post – test

The researcher did the same activities as in pre-test, the researcher would test the teenagers' ability and understanding about tenses. The researcher would test them through multiple-choice and essay test.

F. Technique of Data Analysis

1. scoring the students correct answer of pre- test and post – test by using the following formula :

$$score = \frac{total\ correct\ Answer}{total\ test\ item} x\ 100$$

2. computing of frequency of the rate percentage the following formula :

$$P = \frac{F}{N} x 100\%$$

Notes:

P   : Percentage

Fq   : The cumulative frequency of subject

N   : Total number of simple[32]

The following classification is used to know the level of the learners' score:

a. Excellent   :   9,5 – 10

b. Very Good   :   8,6 – 9,5

c. Good   :   7,6 – 8,5

d. Fairly Good :   6,6 – 7,5

e. Fairly   :   5,6 – 6,5

---

[32] Ridwan, *Dasar- Dasar Statistika* (Bandung: Alfabeta, 2003).

f. Fairly poor   :   3,6 – 5.5

g. poor   :   0 – 3,5[33]

3. Looking into the use of SPSS 20 for mean score and standard deviation.

[33] Sartina, *"A Thesis on Title Improving English Vocabulary Through Logica Game at the Sixth Year Student of 20 Cimpu"* (STAIN palopo, 2011).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This section shows the analysis data, which is tabulated statistically. It compares the acquisition of the pre-test and post-test student score, classification percentage of the pre-test and post-test student score, mean score, and standard deviation of pre-test and post-test student.

1. The analysis students' score in pre-test and post-test

a. Pre-test

The researcher reveals the tense mastery scores of the students, the mean score and standard deviation of students, and the percentage rate of the pre-test scores of students. The researcher presents the data in tables and uses SPSS 20 for calculations. The pre-test tabulation of the student's score can be appeared in Table 4.1.

Table 4.1

Teenagers' Tenses Mastery Score in Pre-Test

Teenagers	True answer	Score
T1	8	40
T2	9	45
T3	8	40
T4	3	15
T5	4	20
T6	10	50
T7	8	40
∑7	50	260

Above the tables, Table 4.1 reveals that one teenager got the lowest score (15), and one teenager got the highest score (50).

The researcher measured it by using SPSS 20 to measure the mean score of the correct responses of the teenager. The results can be summarized in the statistical a descriptive table that can be seen of table 4.2:

Table 4.2

Teenagers' Correct Answer Mean Score in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	7	15.00	50.00	35.7143	13.04753
Valid N (listwise)	7				

Table 4.2 reveals that the teenagers' highest score is 50, and the lowest score is 15. Moreover, it reveals that the mean precision of teenagers is 35,7143, and the standard deviation is 13,04753.

Also, the researcher wrote the teenagers' ratings of the correct response in the pre-test. It was revealed via the percentage score of the table rate. It reveals in table 4.3.
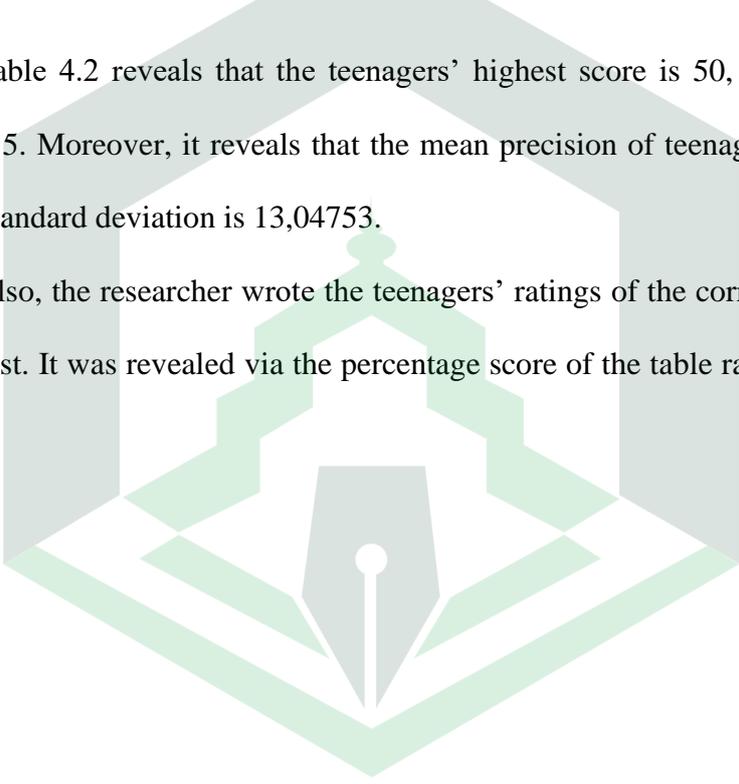
Table 4.3

The Correctness of Teenagers' Answer Rating Percentage in Pre-Test

Classification	Score	Frequency	Percentage
Excellent	95-100	-	0%
Very Good	86-95	-	0%
Good	76-85	-	0%
Fairly Good	66-75	-	0%
Fairly	56-65	-	0%
Fairly Poor	36-55	5	71%
Poor	0-35	2	29%
		7	100%

Table 4.3 reveals that teenagers' score in the frequency of pre-test. It reveals no teenager (0%) got excellent, very good, good, fairly good, and fairly. Otherwise, five teenagers (71%) got fairly poor, and there were two teenagers (29%) got poor. It can be inferred that the tenses mastery of teenagers is still poor.

b. Post-test

The researcher reveals the score of tense mastery of the teenagers, the mean score and standard deviation of teenagers and the percentage rate of the score of teenagers in the pre-test. The researcher presents the data in tables and uses SPSS 20 for calculations. The pre-test tabulation of the teenagers' score can be shown in Table 4.4

Table 4.4

Teenagers' Tenses Mastery Score in Post-Test

Teenagers	True answer	Score
T1	13	65
T2	14	70
T3	14	70
T4	8	40
T5	7	35
T6	12	60
T7	13	65
∑7	81	405

Table 4.4 above the tables reveals that one teenager got the lowest score (35), and two teenagers got the highest score (70).

The researcher measured it by using SPSS 20 to measure the mean score of the correct responses of the students. The result can be summarized in the statistical descriptive table that can be revealed of table 4.5:

Table 4.5

Teenagers' Correct Answer Mean Score in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	7	35.00	70.00	57.8571	14.39246
Valid N (listwise)	7				

Table 4.5 reveals that the teenagers' highest score is 70, and the lowest score is 35. Furthermore, it reveals that the mean score of teenagers is 57.8571, and 14.39246 is the standard deviation.

