

**TEACHING SIMPLE PAST TENSE THROUGH FLIPPED
CLASSROOM AT EIGHTH-GRADE STUDENTS OF MTSN
LUWU**

A Thesis

*Submitted to Fulfill One of the Requirements for Obtaining a Bachelor of
Education Degree (S.Pd.) in English Language Education Study Program of
Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Submitted by:

ANDI KASWAN
18 0202 0072

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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Palopo, 22nd September 2022



Andi Kaswan
Reg No. 18 0202 0072

THESIS APPROVAL

This thesis, entitled "Teaching Simple Past Tense through Flipped Classroom at Eighth-Grade Students of MTsN Luwu" written by Andi Kaswan, Reg. Number 18 0202 0072, English Educational S1 Study Program of Tarbiyah and Teaching Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday, August 5th 2022 M, coincided with Muharram 7th 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, August 5th 2022 M
Muharram 7th 1444 H

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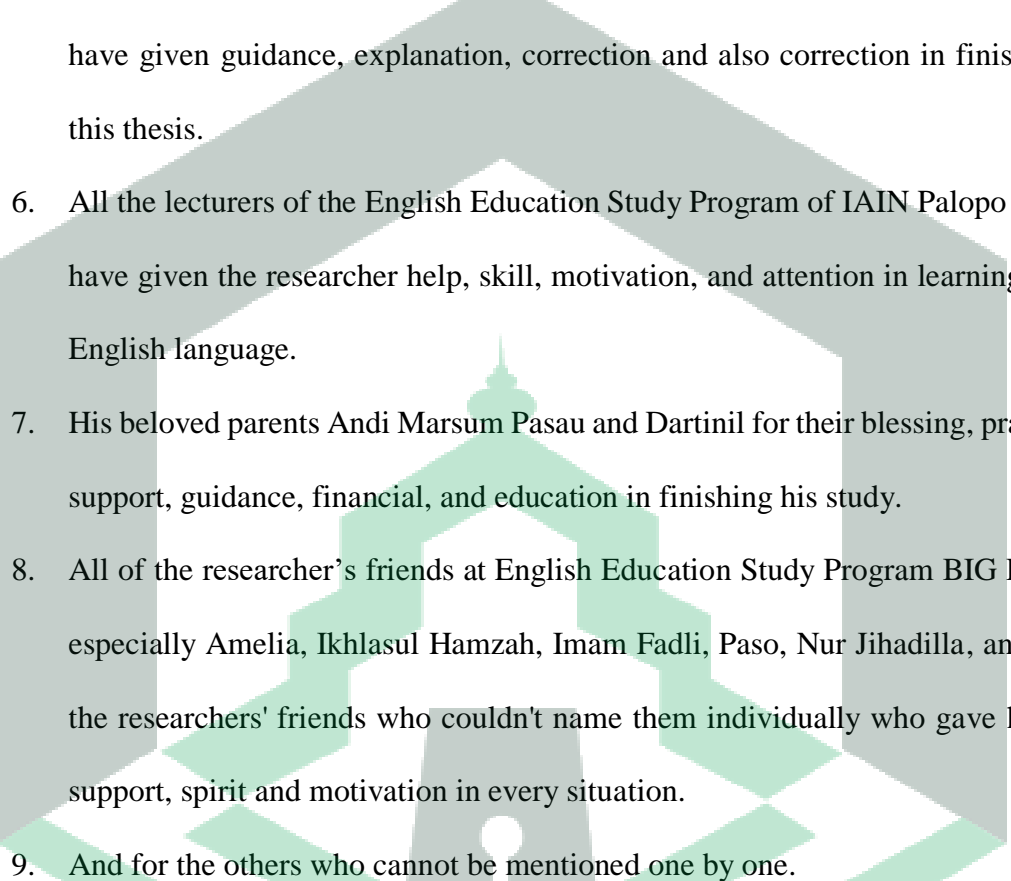
بسم الله الرحمن الرحيم

Praise the author for the presence of Allah SWT who has bestowed all His grace, blessing, and guidance, so that the researcher can complete this thesis. Sholawat and greetings are always given to the Prophet Muhammad Saw, the perfect role model for the human being.

This thesis is made to complete a final project, which is an obligation for every student to complete a study at the English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo. The title of this research is “Teaching Simple Past Tense through Flipped Classroom at Eighth-Grade Students of MTsN Luwu.

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- 
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Palopo,.....2022

Researcher

Andi Kaswan

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ABSTRACT

Andi Kaswan, 2022, *“Teaching Simple Past Tense through Flipped Classroom at Eighth-Grade Students of MTsN Luwu.* Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Amalia Yahya and Fadhliya Rahma Muin.

This research aims to find the effectiveness of using flipped classroom to improve the learning of simple past tense in eighth-grade of MTsN Luwu. This raised the question of whether this model of learning can be used in teaching simple past tense. Based on the explanation, the purpose of this study is for students to acquire simple past tense materials through this kind of learning model. The study method used in this study was a pre-experimental with the sampling of 34 students of eighth-grade MTsN Luwu. The research phase began with a sequence of pretest, treatment, and posttest. Both pretest and posttest results were calculated using SPSS 25 to determine the frequency of mean scores, standard deviations, and student scores. The results of the analyzed data were used to determine the hypothesis, whether the hypothesis was accepted or rejected. For the results of this study, student scores increased before and after treatment. The mean score of the 34 students in the pretest was 42.06 and in the posttest, it was 51.47. In addition, the t-count was found to be higher than the t-table. Given the acceptance of the alternative hypothesis, using flipped classroom in teaching the simple past tense to eighth-grade of MTsN Luwu can be considered adequate.

Keyword: Simple Past Tense, Flipped Classroom

CHAPTER I

INTRODUCTION

A. Background

Grammar is a crucial aspect of a language, whether it's a spoken or written version of the language. The grammar of the language is a description of the structure pattern of a sentence that makes a sentence has a meaning, Because of that it is hard learning a language any better without understanding the grammar. Furthermore, grammar aid the learners to recognize the form of grammar that use to improve the expression of the meaning of a sentence. In addition, the researcher interested to do a research that involved with a grammar because he realized the importance of grammar in daily life.

Grammar is part of the component of English that every language learner learns. It plays an important part in mastering the English language from the basic level to the advanced level. Without sufficient capacity for grammar, students will have some problems making sentences and expressing their ideas in communicating with each other. However, if they have experience with this subject, they will be confident in both speaking and writing English. In addition, by practicing this subject more often, they could make use of the language even better and clearer.

Rambe and Saragih said that students experience difficulties in learning English, especially in learning tenses. Tenses are a part of grammar, which conducts the structure of sentences based on the time of events. The study of tenses was already implemented in English class in the school. The teaching of tenses was implemented by using a passive format of a lesson. Even though it has been taught

repeatedly in formal school and college, many students find that tenses were still a problem in learning English.¹

The problem was the tenses were a challenge for both student and teacher. Students were not going to understand the materials instantly so they needed more time to process them. For teachers, however, Aldina said that many teachers still used the same method and media for teaching, with limited teaching media sometimes students got bored, and have no intentions to learn.²

Students wanted more interactive classes and prefer activities that involved interaction with teachers and peers. One of the solutions to increasing the students' interest in the process of learning is to do some modifications to the class's outline. Moreover, by performing some fun activities students have something that might motivate them to join the class.³

One of the learning models that could be effective in teaching English is the Flipped Classroom. Akçayır in his research reviewed a total of 71 article journals and revealed that there were many reported benefits of the flipped classroom in improving the learning performance of the students.⁴

¹ Nana Ronawan Rambe and Abdul Hasan Saragih, "Pengembangan Media Pembelajaran Tenses Bahasa Inggris Berbasis Multimedia Interaktif Pada Siswa Sekolah Dasar," *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan* 3, no. 2 (December 1, 2016): 2407–7488, <https://doi.org/10.24114/JTIKP.V3I2.5015>.

² Mia Aldina, Angga Taufan Dayu, and Raudatul Haura, "Students' Challenges in Listening In Virtual Classroom; Case Study in English Education Study Program in Covid-19," *Proceeding: Islamic University of Kalimantan* 1, no. 1 (2020), <https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/view/3986>.

³ A La Marca, L Longo - International Journal of Information and Education, and undefined 2017, "Addressing Student Motivation, Self-Regulation, and Engagement in Flipped Classroom to Decrease Boredom," *Ijiet.Org*, accessed February 10, 2022, <http://www.ijiet.org/vol7/871-T029.pdf>.