Besides that in the post-test, the researcher wrote the students' results of the correct answer. It was displayed via the percentage score of the table rate. It can be revealed of table 4.6:
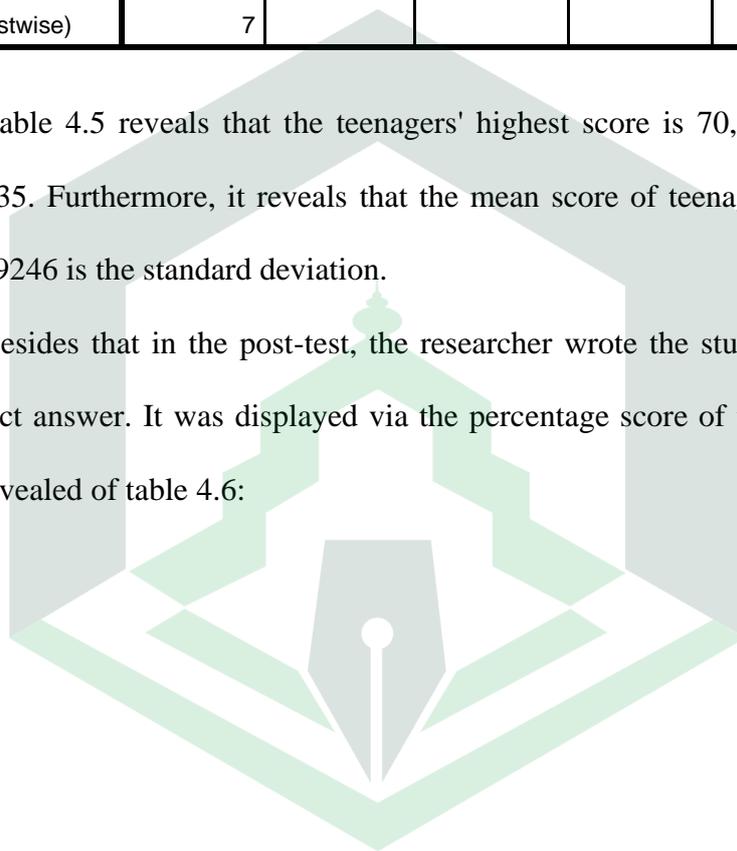
IAIN PALOPO

Table 4.6

The Correctness of Teenagers' Answer Rating Percentage Score in Post-Test

Classification	Score	Frequency	Percentage
Excellent	95 - 100	-	0%
Very Good	86 – 95	-	0%
Good	76 – 85	-	0%
Fairly Good	66 – 75	2	29%
Fairly	56 – 65	3	43%
Fairly Poor	36 – 55	1	14%
Poor	0 – 35	1	14%
		7	100%

The result from table 4.6 reveals that teenagers score at the post-test frequency. It revealed that no teenager (0%) who got excellent, very good, and good. Otherwise, there were two teenagers (29%) got fairly good; there were three teenagers (43%) got Fairly, there was one teenager (14%) got Fairly poor and also there was one teenager (14%) got poor. While there was still a teenager who got poor and very poor, it can be seen that many teenagers got fairly and fairly good than in the pre-test. It can be revealed that the tense mastery of teenagers has enhanced.

The researcher measured it using SPSS 20 on the basis of the mean score of students in the pre-test and post-test. The result was described as follows in the descriptive statistics table:

Table 4.7

The Mean Score and Standard Deviation in Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	7	15.00	50.00	35.7143	13.04753
Posttest	7	35.00	70.00	57.8571	14.39246
Valid N (listwise)	7				

The result from table 4.7 reveal that the standard deviation in the pre-test is 13.04 otherwise in the post-test is 14.39. Furthermore the teenagers' mean score in the pre-test is 35, otherwise the teenagers' mean score in the post-test is 57. The table reveal that mean score of teenagers in the post-test was higher than in the pre-test. It may be summarized that using Course Review Hooray was effective in teaching Tenses, especially simple present tense and simple past tense.

Table 4.8

The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	35.7143	7	13.04753	4.93150
	Posttest	57.8571	7	14.39246	5.43984

Table 4.8 Base on the table above, it reveals that the mean score of the teenagers in the pre-test was 35.7143 while mean score in the post-test was 57.8571. In the pre-test, standard deviation was 13.04753 while standard deviation

in the post-test was 14.39246. It reveals that there enhancement after using course review hooray to enhancing students' tenses mastery.

Table 4.9

The Paired Samples Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	7	.875	.010

Table 4.10

The Paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-22.14286	6.98638	2.64060	-28.60418	-15.68153	-8.386	6	.000

The results of statistical analysis in the table above, with the SPSS 20 program, obtained a significant level of 0.000. Furthermore, the probability value (p) was smaller than alpha (α) (P < 0.05), which means that the null hypothesis (H_0) is rejected; otherwise alternative hypothesis (Ha) is accepted. It can be summarized that teaching tenses are effective in enhancing the mastery of teenager tenses by using course review hooray.

B. Discussion

The result of findings, it reveals that the students mean score in pre-test was 35.7 while students mean score in post-test was 57.85. It reveals that score of post-test was higher than pre-test. While the probably value (p) was less than Alpha (α) (P < 0.05). It revealed that the alternative hypothesis (Ha) was accepted and null hypothesis (H$_0$) was rejected. The researcher had seven teenagers as respondents. The researcher did the pre-test and then gave the treatment, and after that, the researcher did the post-test to know tenses mastery of teenagers. The researcher gave 20 questions of 12 multiple-choice and eight essay tests to know the teenagers' scores about tenses in pre-test and post-test.

In the pre-test, there were no teenagers (0%) who got excellent, very good, good, fairly good, and fairly. At the same time, five teenagers (71%) got fairly poor, and two others (29%) got poor. Top-level score of teenagers is (50), otherwise lowest score is (15). Otherwise, in the post-test, there were no teenagers (0%) who got excellent, very good, and good. While two teenagers (29%) who got fairly good, three teenagers (43%) got fairly. One teenager (14%) got fairly good, and one other (14%) got poor. The highest score of teenagers is (70), and the lowest score is (35).

Comparison between scores in pre-test and post-test can be seen that there was an increase in the post-test, although not too significant. It reveals that some students only got 70 as the highest score and were still part of the fairly good category, and no student got a good category. This is influenced by the common knowledge of students about tense like using a verb in sentences, how to

distinguish tenses in a sentences and also to make a good sentences, so the students were complicated, making a forming word and sentences.

And also, teenagers' vocabulary was still low. Although it was difficult for them, teenagers have motivation in learning. This was one of the advantages of using course review hooray. This method does not only improve the teenagers' tenses mastery but also improve the teenagers' motivation in the learning process.

Another finding was the teenagers train to solve problem by discussing together in a small group. Through discussion together can help some teenagers to understand. Sometimes some of them shy to ask their teacher and glad to ask their friend directly.

After four meeting treatments through Course Review hooray, it can be revealed that the score in post-test was enhanced. The post-test score was higher than the score of a pre-test. Therefore, it can be summarized that using Course Review Hooray is effective in enhancing teenagers' tenses mastery.

There was some previous research related to this research. It was using some method but on different skills. The first researcher is Puji Astuti aimed to found out the effectiveness of course review hooray in improving students' simple past tense mastery. The second is Masruddin aimed to found out whether the use of course review hooray method is effective or not to improve the students' speaking skill. The third is Rukmanda Dias Aksiwi and Endra Murti Sagoro, implementation of course review hooray learning method to improve activities and result of journal learning.

Based on the research above, there is a relationship with the researcher. It can be seen through the same method but different skill. The researcher wanted to

find out whether the use of course review hooray is effective or not in the learning process. Puji astuti stated Course Review Hooray is effective in improving students' simple past tense mastery[34], Masruddin stated the use of course review hooray is effective in teaching speaking[35], and Rukmanda Dias Aksiwi and Endra Murti Sagoro stated using Course Review Hooray can increase the activity and learning outcome[36].