⁴ Gökçe Akçayır and Murat Akçayır, "The Flipped Classroom: A Review of Its Advantages and Challenges," *Computers & Education* 126 (November 1, 2018): 334–45, <https://doi.org/10.1016/J.COMPEDU.2018.07.021>.

Based on research conducted in America and also several schools in Indonesia that had been practicing flipped classroom, the results were very encouraging and the quality is better. Students who were practicing this learning model had very high learning motivation, increased creativity, and increased responsibility, students were in good spirit to learn the materials in the class, and also their academic scores were better than traditional learning model. Likewise, teachers also feel they were having more time to interact with students.⁵

The researcher had interviewed with MTsN Luwu English teacher and got some information about the learning process in his class. It showed that his students were still on the basic level of English and only focusing on vocabulary in the previous grade and most of them cannot make a simple English sentence. In addition, tenses were still a problem in teaching English.

The researcher had looked at the Eighth grade English syllabus and found that they would learn about the recount text that officially involved simple past tense. Based on that explanation, the researcher intended to use this kind of tenses because it went along with the upcoming materials that would be taught by their teacher, and also the researcher would like to help him to do it.

In conclusion, the reason why the researcher took the simple past tense as the object of this research was that the researcher realized the importance of understanding tenses, especially the simple past tense in daily life. Furthermore, the simple past tense was mandatory material for eighth graders to learn. In addition,

⁵ Kemendikbud, "Flipped Classroom Model: Solusi Bagi Pembelajaran Darurat Covid-19," accessed February 10, 2022, <https://www.kemdikbud.go.id>

the reason why the researcher chose the flipped classroom in teaching the simple past tense material was that the author considered this learning model would be interesting. Flipped classroom offered a breakthrough in the learning and teaching process in which there were various benefits for both educators and students.

By the statements above, the researcher was truly excited to experiment by using flipped classroom to teach the simple past tense material to the students of MTsN Luwu especially in the eighth-grade. The researcher was hoping to enhance his knowledge by exploring more about learning model and gaining more experience from it.

B. Problems of Statement

Based on the context above, the researcher composed the following problem: "Is flipped classroom effective in teaching simple past tense at the eighth-grade students of MTsN Luwu?"

C. Objective of the Research

The objective of this research is to find out whether the use of flipped classroom in teaching simple past tense is effective for the eighth-grade students of MTsN Luwu.

D. Significance of Research

Based on the statements above, the significance of this research are:

1. For the teacher, it expects that teacher could find a more convenient way of teaching simple past tense.
2. For students, learning simple past tense through flipped classroom could be a new experience and also enhance students' simple present tense mastery.

3. For the other researcher, could be useful for the next researcher who wants to study a similar topic.

E. Scope of the Research

This research aimed to use the flipped classroom learning model in improving students' tenses mastery, especially on simple past tense for the students of MTsN Luwu in eight-grade. The scope of this study was limited in building students' understanding of simple past tense.

F. Operational Definition

1. Flipped Classroom

Flipped classroom is a learning model which involves both online learning and face-to-face meeting where students are given the lesson materials at their home so the teacher more focuses on strengthening it in the classroom by giving tasks and fun activities.

2. Simple Past Tense

Simple past tense is one of the basic tenses that is necessary to learn for the beginner. Simple Past Tense is a sentence that describes something which happens in the past.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

Some researches were related to this research as follows:

Riyadi (2017) in his journal entitled "*Flipped Classroom in Teaching Simple Future Tense*" stated that using the teaching method of Flipped Classroom was fruitful in teaching Simple Future Tense to the first semester students of the English Language Education Study Program. The first time the researcher perform this method with students, they were confused and asked some questions about this teaching method. But after the class started learning the material of this research, students were working together with each other more frequently, and in the end, it showed marvelous results.⁶ This research was related to what the writer did because this research showed how effective the Flipped Classroom was and also it showed in detail how he was teaching with this method where he involved multimedia and online learning applications, later doing some task activities and when in the face to face meeting. The writer was feeling inspired to do the same process of treatment with this research and of course, the writer was going to add more or remove some of its activities. The difference between this research and the writer's research was the research method where he was using a quasi-experimental design combined with the qualitative instrument and the researcher was going to do it with the pre-experimental design. Next was the

⁶ Riyadi Sujatmiko, "Flipped Classroom in Teaching Simple Future Tense," *University PGRI of Yogyakarta*, 2017, <http://repository.upy.ac.id/id/eprint/1744>.

objective of the research, his objective was the simple future tense mastery while the researcher was the simple past tense mastery.

St. Hartina et al. (2022) in their journal entitled “*Flipped Learning: Asynchronous and Synchronous Models in Online Class to Improve the Learning Outcomes*” stated that this learning model trains students' independence in learning without the help of the teacher. In addition, they also found the benefits of the learning model included time efficiency, broader insight, and making the learning process compelling.⁷ The similarity of this research with the research carried out by the author found in the learning model provided, including the method, strategy, and also learning technique used. The difference between this research and that conducted by the author included the object of research used by the author more specifically, while this research tended to be general learning materials. Furthermore, in terms of the implementation of the experiment, this research packed learning methods and techniques into a deeper aspect including the formation of student competencies in creative thinking, critical thinking and problem solving, communicating, and collaborating.

Hashemifardnia et al. (2018) in their journal entitled “*The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension*” stated that the use of flipped classroom was very effective in improving students' reading comprehension. The researchers conducted their research by dividing it into two groups namely the experimental group and the

⁷ St. Hartina, Ermawati, and Syahrir, “Flipped Learning: Asynchronous and Synchronous Models in Online Class to Improve the Learning Outcomes,” *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (June 28, 2022): 670–81, <https://doi.org/10.24256/IDEAS.V10I1.2546>.

control group of students consisting of 50 students, the final result showed that the experimental group exceeded the control group.⁸ This research was related to what the author had researched which showed how effective the use of flipped classroom was in improving English learning skills. In this study, the researchers provided the material in the form of reading sheets from books along with the audio files via Email, WhatsApp, or Telegram, so that students only needed to do exercises and answer the question from the teacher during offline classes. The author took the same steps as their research but made various adjustments based on the material that taught. The difference between this research and what the author was doing was in the research variables, which in this research was centered on reading comprehension while the author was on mastering the simple past tense material. Besides that, some of the differences were found in research methods, research instruments, teaching materials, learning media and several aspects in teaching and learning also through the execution of this experiment.

Abdullah et al. (2019) in their journal entitled “*Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance*” stated that students' ability and interest in speaking English increased with the application of the flipped classroom learning model. In this journal, it was explained that the researchers gave special treatment to 27 students by presenting material in the form of a 5-10 minute short video outside the classroom as a provision for face-to-face

⁸ Arash Hashemifardnia, Ehsan Namaziandost, and Sajad Shafiee, “The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students’ Reading Comprehension,” *Theory and Practice in Language Studies* 8, no. 6 (2018): 665, <https://doi.org/10.17507/tpls.0806.17>.

meetings later.⁹ The similarity of this research with the author's related to the learning model used. Here, the author also used the flipped classroom learning model and was inspired to use the selection of short videos as teaching materials. Meanwhile, the differences can be seen clearly in the research objectives, teaching methods, and techniques.

Putri (2021) in her thesis entitled “*Using Guessing Game to Teach Simple Past Tense at The Twelfth Grade of SMAN 4 Palopo*” stated that using a guessing game was effective, in her research she conducted a total of five meetings where every meeting was had a guessing game in it however she found that it still needed to improve the student's vocabulary before teaching simple past tenses to make it easier.¹⁰ This research concluded that the use of a guessing game in helping to teach simple past tense to the 12th grade students of SMAN 4 Palopo. It showed that there was a significant difference between the students' mean scores in pretest and posttest. In the pretest, it was 41 (fair) and in the posttest was 81,50 (very good).¹¹ The reason that writer mentioned this research was that this research was also taught about simple past tense and it could be useful to know what was needed to be prepared in doing this experiment. In addition, the writer also used a pre-experimental design along with the data analysis procedure was the same as the researcher had done. The difference is, that the researcher was using guessing

⁹ Mohamad Yahya Abdullah, Supyan Hussin, and Kemboja Ismail, “Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance,” *International Journal of Emerging Technologies in Learning* 14, no. 9 (2019): 130–47, <https://doi.org/10.3991/IJET.V14I09.10348>.

¹⁰ Putri Ananda, “Using Guessing Game to Teach Simple Past Tense at the Twelfth Grade of SMAN 4 Palopo,” *English Language Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo*, 2021, <http://repository.iainpalopo.ac.id/id/eprint/4139>.

¹¹ Ibid.

games as her teaching media in every meeting, whereas the writer was using this activity in one meeting only as a fun activity. Also, this study seemed conducted in a hurry because it only had three meetings. The writer was going to do the research with four treatments considering the problem that Putri had in her experimental process.

Djoko et al. (2021) in their journal entitled “*The Effectiveness of Multimedia in Teaching Simple Present Tense for The Junior High School*” stated that teaching English, especially in grammatical was not interested in the students’ opinions of using the conventional method, in another hand, using multimedia made the learning process more interactive and more interesting.¹² Their reason to choose the object of this research was that multimedia provided teachers with various possibilities to make the learning and teaching environment optimally. One of the objectives of teaching language by using multimedia is to keep students motivated and interested with a different approach to teaching. Now, many multimedia apps could utilize for education, such as presentation applications, e-quizzes, and simulation games.¹³ The reason why this research was related to what the writer did because this research gave some explanation about the use of multimedia in teaching tenses which was very useful for the writer research. In the writer’s research, he was going to conduct online learning which involved many of the multimedia as his teaching media. The differences between this research and the writer's research is the variable, this research was focused on the media of teaching

¹² Djoko Sri Bimo, Sri Murni, and Maria Yustina Rensi Dartani, “The Effectiveness of Multimedia in Teaching Simple Present Tense for The Junior High School,” *ETERNAL (English Teaching Journal)* 12, no. 1 (March 23, 2021), <https://doi.org/10.26877/ETERNAL.V12I1.8303>.

¹³ Ibid.

while the writer is focusing on the model of teaching. Moreover, this research was using a quasi-experimental design while the researcher was doing the research with a pre-experimental design.

From those researches, it could be assumed that the research that the writer was going to do was connected with the topic. However, the researcher was doing this research which was inspired by those researches mentioned before, and take advice from them.

B. Literature Review

1. Grammar

Grammar may be one of the most complicated subjects in learning English. Grammar rule the form and relationship of word or sentences. Grammar is the structural foundation of our ability to express ourselves. Grammar theoretically is the science of the language. As a science, it is observing facts and phenomena whose results lead to methodical classifications and statements.¹⁴

Based on the statement above, the researcher defined grammar as rules that bind every combination of words so it could make sense. There were many aspects of grammar and the most important one was the tenses. In this research, the researcher would be experimenting with the simple past tense model.

¹⁴ Henry Sweet, *A New English Grammar: Logical and Historical. Volume 1*, vol. 1 (Cambridge: Cambridge University Press, 2014).

2. Simple Past Tense

a. Definition of Tenses

Tenses are closely related to time terms. Tenses indicate present activities, past activities, and future activities. Tenses are one of the important topics in grammar that English learners must master to know the English language better. This is necessary because one of the standards in mastering English is the knowledge of tenses. In English, there are several types of tenses and they are always used in everyday conversation.

Tenses are verbs that show or can show the relationship between time and the action in which there is a time when the event occurs. Also, verbs can indicate the duration of the action of the verb when it happens. Tenses are forms of words that express time changes in events, news, statements actions that happen in the sentence.¹⁵ In conclusion, we can say that the tenses are verb forms of time to indicate the time when the accidents happened.

b. The Importance of Tenses

Tenses need to be mastered because of their important use in various written languages as well as in a variety of spoken languages to convey messages appropriately to listeners or readers.¹⁶

¹⁵ Novita Tanjung, Khairani, *Buku Saku Lengkap Aturan Waktu 16 Tenses Inggris* (Jakarta: Vicosta Publishing, 2015).

¹⁶ Murnia Suri, "Pengajaran Materi Tenses Melalui Metode Students to Students Dan Metode Teacher to Students," *JOURNAL OF EDUCATION SCIENCE* 6, no. 1 (2020): 53–59, <https://doi.org/10.3314/JES.V6I1.770>.

Nurjaya states some reasons why tenses are essential to understand tenses:

- 1) To find out when the activity takes place.
- 2) Help facilitate communication.
- 3) Used in formal writing.¹⁷

c. Types of Tenses

There are various versions of types of tenses, cited from MBA Rendezvous overall there are 12 types of tenses. Based on the time event of the tenses, there are three events which are the past, present, and the future. But for the basic learner, focusing on the simple types of the present, the past, and the future is recommended.¹⁸

d. Concept of Simple Past Tense

1) Definition of Simple Past Tense

Based on Cowan, simple past tense is designated by adding “-ed” to a regular verb.¹⁹ Simple past tense is used to talk about an event that happen and end in the past at a specific time. Sentences in the simple past tense are marked with a second verb (verb2) which indicates the past tense.²⁰ Simple past tense stipulates an action that come off before the present time and that has no bond with the present time moment.

¹⁷ Nurjaya, “Mengapa Kamu Perlu Belajar Tenses? - Kampung Inggris LC,” accessed February 14, 2022, <https://kampunginggrispare.info/mengapa-kamu-perlu-belajar-tenses>.

¹⁸ MBA Rendezvous, “Definition of Tenses with Example, Types of Tenses - Past, Present, Future Tenses Exercises,” accessed February 14, 2022, <https://www.mbarendezvous.com/tense/>.

¹⁹ Ron Cowan, *The Teacher’s Grammar of English with Answers: A Course Book and Reference Guide* (Cambridge: Cambridge University Press, 2008).

²⁰ Feby, “Materi Simple Past Tense – Pengertian, Rumus, Contoh Soal,” accessed February 14, 2022, <https://www.gramedia.com/literasi/simple-past-tense/>.

From that statements, the researcher concludes that the simple past tense is used to tell about something that happen in the past with no connection or impact to the present or future.

2) Form of Simple Past Tense

The simple past tense is separated into two kinds, they are regular and irregular form of simple past tense. The form of regular simple past tense is easier to memorize than because it only need to write verb + -ed.²¹ The formula of the simple past tense is divided into three based on the form of the sentence. They are affirmative form, negative form, and interrogative form.

a) Verbal Form of Simple Past Tense

(+) Subject + Verb2 + Object = I wrote the letter

(-) Subject + did + not + Verb1 + Object = I did not write the letter

(?) Did + Subject + Verb1 + Object? = Did I write the letter?

b) Nominal Form of Simple Past Tense

(+) Subject + was/were + ANA = You were a student

(-) Subject + was/were + not + ANA = You weren't a student

(?) Was/Were + Subject + ANA? = Were you a student?

²¹ Ibid.

3) Time Signals of the Past Tense

Table 2.1 Time Signals of Past Tense

Last Week	One Day Ago	Yesterday
Last Day	Two Days Ago	The Day Before Yesterday
Last Night	Three Weeks Ago	Two Days Before Yesterday
Last Week	Four Years Ago	One Week Before
Last Month	Two Months Ago	In 1990
Last Year	Two Years Ago ²²	

3. Blended Learning

Blended learning is a novel model of learning and teaching that combining the face to face direct meeting strategies in the classroom and long-distance or online learning. The application of this learning model is an innovative way to increase the success of students in training or in learning a subject matter.

Blended learning is mixing the learning process in the classroom and E-Learning, which at that time became a bridge for the educational revolution by utilizing information and communication technology. Blended learning can increase the interaction between teachers and students into a deeper area to understand how we process the information, how to communicate with other people in an educational environment, how to be expertise, and to evaluate the process of teaching or learning.²³

²² Catur Ariadi, “√ Pengertian, Rumus & Contoh Kalimat Simple Past Tense,” accessed February 14, 2022, <https://bahasainggris.pro/simple-past-tense>.

²³ Anthony G. Picciano, Charles D. Dziuban, and Charles R. Graham, *Blended Learning: Research Perspectives, Volume 2* (New York: Routledge, 2014), <https://doi.org/10.4324/9781315880310>.

There is a variety of blended learning that can be applied in learning or training. Each model has its unique way in the applicable learning process and one of them is The Flipped Classroom Model which is the model of learning that would be used by the researcher in this research.

4. Flipped Classroom

a. Definition of Flipped Classroom

The flipped classroom is a form of learning that is the opposite of the traditional learning model. It is where anything that is usually done in the classroom is reversed by being done at home in the flipped classroom. In traditional learning, students are taught the subject matter in the classroom (by dictation, group discussion, observing, and reading), then do homework assignments at home. Meanwhile, in the flipped classroom, students learn the material at home (through watching learning videos, discussing with friends online, noting important points, making summaries, asking questions, discussing with friends online, or reading necessary resources).