Based on the discussion above, course review hooray is one of the method can used in teaching Grammar especially tenses. This method can help teenagers more active in the learning process because it is interesting and fun so that it will increase teenagers' enthusiasm in learning. Besides this method can test teenagers' understanding of the material explained and also aim the teenagers to solve their problem through discussion.

---
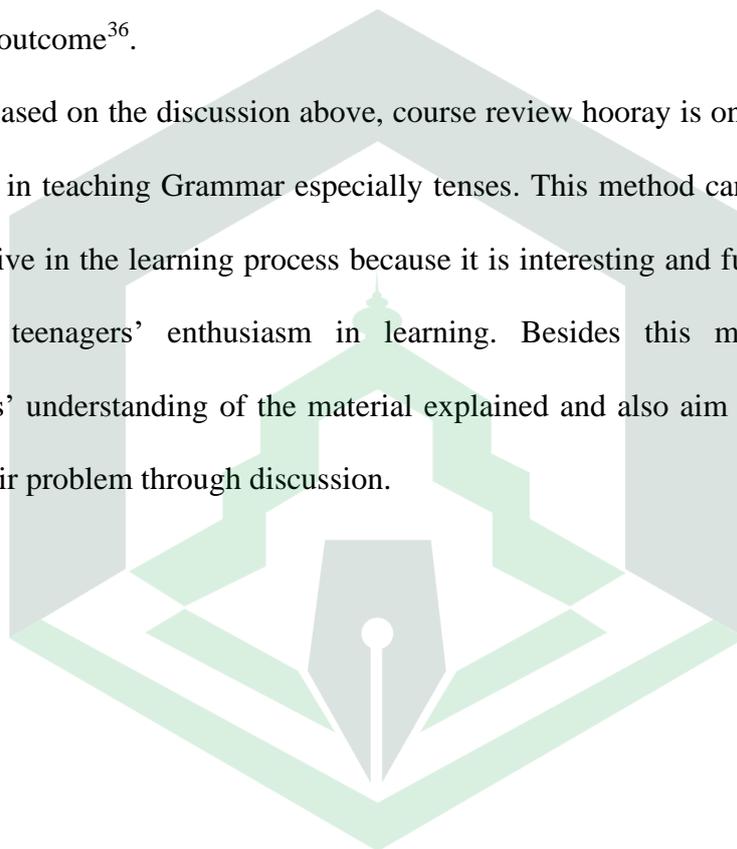
[34] Astuti, *"The Effectiveness of Course Review Hooray in Improving Students' Simple Past Tense Mastery."*

[35] Masruddin, *"Course Review Hooray Method in Teaching Speaking."*

[36] Aksiwi and Sagoro, *"Implementasi Metode Pembelajaran Course Review Horay Untuk Meningkatkan Aktivitas Dan Hasil Belajar Jurnal Penyesuaian."*

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The result of finding and discussion, the researcher summarized that using course review hooray is effective to enhance teenagers' tenses mastery, especially simple present and past tense. It could be seen from the computation of data. There was raising score in pre-test to post-test. In pre-test, the teenagers' mean score was 35.71, and in post-test, the teenagers' mean score was 57.85. Furthermore, the probability value (p) was smaller than alpha (α) ($P < 0.05$), which means that the null hypothesis (H_0) is rejected; otherwise alternative hypothesis (Ha) is accepted.

B. Suggestion

1. For the teacher

Sometimes, teenagers feel bored in the classroom. They are not interested in the learning process. The teacher has to use an exciting method in teaching grammar, especially tenses because it is a little difficult to understand. The teacher can try Course Review Hooray because this method is exciting and enjoyable. Another advantage of this method is it can test teenagers' understanding of the material that the teacher has explained by giving them exercise use cards and ask them to make yells. They have to say it when their answer is correct. This can encourage them to be involved in it and building their motivation to learn in the classroom.

Otherwise, the disadvantage of this method during learning process is to make teenagers have opportunity for cheating with other groups so the teachers have to more pay attention the situation in the classroom.

2. For students

Sometimes teenagers get to trouble in the learning process, especially learning tenses. Generally, they are afraid to ask the teacher about the material. Still, they are glad to learn directly from their peer around them, but in using Course Review Hooray can aim them to learn and practice to know about tenses by the small group, and then they can discuss the material together with their teacher.

3. For other researcher

It may use it as one of reference in conducting their research especially teaching tenses.
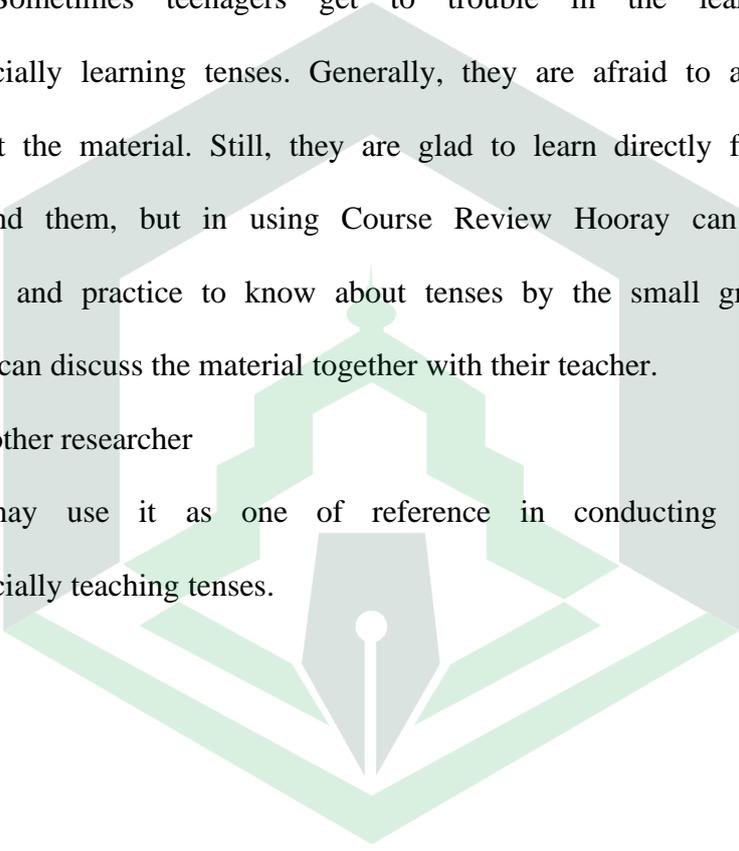
BIBLIOGRAPHY

Aksiwi, Rukmanda Dias, and Endra Murti Sagoro. "Implementasi Metode Pembelajaran Course Review Horay Untuk Meningkatkan Aktivitas Dan Hasil Belajar Jurnal Penyesuaian." *Jurnal Pendidikan Akuntansi Indonesia* 12, no. 1 (2014).

Astuti, Puji. "The Effectiveness of Course Review Hooray in Improving Students' Simple Past Tense Mastery." Semarang State University, 2011.

Awal, Ria Reski. "Improving the First Year Students' Understanding on Simple Past Tense Through Song at Smkn 3 Selayar Island Regency." UIN Alauddin Makassar, 2017.

Brown, Douglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco State University, 2001.

Hadley, Ommagio. *Teaching Language in Context*. Boston: Heinle, 1983.