The flipped classroom is a new, student-centered approach that was created to improve the quality of learning process in the classroom environment. In general, this approach which is widely applied in science classes has also attracted the attention of educators and researchers in various types of major science recently.²⁴

²⁴ Fezile Ozdamli and Gulsum Asiksoy, "Flipped Classroom Approach," *World Journal on Educational Technology: Current Issues* 8, no. 2 (July 30, 2016): 98–105, <https://doi.org/10.18844/WJET.V8I2.640>.

b. The Use of Flipped Classroom

The flipped classroom class was first proposed by Jonathan Bergmann and Aaron Sams in 2007, both of them were educators in the chemistry class. In their book, they discuss several reasons why teachers should use the flipped classroom:

- 1) To help the busy students
- 2) To help the struggling students
- 3) To helps students of all abilities to excel
- 4) Allows for real differentiation
- 5) Changes classroom management
- 6) Change the teacher talk to parents
- 7) Educate parents
- 8) Teachers are allowed to know their students better and vice versa.
- 9) Students could pause and rewind the material that learned.
- 10) To make the class open and interactive.
- 11) It helps the absent student or teacher.²⁵

C. Conceptual Framework

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

²⁵ Jonathan Bergmann and Sams A, "Flipped Your Classroom, *Journal of Physics A: Mathematical and Theoretical*", vol. 44, 2011, https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/15451/Flip_Your_Classroom.pdf.

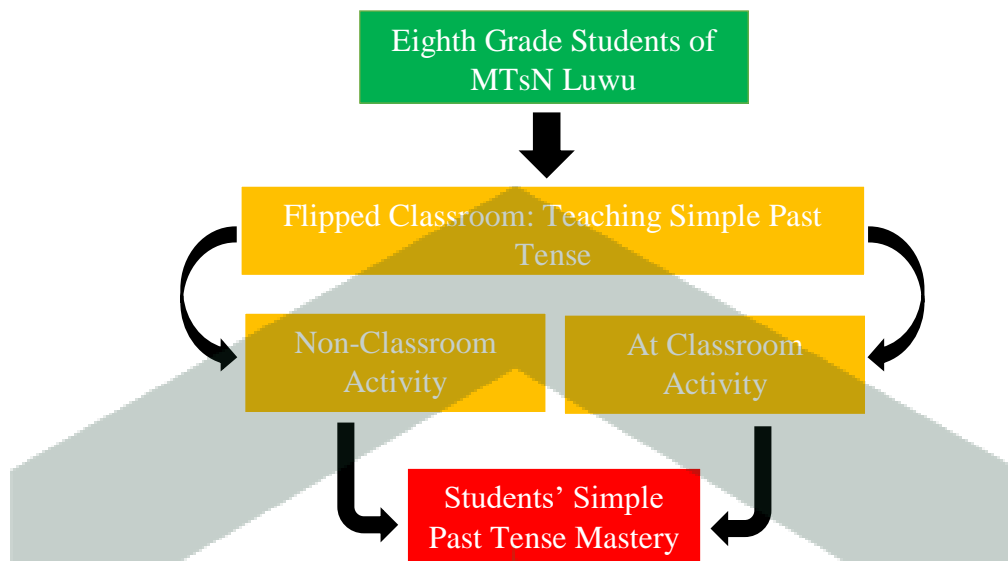


Chart 2.1 Conceptual Framework

This study took eighth-grade students of MTsN Luwu as research subjects. The subject had been given special treatment by teaching the simple past tense material through the flipped classroom learning model. The teaching and learning process was divided into two processes, namely the face-to-face meeting in the classroom and the material presentation that given outside the classroom in the form of online learning. So that in the end it will be shown the results of this experiment whether the flipped classroom is effective in increasing students' mastery of the simple past tense material.

D. Hypothesis

The hypothesis of this research is as follows:

1. (H_0) Null Hypothesis: Using flipped classroom is not effective in teaching simple past tense to the eighth-grade students of MTsN Luwu.
2. (H_1) Alternative Hypothesis: Using flipped classroom is effective in teaching simple past tense to the eighth-grade students of MTsN Luwu.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was using a pre-experimental method considering the fact it was not as complicated as the others. Through this method, either a single group or multiple groups were observed in the application of the treatment to find the change for each group. The researcher was taking pretest and posttest designs. The aim was to find out whether a thorough flipped classroom could be effective in teaching simple past tense or not. The design was written as follows:

$$E = O_1 \quad X \quad O_2$$

Description:

E : Experiment

O₁ : Pretest

X : Treatment

O₂ : Posttest

B. Place and Time of the Research

This research was conducted from 10 to 22 May 2022 at the eighth grade of MTsN Luwu, which is located in Jl. Pendidikan 1 No 5 Belopa.

C. Research Variable

There are two variables in this study:

1. Independent Variable

The independent variable is flipped classroom

2. Dependent Variable

The dependent variable is simple past tense

D. Population and Sample

1. Population

The population of this research was the eighth-grade students of MTsN Luwu consisting of about 250 students which were separated into seven classes.

2. Sample

The sample was the class of VIII.5 consisted of 36 students because two students did not participate in the learning process so the sample that had been taken was 34 students. The sampling technique that was used in this research was purposive sampling with the limitation of the sample should be a student of class VIII.5 and participated at least in two offline meetings. The researcher conducted the research based on his curiosity about this model learning.

E. Data Collection Procedure

The data collection procedure is described as follows:

1. Pretest

On the first day, the researcher met with the students, before the researcher did the pretest, he first gave an explanation about the flipped classroom teaching model. Furthermore, the researcher gave a pretest to students to collect students' data about their knowledge of the simple past tense material before the treatment was held. The test contained 10 questions in the form of multiple choice. The test is given in google form to make it easier for students and researchers to calculate the results efficiently. The pretest was held on May 10, 2022.

After the pretest, the students had given quick information about the learning process that the researcher had to hold. Also, the researcher joined the WhatsApp Group that had been created by the teacher of MTsN Luwu when his students were practicing online learning.

2. Treatment

The treatments were conducted from the 11th to the 20th of May 2022 and lasted for two weeks. In the application of the treatments, the researcher had used a blended learning model specifically Flipped Classroom model where the students had given material in online learning and did the tasks and activities in the classroom. The treatments in this research were planned to be held in four meetings. In each meeting, the students went through two learning processes.

The first was when the students were at their home, a day before the class was held, they would be given material in form of video (YouTube) and picture that the researcher shared in their WhatsApp group. Furthermore, they had given a quiz to check their understanding of the materials of the current meeting. In addition, the researcher asked them to make a personal summary of the meeting as proof of their attendance. However, when the researcher conducted this experiment, it turned out they had already learned about this material in the previous learning process.

The next process was at the school, in the offline meeting, the researcher started the class by reviewing the materials by doing a quiz and eliciting. Moreover, the teacher gave the students some activities based on the materials in the class. Most of the activities were fun activities which include task based activity and class

discussion. In addition, in the offline meeting, the researcher focused on practice tasks and activities.

The materials that had taught for each treatment were: Pronoun and noun first treatment, verb (regular and irregular) in the second treatment, simple past tense (verbal) in third treatment, simple past tense (nominal) in the fourth treatment.

The Procedure for each treatment was as follows:

a. The first treatment

- 1) In the online learning, the teacher shared a YouTube video link about Pronoun and Noun materials on the WhatsApp group
- 2) The teacher shared pictures that showed the list of Noun and Pronoun on the WhatsApp group
- 3) The teacher was giving a quiz about the materials
- 4) In the classroom, The teacher started the class and checked the attendance of the students
- 5) The teacher reviewed the materials by doing eliciting
- 6) The teacher divided students into seven groups representing pronoun
- 7) The teacher showed some things he brought and some pictures and asked students to guess the name of them. The group that mentions most of the correct names of the noun got the reward
- 8) The teacher gave a fun activity named a guessing game where students worked with their friends to guess the name of a noun on the top of their heads. The fastest group that answered the name of the noun got the reward

- 9) The teacher gave a piece of paper to each group and asked them to write five nouns in Bahasa Indonesia, then asked them to rotate the paper so the other group had to write the correct translation in English
- 10) The teacher explained the role of noun in simple past tense and gave them a project assignment to do at their home
- 11) The teacher shared the reward and closed the class
- 12) After the class, the teacher assisted the students in their assignments by facilitating them with consultation sessions about their project assignments

b. The second treatment

- 1) In the online learning, the teacher shared a YouTube video link about Verb (Irregular and regular) materials on the WhatsApp group
- 2) The teacher shared pictures that showed the list of regular verb and irregular verb on the WhatsApp group
- 3) The teacher was giving a quiz about the materials
- 4) In the classroom, The teacher started the class and checked the attendance of the students
- 5) The teacher reviewed the materials by doing eliciting
- 6) The teacher divided students into six groups representing Verb
- 7) The teacher asked one member of the group to tell the other groups name's by doing mimic or pantomiming
- 8) The teacher gave a fun activity word whispering game where each group of the students gather in a line, then the student in back of the line started whispering a word to person in front of him/her and so on. The cycle

continue until the student in the front of the line heard the word then went to the whiteboard to write what he/she heard, after that the student went to the back of the line and the cycle continue until the time was up

- 9) The teacher gave a piece of paper to each group and asked them to write five verbs in Bahasa Indonesia, and asked them to rotate the paper so the other group had to write the correct translation in English. The group that mentioned most of the correct names of the verb got a reward

- 10) The teacher gave a print-out of the list of Irregular verbs for each group and did some repeating

- 11) The teacher explained the role of verb in simple past tense and gave them a project assignment to do at their home

- 12) The teacher shared the reward and close the class

- 13) After the class, the teacher assisted the students in their assignments by facilitating them with consultation sessions about their project assignments

c. The third treatment

- 1) In the online learning, the teacher shared a YouTube video link about simple past tense (verbal) materials on the WhatsApp group

- 2) The teacher shared pictures that showed the formula of simple past tense(verbal) and also the time signal of past tense on the WhatsApp group

- 3) The teacher was giving a quiz about the materials

- 4) In the classroom, The teacher started the class and checked the attendance of the students

- 5) The teacher reviewed the materials by doing eliciting

- 6) The teacher divide students into six group
 - 7) The teacher asked one member of the group to write a sentence Bahasa Indonesia that involves a subject and verb on the whiteboard. Next, the teacher started the class discussion to translate and transform the words into a simple past tense sentence
 - 8) The teacher started to do the find the sentences game where the teacher had placed some sentences outside the class and each member of the group had to find and memorize only one sentence to complete their sentence collection. The group that had the most correct sentence got the reward
 - 9) The teacher wrote some words of the verb on the whiteboard and asked students to make them into simple past tense
 - 10) The teacher gave students a project assignment to do at their home
 - 11) The teacher shared the reward and close the class
 - 12) After the class, the teacher assisted the students in their assignments by facilitatng them with consultation sessions about their project assignments
- d. The fourth treatment
- 1) In the online learning, the teacher shared a YouTube video link about simple past tense (nominal) materials on the WhatsApp group
 - 2) The teacher shared pictures that showed the list of adjective and the formula of simple past tense (nominal) on the WhatsApp group
 - 3) The teacher was giving a quiz about the materials
 - 4) In the classroom, The teacher started the class and checked the attendance of the students

- 5) The teacher checked the student's summary and reviewed the materials by doing eliciting
- 6) The teacher divide students into six group
- 7) The teacher asked one member of the group to write a sentence Bahasa Indonesia that involves a subject and verb on the whiteboard. Next, the teacher started the class discussion to translate and transform the words into a simple past tense sentence
- 8) The teacher gave papers in the jumble word sentence for each group. All members of each group have to work together to solve it. The group that finished first will get the reward
- 9) The teacher wrote some words of the verb on the whiteboard and asked students to make them into simple past tense
- 10) The teacher gave students a project assignment to do at their home
- 11) The teacher shared the reward and close the class
- 12) After the class, the teacher assisted the students in their assignments by facilitating them with consultation sessions about their project assignments

3. Posttest

After giving the treatment, the teacher was giving the posttest to observe the changes or the treatment's results. The test contained 10 questions in multiple-choice form. The test had given in google form to make it easier for the student and calculate the results efficiently. The posttest was conducted in 22nd May 2022.

F. Research Instrument

The instrument of this research was a test. The kind of test was the simple past tense test where the test itself involved the pretest and the posttest. The pretest function was to quantify the ability of students in working with the matter of simple past tense. Meanwhile, the posttest function was to measure the students' ability in the simple past tense after the treatments. The test contained 10 items of questions in multiple-choice for each test.

G. Validity of Instruments

The instrument of this research was validated by lecturer of linguistics Dr. Masruddin, S.S., M.Hum. He concluded that the instrument of this research could be use according to the suggestion.

H. Technique of Analyzing Data

After all the data was collected, the researcher begun to analyze it through the following procedures:

1. Calculating the raw data of the pretest. Each student's correct answer got 1 and the wrong answer got 0
2. Raw scores were going to be converted to a set of score maximum of 100. This process was easier with the help of the google form for the automatic calculation for both of the data, the calculation was using the following formula:

$$\text{Score} = \frac{B}{N} \times 100$$

Description:

B : The total of the student's correct answer

N : Total number of question²⁶

3. Converting the score of the students into values
4. The classification of the score is in criteria as follows:
 - a. 80 - 100 = Excellent
 - b. 60 - 79 = Good
 - c. 50 - 59 = Average
 - d. 0 - 49 = Poor²⁷
5. Calculating the Percentage of the Students' Score

$$P = F/N \times 100$$

Description:

F = Frequency of Items

N = Total Number of Students²⁸

6. Looking for Mean and Standard Deviation using SPSS 25

By calculating the mean score, standard deviation, frequency table of the experimental, and the paired sample statistics of the tests by using Microsoft Office Excel 2013 and IBM SPSS Statistics 25. The result from SPSS 25 was used to

²⁶ Sumaryanta, "Pedoman Penskoran," *Indonesian Digital Journal of Mathematics and Education*. 2, no. 3 (2015): 181–90, http://idealmathedu.p4tkmatematika.org/wp-content/uploads/2016/01/6_Sumaryanta.pdf.

²⁷ David P. Harris, *Testing English as a Second Language*, 1st ed. (New York: McGraw-Hill, 1969).

²⁸ Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

determine the acceptability of the hypothesis. The criteria hypothesis of acceptability were:

- a. $t\text{-table} \geq t\text{-count}$ = rejected null hypothesis
- b. $t\text{-table} < t\text{-count}$ = received null hypothesis²⁹



²⁹ L.R. Gay, Geoffrey E. Mills, and Peter Airasian, “*EDUCATIONAL RESEARCH Competencies for Analysis and Applications*”, 10th ed. (London: Pearson Education, Inc, 2012).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This part contained an explanation of the data found and also their statistical processing. This includes the score of pretest and posttest of the students, the percentage scores of the tests, and the means score along with the standard deviation and also the paired sample statistics for both of the tests.

1. The analysis of the students' scores in the pretest

The pretest was carried out before doing the treatment. This was conducted so that researcher can identify students' abilities in mastering the material about the simple past tense before treatment through the flipped classroom. The results of the pretest were calculated using the Microsoft Excel 2013 application. The following was the data from the pretest results:

Table 4.1 The Students' Score in Pretest

No.	Respondent	Correct Answer	Score	Classification
1	R1	4	40	Poor
2	R2	3	30	Poor
3	R3	6	60	Good
4	R4	4	40	Poor
5	R5	5	50	Average
6	R6	2	20	Poor
7	R7	3	30	Poor
8	R8	6	60	Good
9	R9	6	60	Good
10	R10	2	20	Poor
11	R11	5	50	Average
12	R12	9	90	Excellent
13	R13	2	20	Poor
14	R14	3	30	Poor
15	R15	3	30	Poor

16	R16	7	70	Good
17	R17	5	50	Average
18	R18	2	20	Poor
19	R19	3	30	Poor
20	R20	2	20	Poor
21	R21	2	20	Poor
22	R22	8	80	Excellent
23	R23	1	10	Poor
24	R24	7	70	Good
25	R25	1	10	Poor
26	R26	4	40	Poor
27	R27	3	30	Poor
28	R28	7	70	Good
29	R29	4	40	Poor
30	R30	7	70	Good
31	R31	6	60	Good
32	R32	2	20	Poor
33	R33	5	50	Average
34	R34	4	40	Poor

Researchers had also classified the frequency and percentage of students' abilities in the pretest. The description table was as follow:

Table 4.2 The Scoring Classification in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	2	6%
2	Good	60-79	8	24%
3	Average	50-59	4	12%
4	Poor	0-49	20	59%
5	Total		34	100%

Based on the table 4.2, there are 2 students got the excellent classification (6%) which was the classification with the least number in this pretest, 8 students got the good classification (24%), and 4 students got the average classification,

while the poor classification had the largest population of 20 students (59%) which was more than half of the total sample of 34 students.