Harianto, Dony. *English Grammar for General Application*. Surabaya: Gitamedia Press, 2003.

Huda, Miftahul. *Model-Model Pengajaran Dan Pembelajaran*. Yogyakarta: Pustaka Pelajar, 2013.

Larsen-Freeman, Diane. *Teaching Grammar*, 2014.

Masruddin. *A Teaching Book And Exercises, Error Analysis*. Palopo: STAIN Palopo, 2009.

———. "Course Review Hooray Method in Teaching Speaking." *IDEAS* 7, no. 1 (2019): 153.

Muis B, Abdul. *Basic Sentence Pattern of English*. Ujung Pandang: IKIP Ujung Pandang, 1997.

Redford, Andrew. *Transformational Grammar*. cambridge, 1998.

Retty, Ade Novea. "The Effectiveness of Using Inductive Method in Teaching English Grammar." *English Education Journal* 7 (2018): 98–112.

Ridha R, Stefhani. *Panduan Lengkap Menguasai English Grammar*. Jakarta: Kawan Pustaka, 2007.

Ridwan. *Dasar- Dasar Statistika*. Bandung: Alfabeta, 2003.

Sartina. "A Thesis on Title Improving English Vocabulary Through Logica Game at the Sixth Year Student of 20 Cimpu." STAIN palopo, 2011.

Schramfer, Betty. *Basic English Grammar*. Washington, 2006.

Shoimin, Aris. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*.

Yogyakarta: Ar-Ruzz Media, 2014.

Supono, Idi. *English Grammar*. Jakarta: Wahyu Media, 2007.

Swan, Michael. *Practical English Usage*. Oxford University Press, 1996.

Syam, Rahmat. "The Effectiveness of Using Word Wall in Teaching Simple Present Tense at the First Year Students of Unior High School 1 Parigi." *ETERNAL* I, no. 02 (2015).

Tugrul Mart, Cagri. "Teaching Grammar in Context." *Academy Puslisher* 3, no. 1 (2013).

APPENDICES

IAIN PALOPO
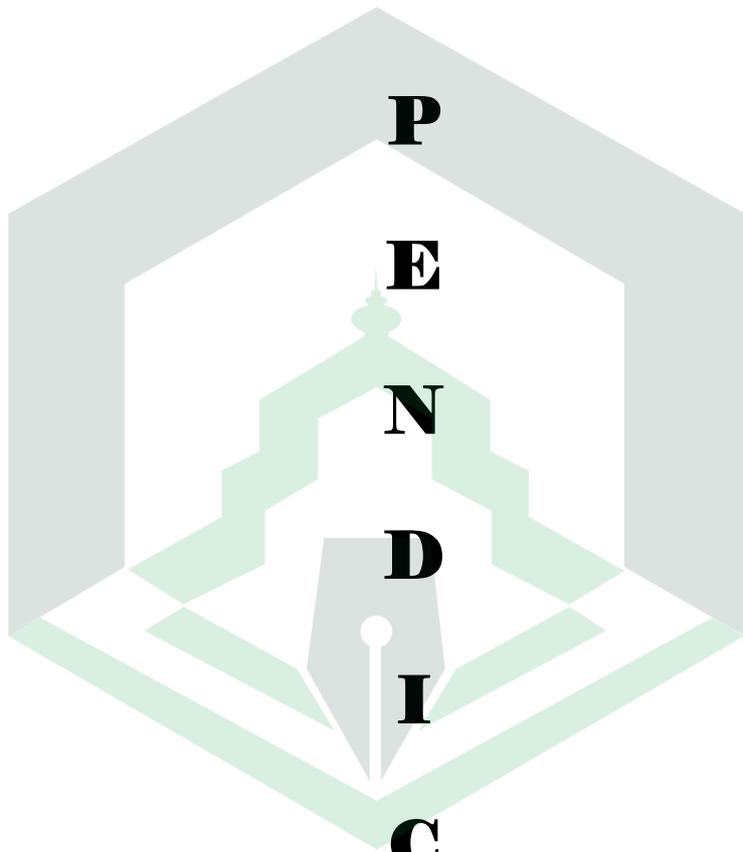
LESSON PLAN

Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Simple Present Tense**
Alokasi Waktu	**: 90 Menit**
Jumlah pertemuan	**: 2 Pertemuan**

A. Kompetensi Inti

KI 1 dan 2	
1. Menghayati dan mengamalkan ajaran agama yang dianutnya 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia	
KI 3	**KI 4**
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	

B. Kompetensi Dasar

1. Memahami dan menganalisis fungsi, struktur, dan unsur kebahasaan pada pertanyaan atau pernyataan tindakan/kejadian di masa sekarang sesuai dengan konteks penggunaannya.
2. Membuat contoh kalimat lisan atau tulisan untuk menyatakan dan menanyakan tindakan/kejadian di masa sekarang sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Memahami dan menganalisis dengan benar mengenai penggunaan waktu sekarang.

2. Membuat contoh kalimat dengan benar mengenai penggunaan waktu sekarang.

D. Tujuan Pembelajaran

1. Siswa dapat memahami dan menganalisis dengan benar mengenai penggunaan waktu sekarang.
2. Siswa dapat membuat contoh kalimat dengan benar mengenai penggunaan waktu sekarang.

E. Materi Pembelajaran:

Simple present tense :

1. Definition
   The simple present tense expresses habits. Simple present tense is a form of time used to express an action that takes place at the present time in a simple form or repetitive activity. Use the base form of the verb (I talk, You talk, We talk, They talk) and the verb after She, He, It (3rd person singular) has a final - s (She talks, He talks, It rains).

2. Function
   Its function is used to explain current activities and explain daily habits.

   - As habits action :
   - We go to school everyday
   - You read a newspaper every morning
   - He sleeps at night
   - For general truth
   - A year have twelve month
   - We live on the earth
   - The sun rises in the east

3. Frequency Adverbs
   - Always (bob always walk to school)
   - Usually (Ayu usually eats fish)
   - Often (they often watch TV at night)
   - Sometimes (tom sometimes watches TV)
   - Seldom (I seldom cook rice)
   - Rarely (I rarely drink milk)
   - Never (I never eat paper)
   -everyday, right now

4. Pattern
- Verbal sentence

Positive   : S + Verb I (s/ es) + Object

Negative   : S + Do/Does + Not +Verb I + Object

Interrogative   : Do/Does +S + Verb I + Object

Example:

(+) You sleep every night   (+) He goes to school everyday
(-) You do not sleep every night   (-) He does not go to school everyday
(?) Do you sleep every night?   (?) Does he go to school everyday?

- Nominal Sentence

Positive   : S + To be (am, is, are) + Adjective/Noun/adverb

Negative   : S + To be (am, is, are) + Not +

Adjective/Noun/adverb

Interrogative   : To be (am, is, are) + S + Adjective/Noun/adverb

Example :

(+) She is a doctor   (+) They are here now
(-) She is not a doctor   (-) They are not here now
(?) Is she a doctor?   (?) Are they here now?

F. Metode Pembelajaran:

1. Pendekatan   : Answering and Questioning

2. Metode Pembelajaran   : Course Review Hooray

G. Langkah- langkah Pembelajaran

Pertemuan ke -1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam. ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru memeriksa kehadiran siswa ▪ Guru menyapa siswa, menanyakan kabar,dan lain-lain ▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	15
Inti	▪ Guru menjelaskan tentang materi simple present tense khususnya dalam kalimat verbal ▪ Siswa diberikan contoh dari kalimat verbal ▪ Guru memberikan latihan kepada siswa cara membuat kalimat verbal dengan penerapan metode Course Review Hooray ▪ Selanjutnya, guru membagi siswa menjadi beberapa kelompok ▪ Guru memberikan kartu kepada setiap kelompok ▪ Guru membaca soal latihan mengenai kalimat verbal secara acak ▪ Setiap kelompok diberikan waktu untuk meyelesaikan soal latihan ▪ Setelah selesai, guru dan siswa mendiskusikan soal bersama-sama	60

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
	▪ Bagi kelompok yang menjawab soal dengan benar, wajib berteriak "hooray" ▪ Guru memberikan hadiah kepada kelompok yang banyak mendapatkan jawaban benar.	
Penutup	▪ Sebagai penutup kegiatan belajar guru mengulas kembali materi tentang simple present tense (kalimat verbal) dengan cara memberikan kesimpulan mengenai pengertian dan rumus- rumus dalam simple present tense dalam lingkup kalimat verbal ▪ Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi yang telah dipelajari ▪ Guru menutup kegiatan belajar hari ini dengan doa dan menyampaikan hal yang harus dipersiapkan pada pertemuan selanjutnya.	15

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam. ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran siswa ▪ Guru menyapa siswa, menanyakan kabar, dan lain-lain.	15

	▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	
Inti	▪ Guru menjelaskan kembali tentang contoh dari kalimat verbal dan selanjutnya siswa diberikan contoh kalimat nominal. ▪ Guru memberikan latihan kepada siswa cara membuat kalimat nominal dengan penerapan metode Course Review Hooray. ▪ Selanjutnya, guru membagi siswa menjadi beberapa kelompok ▪ Guru memberikan kartu kepada setiap kelompok ▪ Guru membaca soal latihan mengenai kalimat nominal secara acak ▪ Setiap kelompok diberikan waktu untuk meyelesaikan soal latihan ▪ Setelah selesai, guru dan siswa mendiskusikan soal bersama-sama ▪ Bagi kelompok yang menjawab soal dengan benar, wajib berteriak "hooray" ▪ Guru memberikan hadiah kepada kelompok yang banyak mendapatkan jawaban benar.	60
Penutup	▪ Sebagai penutup kegiatan belajar guru mengulas kembali materi tentang simple present tense (kalimat nominal) dengan cara memberikan kesimpulan mengenai pengertian dan rumus- rumus dalam simple present tense dalam lingkup kalimat nominal ▪ Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi yang telah dipelajari ▪ Guru menutup kegiatan belajar hari ini dengan doa dan menyampaikan hal yang	15

	harus dipersiapkan pada pertemuan selanjutnya.	

H. Sumber Belajar/Bahan Ajar/Alat

1. Sumber Belajar
- buku referensi yang relevan,
- Kamus

2. Media/Alat:
- *Worksheet* atau lembar kerja(siswa)
- Suara Guru
- Spidol, papan tulis, card, pulpen

I. Penilaian

$$\text{Nilai Perolehan} = \frac{Total\ Correct\ answer}{Total\ test\ Item}\ X\ 100$$

Researcher,

<u>MUSDALIPA</u>
16 0202 0039

IAIN PALOPO

Mata Pelajaran   **: Bahasa Inggris**
Materi Pokok   **: Simple Past Tense**
Alokasi Waktu   **: 90 Menit**
Jumlah Pertemuan **: 2 Pertemuan**

A. Kompetensi Inti

KI 1 dan 2	
3. Menghayati dan mengamalkan ajaran agama yang dianutnya 4. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulandunia	
KI 3	**KI 4**
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	

B. Kompetensi Dasar

1. Memahami dan menganalisis fungsi, struktur, dan unsur kebahasaan pada pernyataan atau pertanyaan tindakan/kejadian di masa lampau sesuai dengan konteks penggunaannya.
2. Membuat contoh kalimat lisan atau tulisan untuk menyatakan dan menanyakan tindakan/kejadian di masa lampau sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Memahami dan menganalisis dengan benar mengenai penggunaan waktu lampau.

2. Membuat contoh kalimat dengan benar mengenai penggunaan waktu lampau.

D. Tujuan Pembelajaran

1. Siswa dapat memahami dan menganalisis dengan benar mengenai penggunaan waktu lampau
2. Siswa dapat membuat contoh kalimat dengan benar mengenai penggunaan waktu lampau

E. Materi Pembelajaran:

Simple past tense :

1. Definition
   The Simple past tense is an action or event that happened in the past that is clearly timed. Regular verbs is marked by ending -d or –ed and irregular verbs have a variety of endings.

2. Function

Used to explain activities that have been completed at a certain time in the past.

- to talk about a habit in the past but it does not happen now
    - When I was young, I worked hard

- to talk about a condition that goes on in the past
    - We were at home last night

3. Frequency Adverbs

    -Yesterday

    - Yesterday morning

    - This morning

    - Last night

    - Last week, last month, last year

    - An hour ago

    - A few minute ago

    - In 1945

    - The day before yesterday

    - When I was young

4. Pattern
   - Verbal sentence

     Positive   : S + Verb II + Object

     Negative   : S + did + Not +Verb I + Object

     Interrogative : Did +S + Verb I + Object?

Example:

   (+) I sent a letter last week
   (-) I did not send a letter last week
   (?) Did I send a letter last week?

   - Nominal Sentence

     Positive   : S + To be (was, were) + Adjective/Noun/adverb

     Negative   : S + To be (was, were) + Not + Adjective/Noun/adverb

     Interrogative : To be (was, were) + S + Adjective/Noun/adverb

Example :

> (+) He was busy Yesterday
> (-) He was not busy yesterday
> (?) Was he busy yesterday ?

F. Metode Pembelajaran:

1. Pendekatan   : Answering and Questioning

3. Metode Pembelajaran   : Course Review Hooray

G. Langkah – langkah Pembelajaran :

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam. ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru memeriksa kehadiran siswa ▪ Guru menyapa siswa, menanyakan kabar, dan lain-lain ▪ Guru melakukan pemanasarn belajar dengan mereview pelajaran sebelumnya	15
Inti	▪ Guru menjelaskan tentang simple past tense khususnya dalam kalimat verbal ▪ Siswa diberikan contoh dari kalimat verbal ▪ Guru memberikan latihan kepada siswa cara membuat kalimat verbal dengan penerapan metode Course Review Hooray ▪ Selanjutnya, guru membagi siswa	60

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
	menjadi beberapa kelompok	
	▪ Guru memberikan kartu kepada setiap kelompok	
	▪ Guru membaca soal latihan mengenai kalimat verbal secara acak	
	▪ Setiap kelompok diberikan waktu untuk meyelesaikan soal latihan	
	▪ Setelah selesai, guru dan siswa mendiskusikan soal bersama-sama	
	▪ Bagi kelompok yang menjawab soal dengan benar, wajib berteriak "hooray"	
	▪ Guru memberikan hadiah kepada kelompok yang banyak mendapatkan jawaban benar.	
Penutup	▪ Sebagai penutup kegiatan belajar guru mengulas kembali materi tentang simple past tense (kalimat verbal) dengan cara memberikan kesimpulan mengenai pengertian dan rumus- rumus dalam simple past tense dalam lingkup kalimat verbal ▪ Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi yang telah dipelajari ▪ Guru menutup kegiatan belajar hari ini dengan doa dan menyampaikan hal yang harus dipersiapkan pada pertemuan selanjutnya.	15