From the data that had been described, the researcher concluded that the majority of students in understood the simple past tense material that was tested through the pretest were still in the poor category. Therefore, the researcher conducted treatment using the flipped classroom learning model. This treatment was carried out in 4 meetings. Students learned the simple past tense material gradually starting from the Noun, Verb, Simple Past Tense itself, and the time signal.

2. The analysis of the students' scores in posttest

After doing the treatment, the researcher then did a posttest. This test itself purposed was to identify students' ability to master the simple past tense after conducting the treatment. The results of this test were in the form of data explained in the form of a table that had been calculated using the Microsoft Excel 2013 application. The following table described it:

Table 4.3 The Students' Score in Posttest

No.	Respondent	Correct Answer	Score	Classification
1	R1	5	50	Average
2	R2	2	20	Poor
3	R3	7	70	Good
4	R4	7	70	Good
5	R5	4	40	Poor
6	R6	3	30	Poor
7	R7	2	20	Poor
8	R8	5	50	Average
9	R9	7	70	Good
10	R10	5	50	Average
11	R11	5	50	Average
12	R12	9	90	Excellent

13	R13	2	20	Poor
14	R14	6	60	Good
15	R15	3	30	Poor
16	R16	8	80	Excellent
17	R17	4	40	Poor
18	R18	3	30	Poor
19	R19	4	40	Poor
20	R20	3	30	Poor
21	R21	4	40	Poor
22	R22	8	80	Excellent
23	R23	5	50	Average
24	R24	8	80	Excellent
25	R25	4	40	Poor
26	R26	4	40	Poor
27	R27	6	60	Good
28	R28	8	80	Excellent
29	R29	5	50	Average
30	R30	6	60	Good
31	R31	6	60	Good
32	R32	4	40	Poor
33	R33	7	70	Good
34	R34	6	60	Good

Furthermore, the researcher also explained the results of data processing for students' posttest answers in the form of a classification consisting of frequency and percentage. The results were as follows:

Table 4.4 The Scoring Classification in Posttest

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	5	15%
2	Good	60-79	9	26%
3	Average	50-59	6	18%
4	Poor	0-49	14	41%
5	Total		34	100%

Based on the table 4.4, there are 5 students got the excellent classification (15%), 9 students got the good classification (26%), and 6 students got the average

classification (18%), while the poor classification had the largest population contained 20 students (41%).

From the data described, the researcher concluded that most students in mastered the simple past tense material experienced a significant increase in the average scores on the test. Overall, the improvement between pretest and posttest was approximately 22%. Therefore, it can be said that the research on using the flipped classroom was effective in teaching the simple past tense material.

3. The Paired Sample Statistics

The researcher analyzed the test by calculating the data using IBM SPSS Statistics 25 Application to determine the difference between the pretest and posttest, as well as whether or not the hypothesis was accepted. The paired sample statistic, correlation, and the test could be found in the tables below:

Table 4.5 The Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	42.0588	34	21.14587	3.62649
	Posttest	51.4706	34	19.24835	3.30107

Table 4.5 showed the results of the paired samples statistics from 34 samples in the pretest and also the posttest. The mean score obtained in the pretest was 42.06 where the highest score that was obtained by students was 90 and the lowest score was 10, also the standard deviation obtained was 21.15. For the mean score of the posttest, the mean score obtained was 51.47 where the highest score that was successfully obtained by students was 90 while the lowest score was 20 and the standard deviation obtained was 19.25.

Overall, table 4.5 showed the value of the standard deviation on the pretest and posttest which were respectively 21.15 and 19.25. In addition, the standard deviation error in the pretest reached a value of 3.63 while the posttest showed a value of 3.30. The mean score on the pretest and posttest were 42.06 and 51.47. So it could be concluded that the students' scores increased from 42.06 to 51.47.

Table 4.6 The Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	34	.767	.000

Table 4.6 showed the correlation of students' abilities before and after the treatment whose data was taken using the pretest and also the posttest, reaching a value of .767. This indicated that there was a significant correlation in the students' ability in learning the simple past tense using the flipped classroom.

Table 4.7 The Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-9.41176	13.91341	2.38613	-14.26638	-4.55715	-3.944	33	.000

The table 4.7 showed that $t_{c(t \text{ count})} = 3.944$ and df (degree of freedom) = 33. Based on the t distribution table using df which was worth 33 with a 95% confidence interval of the difference and also a two-tailed model with a standard od significance of 0.05, it was found that $t_{t(t \text{ table})} = 2.035$. From these results it can be concluded that $t_{c(t \text{ count})}$ was higher than $t_{t(t \text{ table})}$, $t_c > t_t$:

$$3.944 > 2.035$$

According to Gay, if the t-count was equal to or greater than the t-table statistically established for the predetermined significance level, the null hypothesis was rejected.³⁰ From that statement, the researcher concluded that the alternative hypothesis was accepted which made this kind of learning model effective in teaching simple past tense.

B. Discussion

In this study, the researcher took one class of respondents consisting of 36 students. The researcher took 34 students because the other 2 students were unable to attend. The researcher conducted 4 treatments, both online and offline meetings in class. Before doing the treatment, the researcher first gave a pretest in advance to measure the extent to which students' ability to work on simple past tense questions. After the treatment was carried out, the researcher gave a posttest to see the differences that occurred in the students' abilities after the treatment, whether they increased or remained the same.

In the pretest, the researcher gave a test in the form of multiple choice. The test results show that 20 students got a score with a poor classification, 4 students with an average score, 8 students with a good score, and 2 students with an excellent score. Similar to the pretest, the questions in the posttest were also given in the form of multiple choice. The results found were as many as 14 students who scored with a poor classification, 6 students got an average score, 9 students got a good score, and 5 students got an excellent score.

³⁰ Ibid.

Based on data analysis, the mean score obtained by students in the pretest was 42.06 (poor) and at the posttest was 51.47 (average). The pretest standard deviation was 21.15 and the posttest was 19.25. After processing the data, it was found that $t_{c(count)}$ with a value of 3,944 was greater than $t_{t(table)}$ with a value of 2,035 with a degree of freedom (df) = 33 on the level of significance of 0.05. So the researcher concluded that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. So, this means that there was a significant difference between the results of the pretest and posttest.

This research run along with the previous research conducted by Riyadi (2017) who found that using the flipped classroom strategy was effective in teaching tenses.³¹ Also, from Hashemfardnia et al. (2018) the result of their research showed that after doing the treatment, students independent in learning was arisen and this helped them to learn outside the classroom.³² The other was by Abdullah et al. (2019) their research proved that FCM merges teachers' views and students' opinions on different themes such as method of teaching or the technique. This made a good the chemistry between teacher and the students in learning process.³³

In this study, the flipped classroom learning model helped students to learn simple past tense. Flipped classroom provided a structured teaching model that was repetitive but not boring because the material and activities in the classroom could be easily replaced with other activities that went along with the material. At first, it

³¹ Riyadi Sujatmiko, "Flipped Classroom in Teaching Simple Future Tense."

³² Hashemifardnia, Namaziandost, and Shafiee, "The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension."

³³ Abdullah, Hussin, and Ismail, "Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance."

was a bit difficult for students to follow this learning model but at the following meetings, students would get used to and feel the ease in the learning process.

In the flipped classroom, students could repeat the materials that had been given easily because they were in the form of E-Learning that was easy to access anywhere and anytime. Furthermore, St. Hartina et al. (2022) stated that students were more accountable for things they learned in online learning that prepared them to enter the synchronous class.³⁴ Moreover, students had received provisions for face-to-face meetings in the classroom. The teacher did not need to explain at length the current material and gave students a chance to find things that linger in their thoughts about the lesson materials. In conclusion, the teacher's role in the classroom focused on assisting the students with what they did not understand by facilitating some kind of methods of teaching like applying the question and answer session or quizzes.

The important aspect in model of learning is it should have all four competencies of 21st centuries that known as the 4C. The tasks and activities that had been given during class learning increase creativity, thinking skills, and also cooperation between students. And finally, the interaction between students and teachers were getting better with fun activities that were provided in the form of simple competitions to increase students' enthusiasm for doing learning activities.

However, there were still several factors that become obstacles in this research process, such as:

³⁴ Hartina, Ermawati, and Syahrir, "Flipped Learning: Asynchronous and Synchronous Models in Online Class to Improve the Learning Outcomes."

1. Lack of research time

The initial plan of this research was carried out with 6 treatments, but it was constrained by the time because the students would enter the semester exam period. The remaining 2 treatments were assimilated into the previous treatments. This caused the learning model application to be not in the optimal form.

2. Lack of students' participation in online learning

There only a few students were active in providing online material, this was because most students still used their parents' cellphones and also the limited internet data. Furthermore, from the researcher's point of view, many students were still not aware and had a low interest in learning through the online system. The solution to this problem could be by adding the project-based method into the learning process so further research could be done.

3. The limitation of the instrument

There were quite a lot of tricky questions on the research instrument caused many students to be careless in answering questions. The tests given in the multiple choice form were intended to make it easier for students. But it turned out most students answered it randomly. In addition, from the researcher's perspective, choosing multiple choice in large classes were making it easier in analyzing the data but did not show the actual changes in the students' ability. Try to use the essay form of assessment would be a good option, and also the use of rubric assessment of project-based assignment may the best option to do so that further experiments could be carried out.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The researcher concluded that teaching simple past tense through flipped classroom was effective in improving students' mastery of simple past tense at the eight-grade students of MTsN Luwu. In the pretest, students got a mean score of 42.06 (poor), while in the posttest was 51.47 (average) which showed an improvement between the pretest and the posttest. Moving on, the values of the $t_{count} = 3.944$ was higher the $t_{(t \text{ table})} = 2.035$. This mean there was a significant difference between both results of the pretest and posttest after the treatment was done. As a final observation, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted which stated that using flipped classroom was effective in teaching simple past tense to the eighth-grade students of MTsN Luwu.

B. Suggestions

Based on the results of this research, the researcher suggested some advice for the other researcher or the reader of this research, they were as follows:

1. For the teacher

First, in planning the learning process, it would be better to make a backup plan in case something goes wrong with the original plan. Second, Teachers should make online classes more interesting and interactive to increase student interest in learning. Next, in providing online learning, teachers should emphasize students repeat the teaching material that has been given. Moreover, teachers should improve

the way the explanation of student activities in shorter, denser, and clearer for time efficiency. Despite giving group assignments, teachers should also give more individual assignments to train students' independence. In addition the best option to cover all the 4 competencies of the 21st centuries is by giving the assignment in form of project-based assignment.

2. For the student

The most crucial thing in doing an E-Learning is an internet connection and a device to access it so make sure to have these things before the class begins. The material is given in online so it can be accessed anywhere and anytime so do not read the material one time only, do it repeatedly for better understanding. If there is a problem with the materials write it and ask it when the offline meeting is held. Last, do not be shy or afraid to ask a question, and also don't be afraid to answer the question whether it's in E-Learning or in the classroom.

3. For the other researcher

Before conducting the research, further observations should be made regarding the learning calendar and the learning system carried out by the school where the research will be occupied. Next, choose the right research subject to carry out your research, so that the research runs optimally. In conducting research, the researcher should conduct research as soon as possible, do not delay the time to get the optimal results. The last is to increase the intensity of treatment for maximum results, don't be in a hurry because one item of teaching material could be given in two or more treatments so it could give satisfactory results.

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APPENDICES

Appendix 1: Pretest


Soal Simple Past Tense

Pilihlah kata yang tepat untuk melengkapi kalimat simple past tense berikut!
Kerjakan dengan jujur dan jangan terburu-buru, karena test ini tidak berdampak pada nilai anda!

andikawan45@gmail.com (tidak dibagikan) [Ganti akun](#)

 * Wajib

Name *

Pilih 

1. I English yesterday

☐ a. Study
☐ b. Studied
☐ c. Will study
☐ d. Studyed

2. I did not that letter

☐ a. Write
☐ b. Wrote
☐ c. Written
☐ d. Writed

3. you lose your smartphone a month ago?

☐ a. Does
☐ b. Do
☐ c. Did
☐ d. Done

4. Mr. Farhan to his office two hours ago

☐ a. Gone
☐ b. Go
☐ c. Goes
☐ d. Went

5. Atta did not a new house

☐ a. Buy
☐ b. Bought
☐ c. Brought
☐ d. Buyed

6. Anto sick yesterday

☐ a. Were
☐ b. Have
☐ c. Will
☐ d. Was

7. Ahmad and Jamal busy at the moment?

☐ a. Was
☐ b. Were
☐ c. Is
☐ d. Are

8. I was in Bali


☐ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☐ d. Last month

9. My parents not angry at me

☐ a. Was
☐ b. Were
☐ c. Did
☐ d. Does

10. The weather good yesterday

☐ a. Was
☐ b. Were
☐ c. Did
☐ d. Does

Kirim  Kosongkan formulir

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Appendix 2: Posttest

Soal Simple Past Tense


Pilihlah kata yang tepat untuk melengkapi kalimat simple past tense berikut!
Kerjakan dengan jujur dan jangan terburu-buru, karena test ini tidak berdampak pada nilai anda!


andikawan45@gmail.com (tidak dibagikan) [Ganti akun](#)

* Wajib

Name *

Pilih 

 Pertanyaan ini wajib diisi

1. Did my mother go to the market? *

☐ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☐ d. Last weekend

2. Susanti this book last week *

☐ a. Read
☐ b. Red
☐ c. Readed
☐ d. Reader

3., Superman did not fly to Indonesia *

☐ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☐ d. Last year

4. Did Winda a new video two days ago? *

☐ a. Recorded
☐ b. Recording
☐ c. Rec
☐ d. Record

5. The monkey those bananas two hours ago *

☐ a. Ate
☐ b. Eat
☐ c. Eaten
☐ d. Eated

6. You were at the library *

☐ a. Tomorrow
☐ b. Next week
☐ c. An hour ago
☐ d. Tonight

7. My father not a farmer *

☐ a. Did
☐ b. Were
☐ c. Was
☐ d. The

8. Was Fadlan this morning? *


☐ a. Walk
☐ b. Go
☐ c. Angry
☐ d. Sleep


9. My friends not happy watching Spider-Man *

☐ a. Was
☐ b. Were
☐ c. Did
☐ d. Does

10. were in the class of VII-5 last year *

☐ a. Mr. Akas
☐ b. Fausi
☐ c. Putri and Salwa
☐ d. Diyanah

Kirim 

Kosongkan formulir 

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Appendix 3: Contoh Hasil Pretest

Soal Simple Past Tense
Pilihlah kata yang tepat untuk melengkapi kalimat simple past tense berikut!
Kerjakan dengan jujur dan jangan terburu-buru, karena test ini tidak berdampak pada nilai anda!

Name *
ZIDNIL HUDA

1. I English yesterday
☒ a. Study
☐ b. Studied
☐ c. Will study
☐ d. Studyed

2. I did not that letter
☒ a. Write
☐ b. Wrote
☐ c. Written
☐ d. Writed

3. you lose your smartphone a month ago?
☐ a. Does
☒ b. Do
☐ c. Did
☐ d. Done

4. Mr. Farhan to his office two hours ago
☐ a. Gone
☐ b. Go
☒ c. Goes
☐ d. Went

5. Attar did not a new house
☒ a. Buy
☐ b. Bought
☐ c. Brought
☐ d. Buyed

6. Anto sick yesterday
☐ a. Were
☐ b. Have
☐ c. Will
☒ d. Was

7. Ahmad and Jamal busy at the moment?
☐ a. Was
☒ b. Were
☐ c. Is
☐ d. Are

8. I was in Bali
☒ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☐ d. Last month

9. My parents not angry at me
☒ a. Was
☐ b. Were
☐ c. Did
☐ d. Does

10. The weather good yesterday
☐ a. Was
☐ b. Were
☒ c. Did
☐ d. Does

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Appendix 4: Contoh Hasil Posttest

Soal Simple Past Tense

Pilihlah kata yang tepat untuk melengkapi kalimat simple past tense berikut!
Kerjakan dengan jujur dan jangan terburu-buru, karena test ini tidak berdampak pada nilai anda!