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam. ▪ Guru membuka pelajaran dengan menyarankan agar	15

	berdoa terlebih dahulu.	
	▪ Guru mengecek kehadiran siswa	
	▪ Guru menyapa siswa	
	▪ Guru melakukan pemanasarn belajar dengan mereview pelajaran sebelumnya	
Inti	▪ Guru menjelaskan kembali tentang contoh kalimat verbal dan menunjukkan contoh dari kalimat nominal ▪ Guru memberikan latihan kepada siswa cara membuat kalimat nominal dengan penerapan metode Course Review Hooray ▪ Selanjutnya, guru membagi siswa menjadi beberapa kelompok ▪ Guru memberikan kartu kepada setiap kelompok ▪ Guru membaca soal latihan mengenai kalimat nominal secara acak ▪ Setiap kelompok diberikan waktu untuk meyelesaikan soal latihan ▪ Setelah selesai, guru dan siswa mendiskusikan soal bersama-sama ▪ Bagi kelompok yang menjawab soal dengan benar, wajib berteriak "hooray" ▪ Guru memberikan hadiah kepada kelompok yang banyak mendapatkan jawaban benar.	60
Penutup	▪ Sebagai penutup kegiatan belajar guru mengulas kembali materi tentang simple past tense (kalimat nominal) dengan cara memberikan kesimpulan mengenai pengertian dan rumus- rumus dalam simple past tense dalam lingkup kalimat nominal ▪ Guru memberikan motivasi kepada	15

| | siswa yang kurang dan belum bisa mengikuti materi yang telah dipelajari
• Guru menutup kegiatan belajar hari ini dengan doa dan menyampaikan hal yang harus dipersiapkan pada pertemuan selanjutnya. | |

H. Sumber Belajar/Bahan Ajar/Alat

1. Sumber Belajar
- buku referensi yang relevan,
- Kamus

2. Media/Alat:
- *Worksheet* atau lembar kerja(siswa)
- Suara Guru
- Spidol, papan tulis, card, pulpen

I. Penilaian

Nilai Perolehan $= \dfrac{Total\ correct\ Answer}{total\ test\ Item}$ X 100

Researcher,

MUSDALIPA
16 0202 0039

PRE TEST

Name :

Class :

Choose the correct answer by crossing (X) a, b, c or d

1. I . . . to school everyday with my friends
   a. go
   b. went
   c. gone
   d. goes
2. Riri . . . a book right now
   a. does not write
   b. does not writes
   c. do not write
   d. do not writes
3. . . . Hanna and Thoriq become good friends?
   a. did
   b. does
   c. do
   d. do not
4. I . . . busy right now
   a. am
   b. is
   c. are
   d. was
5. Bryan . . . a diligent student
   a. am not
   b. is not
   c. are not
   d. was not
6. . . . they Indonesian ?
   a. am
   b. are
   c. is
   d. was
7. He . . . a cup of coffee yesterday
   a. drink
   b. drank
   c. drunk

    d. drinks

8. You . . . a new book last week
    a. do not buy
    b. does not buy
    c. did not bought
    d. did not buy

9. . . . we walk to hospital yesterday morning ?
    a. do
    b. does
    c. did
    d. did not

10. Bacharuddin Jusuf Habibie . . . born on 25 June 1936
    a. am
    b. was
    c. are
    d. were

11. Ali . . . sick yesterday
    a. am not
    b. is not
    c. are not
    d. was not

12. … they here last night ?
    a. am
    b. was
    c. are
    d. were

Translate the sentences below into a good English !

13. Saya selalu makan ikan

14. Kamu tidak membeli roti setiap hari

15. Mereka adalah seorang petani

16. Apakah dia (laki-laki) seorang Polisi ?

17. Kami pergi ke Surabaya tahun lalu

18. Apakah Megan menonton TV kemarin ?

19. Kamu sakit minggu lalu

20. Mereka tidak berada disini kemarin

POST-TEST

Name :

Class :

Choose the correct answer by crossing (X) a, b, c or d

1. Fiqri always . . . to garden every morning
   a. walk
   b. walked
   c. walks
   d. walkes
2. you . . . Arabic now
   a. do not speak
   b. do not speaks
   c. does not speak
   d. does not speaks
3. . . . Rafka watch movie in cinema every month?
   a. do
   b. does
   c. did
   d. do not
4. Toba lake . . . the largest lake in Indonesia
   a. am
   b. is
   c. are
   d. was
5. I . . . tired to write my poetry everyday
   a. am not
   b. is not
   c. are not
   d. was not
6. . . . they students in senior high school now ?
   a. am
   b. is
   c. are
   d. were
7. Cut Nyak Dhien . . . on 6 November 1908
   a. die
   b. died
   c. dies

d. death

8. He . . . you in the mall last night
   a. do not see
   b. does not see
   c. did not see
   d. did not saw

9. . . . you need money last week?
   a. did
   b. do
   c. does
   d. did not

10. R.A. Kartini . . . born in Jepara in 1879
    a. am
    b. is
    c. are
    d. was

11. Bachruddin Jusuf Habibie . . . the second President of Republic indonesia in 1998-1999
    a. am not
    b. are not
    c. was not
    d. were not

12. . . . we hungry last night ?
    a. am
    b. are
    c. was
    d. were

Translate the sentences below into a good English !

13. Fatir bermain sepak bola setiap minggu

14. Kami tidak menyanyi setiap hari

15. Dia (laki-laki) adalah guru bahasa Inggris saya

16. Apakah dia (perempuan) seorang dokter ?

17. Mereka membaca buku kemarin

18. Apakah kamu membuat kue bulan lalu ?

19. Zain bukan seorang guru tahun lalu

20. Apakah kamu bahagia kemarin?

TRY-OUT OF PRE-TEST

PRE TEST

Name : Grace. Naftali. Pinto

Class (X)

Choose the correct answer by crossing (X) a, b, c or d

1. I . . . to school everyday with my friends
   a. go (X)
   b. went ✓
   c. gone
   d. goes
2. Riri . . . a book right now
   a. does not write
   b. does not writes (X) ✗
   c. do not write
   d. do not writes
3. . . . Hanna and Thoriq become good friends?
   a. did
   b. does (X) ✗
   c. do
   d. do not
4. I . . . busy right now
   a. am
   b. is (X) ✗
   c. are
   d. was
5. Bryan . . . a diligent student
   a. am not
   b. is not (X) ✓
   c. are not
   d. was not
6. . . . they Indonesian ?
   a. am (X) ✗
   b. are
   c. is
   d. was
7. He . . . a cup of coffee yesterday
   a. drink (X) ✗
   b. drank
   c. drunk

$\frac{40}{100} \times 100 = 40$

d. drinks

8. You . . . a new book last week
      ~~a.~~ do not buy ✗
      b. does not buy
      c. did not bought ✗
      d. did not buy

9. . . . we walk to hospital yesterday morning ?
      a. do
      b. does
      ~~c.~~ did ✓
      d. did not

10. Bacharuddin Jusuf Habibie . . . born on 25 June 1936
       a. am
       ~~b.~~ was ✓
       c. are
       d. were

11. Ali . . . sick yesterday
       ~~a.~~ am not ✗
       b. is not
       c. are not
       d. was not

12. . . . they here last night ?
       a. am
       b. was
       c. are ✓
       ~~d.~~ were

Translate the sentences below into a good English ! Indonesia

13. Saya selalu makan ikan
14. Kamu tidak membeli roti setiap hari
15. Mereka adalah seorang petani
16. Apakah dia (laki-laki) seorang Polisi ?
17. Kami pergi ke Surabaya tahun lalu
18. Apakah Megan menonton TV kemarin ?
19. Kamu sakit minggu lalu
20. Mereka tidak berada disini kemarin

13.) I always eat fish ✓
14.) You not buy bread. each everyday
15.) They are a farmer ✓
16.) Is he the police? ✓
17.) whe go to Surabaya year past year
18.) is Megan watch TV yesterday ?
19.) You sick past week
20.) They not are not heir yesterday.

Name : Immi imriyani

Class : x

$\frac{45}{100} \times 100 = \boxed{45}$

Choose the correct answer by crossing (X) a, b, c or d

1. I . . . to school everyday with my friends
    - a. go
    - b. went ✓
    - c. gone
    - d. goes

2. Riri . . . a book right now
    - a. does not write
    - b. does not writes
    - c. do not write ✗
    - d. do not writes

3. . . . Hanna and Thoriq become good friends?
    - a. did
    - b. does ✗
    - c. do
    - d. do not

4. I . . . busy right now
    - a. am
    - b. is ✓
    - c. are
    - d. was

5. Bryan . . . a diligent student
    - a. am not
    - b. is not ✓
    - c. are not
    - d. was not

6. . . . they Indonesian ?
    - a. am ✓
    - b. are
    - c. is
    - d. was

7. He . . . a cup of coffee yesterday
    - a. drink ✗
    - b. drank
    - c. drunk

d. drinks

8. You . . . a new book last week
   a. do not buy ✗
   b. does not buy ✗
   c. did not bought
   d. did not buy

9. . . . we walk to hospital yesterday morning ?
   a. do
   b. does
   c. did ✗ ✓
   d. did not

10. Bacharuddin Jusuf Habibie . . . born on 25 June 1936
    a. am
    b. was ✗ ✓
    c. are
    d. were

11. Ali . . . sick yesterday
    a. am not ✗
    b. is not
    c. are not ✗
    d. was not

12. … they here last night ?
    a. am
    b. was
    c. are ✓
    d. were ✗

Translate the sentences below into a good English !

13. Saya selalu makan ikan = I ~~ato~~ ~~always~~ always eat fish. ✓
14. Kamu tidak membeli roti setiap hari = You not buy bread everyday.
15. Mereka adalah seorang petani = They are a farmar. ✓
16. Apakah dia (laki-laki) seorang Polisi ? = Is ~~the~~ the police.?
17. Kami pergi ke Surabaya tahun lalu = whe go to Surabaya ~~year~~ last year.
18. Apakah Megan menonton TV kemarin ? = Is Megan watch TV yesterday ?
19. Kamu sakit minggu lalu = You sick last week.
20. Mereka tidak berada disini kemarin = They are not hair yesterday.

$\frac{40}{100} \times 100 = \boxed{40}$

PRE TEST

Name : Zansabila

Class : X IPS 1

Choose the correct answer by crossing (X) a, b, c or d

1. I . . . to school everyday with my friends
   - a. go ✓
   - b. went
   - c. gone
   - d. goes

2. Riri . . . a book right now
   - a. does not write
   - b. does not writes
   - c. do not write
   - d. do not writes ✗

3. . . . Hanna and Thoriq become good friends?
   - a. did
   - b. does
   - c. do ✓
   - d. do not

4. I . . . busy right now
   - a. am ✓
   - b. is
   - c. are
   - d. was

5. Bryan . . . a diligent student
   - a. am not
   - b. is not ✓
   - c. are not
   - d. was not

6. . . . they Indonesian ?
   - a. am
   - b. are ✓
   - c. is
   - d. was

7. He . . . a cup of coffee yesterday
   - a. drink ✗
   - b. drank
   - c. drunk

d. drinks

8. You . . . a new book last week
    a. do not buy
    b. does not buy
    ✗ did not bought ✗
    d. did not buy

9. . . . we walk to hospital yesterday morning ?
    a. do
    b. does
    ✗ did ✓
    d. did not

10. Bacharuddin Jusuf Habibie . . . born on 25 June 1936
    a. am
    b. was
    ✗ are ✗
    d. were

11. Ali . . . sick yesterday
    ✗ am not ✗
    b. is not
    c. are not
    d. was not

12. … they here last night ?
    ✗ am ✗
    b. was
    c. are
    d. were

Translate the sentences below into a good English !

13. Saya selalu makan ikan = I ~~am~~ always eat fish. ✓

14. Kamu tidak membeli roti setiap hari = you ?not buy bread everyday

15. Mereka adalah seorang petani = They are a farmer. ✓

16. Apakah dia (laki-laki) seorang Polisi ? = Is ~~she~~ the Police ?

17. Kami pergi ke Surabaya tahun lalu = ~~we~~ ~~whe~~ go to Surabaya ~~went~~ last year

18. Apakah Megan menonton TV kemarin ? = Is Megan watch TV yesterday

19. Kamu sakit minggu lalu = You sick last week

20. Mereka tidak berada disini kemarin = They ~~not~~ are not~~here~~ heir yesterday

TRY-OUT OF POST TEST

POST-TEST

$\frac{70}{100} \times 100 = 70$

Name : Groce. Noftoli. Pinto

Class : X (sepuluh)

Choose the correct answer by crossing (X) a, b, c or d

1. Fiqri always . . . to garden every morning
   a. walk
   b. walked
   c. walks ✓
   d. walkes

2. you . . . Arabic now
   a. do not speak
   b. do not speaks ✓
   c. does not speak
   d. does not speaks

3. . . . Rafka watch movie in cinema every month?
   a. do
   b. does ✓
   c. did
   d. do not

4. Toba lake . . . the largest lake in Indonesia
   a. am
   b. is
   c. are ✗
   d. was

5. I . . . tired to write my poetry everyday
   a. am not ✓
   b. is not
   c. are not
   d. was not

6. ..... they students in senior high school now ?
   a. am
   b. is
   c. are ✓
   d. were

7. Cut Nyak Dhien . . . on 6 November 1908
   a. die
   b. died
   c. dies ✗
   d. death

8. He . . . you in the mall last night
   a. do not see
   b. does not see
   c. did not see ✓
   d. did not saw

9. . . . you need money last week?
   a. did ✓
   b. do
   c. does
   d. did not

10. R.A. Kartini . . . born in Jepara in 1879
    a. am
    b. is
    c. are
    d. was ✓

11. Bachruddin Jusuf Habibie . . . the second President of Republic indonesia in 1998-1999
    a. am not
    b. are not
    c. was not ✓
    d. were not

12. . . . we hungry last night ?
    a. am
    b. are
    c. was
    d. were ✓

Translate the sentences below into a good English !

13. Fatir bermain sepak bola setiap minggu

14. Kami tidak menyanyi setiap hari

15. Dia (laki-laki) adalah guru bahasa Inggris saya

16. Apakah dia (perempuan) seorang dokter ?

17. Mereka membaca buku kemarin

18. Apakah kamu membuat kue bulan lalu ?

19. Zain bukan seorang guru tahun lalu

20. Apakah kamu bahagia kemarin?

13. Fatir plays football every week ✓

14. We do not sing everyday ✓

15. He is my teacher english.

16. is she a doctor? ✓

17. They read book last yesterday ✓

18. is you make cake month last month?

19. Zain not a teacher year last year

20. Yes is you happy yesterday?

POST-TEST

Name : Immi imriyani

Class : ✗

Choose the correct answer by crossing (X) a, b, c or d

1. Fiqri always . . . to garden every morning
   a. walk
   b. walked
   x walks
   d. walkes

2. you . . . Arabic now
   x do not speak
   b. do not speaks
   c. does not speak
   d. does not speaks

3. . . . Rafka watch movie in cinema every month?
   x do
   b. does
   c. did
   d. do not

4. Toba lake . . . the largest lake in Indonesia
   a. am
   x is
   c. are
   d. was

5. I . . . tired to write my poetry everyday
   x am not
   b. is not
   c. are not
   d. was not

6. . . . they students in senior high school now ?
   a. am
   b. is
   x are
   d. were

7. Cut Nyak Dhien . . . on 6 November 1908
   a. die
   b. died
   c. dies
   x death

8. He . . . you in the mall last night
   a. do not see
   ~~b. does not see~~
   ~~c. did not see~~ ✓
   d. did not saw

9. . . . you need money last week?
   ~~a. did~~
   b. do
   c. does
   d. did not

10. R.A. Kartini . . . born in Jepara in 1879
    a. am
    b. is
    c. are
    ~~d. was~~

11. Bachruddin Jusuf Habibie . . . the second President of Republic indonesia in 1998-1999
    a. am not
    b. are not
    ~~c. was not~~
    d. were not

12. . . . we hungry last night ?
    a. am
    b. are
    c. was
    ~~d. were~~

Translate the sentences below into a good English !

13. Fatir bermain sepak bola setiap minggu → Fatir plays football every week.

14. Kami tidak menyanyi setiap hari → We ~~not do not~~ sing everyday.

15. Dia (laki-laki) adalah guru bahasa Inggris saya → He is teacher english I.

16. Apakah dia (perempuan) seorang dokter ?

17. Mereka membaca buku kemarin

18. Apakah kamu membuat kue bulan lalu ?

19. Zain bukan seorang guru tahun lalu

20. Apakah kamu bahagia kemarin?

13. Fatir plays football every week. ✓
14. We do not sing everyday.
15. He is my teacher english.
16. is she a doctor? ✓
17. They readabook yesterday. ✓
18. is you make cake ~~month~~ last month?
19. Zain not a teacher last year.
20. is you happy ~~yes~~ yesterday?

65/100 × 100 = 65

POST-TEST

Name : Zalsabila

Class : x

Choose the correct answer by crossing (X) a, b, c or d

1. Fiqri always . . . to garden every morning
   a. walk
   b. walked
   x. walks ✓
   d. walkes

2. you . . . Arabic now
   a. do not speak
   b. do not speaks
   x. does not speak ✗
   d. does not speaks

3. . . . Rafka watch movie in cinema every month?
   a. do
   x. does ✓
   x. did
   d. do not

4. Toba lake . . . the largest lake in Indonesia
   a. am
   x. is ✓
   c. are
   d. was

5. I . . . tired to write my poetry everyday
   a. am not
   x. is not ✗
   c. are not
   d. was not

6. . . . they students in senior high school now ?
   a. am
   b. is
   x. are ✓
   d. were

7. Cut Nyak Dhien . . . on 6 November 1908
   a. die
   x. died ✓
   c. dies
   d. death

8. He . . . you in the mall last night
   - a. do not see
   - b. does not see
   - c. did not see
   - d. did not saw
9. . . . you need money last week?
   - a. did
   - b. do
   - c. does
   - d. did not
10. R.A. Kartini . . . born in Jepara in 1879
    - a. am
    - b. is
    - c. are
    - d. was
11. Bachruddin Jusuf Habibie . . . the second President of Republic indonesia in 1998-1999
    - a. am not
    - b. are not
    - c. was not
    - d. were not
12. . . . we hungry last night ?
    - a. am
    - b. are
    - c. was
    - d. were

Translate the sentences below into a good English !

13. Fatir bermain sepak bola setiap minggu
14. Kami tidak menyanyi setiap hari
15. Dia (laki-laki) adalah guru bahasa Inggris saya
16. Apakah dia (perempuan) seorang dokter ?
17. Mereka membaca buku kemarin
18. Apakah kamu membuat kue bulan lalu ?
19. Zain bukan seorang guru tahun lalu
20. Apakah kamu bahagia kemarin?

13. Fatir plays football every week ✓
14. we don't sing every day
15. He is my english teacher. ✗
16. is sue a doctor?
17. They read a book yesterday ✓
18. is you make cake last mouth?
19. Zain don't a teacher last year
20. is, you happy yesterday?

DOCUMENTATION

PRE-TEST

TREATMENT

POST-TEST

SURAT KETERANGAN PENELITIAN
Nomor : 420.4/588/DK/2020

Yang bertanda tangan dibawah ini :

Nama	:	**BAHARUDDIN**
Jabatan	:	Kepala Desa Kawata

Menerangkan bahwa :

Nama	:	**MUSDALIPA**
NIM		16 0202 0039
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi
Alamat	:	Dusun Tole-Tole, Desa Kawata
		Kec. Wasuponda, Kab. Luwu Timur

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di Dusun Tole-Tole, Desa Kawata, Kec. Wasuponda, Kab. Luwu Timur dengan penulisan Skripsi yang berjudul *"Enhacing Teenagers' Tenses Mastery by Using Course Review Hooray in Desa Kawata"*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kawata, 25 Agustus 2020
Kepala Desa Kawata

BAHARUDDIN

SURAT KETERANGAN
No. 274 / In.19/FTIK/PBI/PP.00.9/12/2020

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Musdalifa
NIM	:	16 0202 0039
Semester	:	IX (sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 01 Desember 2020

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama	:	Amalia Yahya, SE., M.Hum
NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Musdalipa
NIM	:	16.0202.0039
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	085241159568

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 Oktober 2020

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

IAIN PALOPO

BIOGRAPHY

Musdalipa, was born in Tole-Tole on January, 7th 1998. She is a daughter of Sappe A and Muliyanah. She lives in Tole-Tole, Kawata Village, Wasuponda District, Luwu Timur Regency. She was graduated from SDN no 245 Tole-Tole in 2010, SMPN 2 Wasuponda in 2013, and SMAN 1 Malili in 2016. After graduated from SMAN 1 Malili, she continued her study at English Education Department of IAIN (Institut Agama Islam Negeri) Palopo.

Contact Person: musdalipa071@gmail.com