Name *

ZIDNIL HUDHA

1. Did my mother go to the market? *

☐ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☒ d. Last weekend

2. Susanti this book last week *

☒ a. Read
☐ b. Red
☐ c. Readed
☐ d. Reader

3., Superman did not fly to Indonesia *

☐ a. Tomorrow
☐ b. Next week
☐ c. Tonight
☒ d. Last year

4. Did Winda a new video two days ago? *

☒ a. Recorded
☐ b. Recording
☐ c. Rec
☐ d. Record

5. The monkey those bananas two hours ago *

☒ a. Ate
☐ b. Eat
☐ c. Eaten
☐ d. Eated

6. You were at the library *

☐ a. Tomorrow
☐ b. Next week
☒ c. An hour ago
☐ d. Tonight

7. My father not a farmer *

☒ a. Did
☐ b. Were
☐ c. Was
☐ d. The

8. Was Fadlan this morning? *

☐ a. Walk
☐ b. Go
☐ c. Angry
☒ d. Sleep

9. My friends not happy watching Spider-Man *

☒ a. Was
☐ b. Were
☐ c. Did
☐ d. Does

10. were in the class of VII-5 last year *

☐ a. Mr. Akas
☐ b. Fausi
☒ c. Putri and Salwa
☐ d. Diyanah

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Appendix 5: Nilai Pretest dan Posttest Siswa

Hasil Penelitian : Pretest dan Posttest					
No.	Nama Siswa	Nilai Pretest	Ket	Nilai Posttest	Ket
1	ALDA NOVANDA	40	Poor	50	Average
2	ALFATH MUQAYYIM ADNAN	30	Poor	20	Poor
3	ANDI NOVIRA	60	Good	70	Good
4	ANDI UMRAHYANI RAUDATUL M	40	Poor	70	Good
5	AQILA KHAERANI SYAHRUL	50	Average	40	Poor
6	ASWIN	20	Poor	30	Poor
7	AURA SYASHI	30	Poor	20	Poor
8	CHIMMA AFRIANI TAHRI	60	Good	50	Average
9	DIYANAH AIMAN	60	Good	70	Good
10	FAUSI	20	Poor	50	Average
11	FITRAH RAMADHANI	50	Average	50	Average
12	KEISHA AMEILI ZHAFIRA S	90	Excellent	90	Excellent
13	KEISYA ALMIRA	20	Poor	20	Poor
14	MUH. ABRAR TAMSIL	30	Poor	60	Good
15	MUH. ARYA PRATAMA	30	Poor	30	Poor
16	MUH. KAISAR	70	Good	80	Excellent
17	MUH. KAYYUM	50	Average	40	Poor
18	MUH. NABIL NUR SYAWAL	20	Poor	30	Poor
19	MUH. OKTABIAN ILYAS	30	Poor	40	Poor
20	MUH. RAHMAN NABIL	20	Poor	30	Poor
21	MUH. ERSYAD SYAHID PAHANSIH	20	Poor	40	Poor
22	MUHAMMAD FADLAN JUFRI	80	Excellent	80	Excellent
23	MUHAMMAD FAHMI AL KAUTSAR	10	Poor	50	Average
24	NABILA	70	Good	80	Excellent
25	NABILA DARWIS	10	Poor	40	Poor
26	NATHANIELA ANANDA RAIHANA	40	Poor	40	Poor
27	NURFADILLA AZZAHRA	30	Poor	60	Good
28	NURHALIZA HIDALMAN	70	Good	80	Excellent

29	NURIL AZ ZAHRA DZADIVA	40	Poor	50	Average
30	PUTRI	70	Good	60	Good
31	RASYIDAH ZAHRA	60	Good	60	Good
32	SALWA	20	Poor	40	Poor
33	ZHAFIRAH ATHIYA	50	Average	70	Good
34	ZIDNIL HUDA	40	Poor	60	Good
	Rata-rata	42,06	Poor	51,47	Average
	Persentase Peningkatan	22%			
Ket	Excellent		2		5
	Good		8		9
	Average		4		6
	Poor		20		14



Appendix 6: RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsN Luwu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / Genap
 Materi Pokok : Simple Past Tense
 Alokasi Waktu : 2x40 menit setiap pertemuan (total: 4)
 Kompetensi Dasar : Menerapkan struktur teks dan unsur kebahasaan, perbandingan jumlah dan sifat orang, binatang, benda, kata kerja sesuai konteks penggunaannya

A. Tujuan Pembelajaran

- Siswa dapat mengklasifikasikan kosakata yang termasuk dalam kelas kata *Noun* (Kata Benda)
- Siswa dapat mengklasifikasikan kosakata yang termasuk dalam kelas kata *Irregular Verb* (Kata Kerja Tidak Beraturan) dan *Regular Verb* (Kata Kerja Beraturan)
- Siswa dapat menyusun kalimat *Simple Past Tense* bentuk *Verbal*
- Siswa dapat menyusun kalimat *Simple Past Tense* bentuk *Nominal*

B. Kegiatan Pembelajaran

- Pertemuan Pertama : *Noun*

Kegiatan	Deskripsi Kegiatan Pembelajaran
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi <i>Pronoun</i> dan <i>Noun</i> di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang <i>Pronoun</i> dan <i>Noun</i> di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi
Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan <i>mereview</i> materi dengan melakukan <i>eliciting</i>

	Guru membagi siswa menjadi tujuh kelompok yang mewakili <i>pronoun</i>
	Guru menunjukkan beberapa gambar dan meminta siswa menebak namanya. Kelompok yang menyebutkan paling banyak nama kata benda yang benar akan mendapatkan hadiah
	Guru memberikan permainan tebak kata dimana setiap grup memilih 2 orang pemain sebagai penebak dan pengarah. Penebak harus menebak kata yang berada di atas kepalanya dengan menebak ciri-ciri dari kata tersebut. Adapun pengarah akan mengarahkan penebak untuk menebak kata dengan menginformasikan ciri yang diberikan dengan hanya menjawab <i>Yes</i> atau <i>No</i> . Para pemain diberikan durasi 90 detik untuk menebak kata tersebut dalam Bahasa Inggris. Permainan ini menggunakan sistem eliminasi sehingga kelompok yang bertahan sampai akhir akan mendapatkan hadiah
	Guru memberikan selembar kertas untuk setiap kelompok dan meminta mereka untuk menulis lima kata benda dalam bahasa Indonesia, dan meminta mereka untuk memutar kertas tersebut sehingga kelompok lain harus menulis terjemahan yang benar dalam bahasa Inggris. Kelompok yang menyebutkan sebagian besar nama kata benda yang benar akan mendapatkan hadiah
	Guru menjelaskan fungsi dan peran <i>noun</i> dalam kalimat <i>simple past tense</i> kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru mengirimkan tugas berupa <i>recount text</i> dimana siswa diarahkan untuk mencatat sebanyak mungkin kata yang tergolong <i>noun</i> pada teks yang diberikan
	Guru menginstruksikan untuk kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>Google Classroom</i>

● Pertemuan kedua : *Verb*

Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi <i>Verb</i> baik bentuk <i>Irregular</i> maupun <i>Regular</i> di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang <i>Verb</i> baik bentuk <i>Irregular</i> maupun <i>Regular</i> di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi
Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan <i>mereview</i> materi dengan melakukan <i>eliciting</i>
	Guru membagi siswa menjadi enam kelompok yang mewakili <i>Verb</i>

	Guru meminta salah satu anggota kelompok untuk memberitahu kelompok lain nama kelompok mereka dengan melakukan mimik atau pantomim berdasarkan kata kerja yang mereka dapatkan kemudian kelompok yang lain akan menebak nama kelompok mereka
	Guru memberikan selembar kertas untuk setiap kelompok dan meminta mereka untuk menulis lima kata kerja dalam bahasa Indonesia, dan meminta mereka untuk memutar kertas sehingga kelompok lain harus menulis terjemahan yang benar dalam bahasa Inggris. Kelompok yang menyebutkan sebagian besar nama kata kerja yang benar akan mendapatkan hadiah
	Guru memberikan permainan <i>word whispering game</i> . Guru menyiapkan beberapa kertas kata dan setiap kelompok siswa membuat garis, dan orang terakhir di barisan mengambil kertas tersebut kemudian membisikkan kata tersebut kepada orang berikutnya sampai sampai kepada orang yang paling depan. Selanjutnya dia akan menulis kata di papan tulis, mengambil kertas lain, kembali ke baris terakhir dan itu berlanjut sampai kertas habis.
	Guru memberikan <i>print-out</i> dari daftar kata kerja beraturan dan kata kerja tidak beraturan untuk setiap kelompok dan melakukan beberapa pengulangan
	Guru menjelaskan fungsi dan peran <i>verb</i> dalam kalimat <i>simple past tense</i> kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai
	Guru membagikan hadiah dan menutup kelas
	Guru mengirimkan tugas berupa <i>recount text</i> dimana siswa diarahkan untuk mencatat sebanyak mungkin kata yang tergolong <i>verb</i> pada teks yang diberikan
Setelah Kegiatan Pembelajaran	Guru menginstruksikan untuk kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>Google Classroom</i>

● Pertemuan ketiga : *Simple Past Tense (Verbal)*

Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi <i>simple past tense</i> (verbal) di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang <i>simple past tense</i> (verbal) di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi
Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan <i>mereview</i> materi dengan melakukan <i>eliciting</i>
	Guru membagi siswa menjadi enam kelompok

	Guru meminta salah satu anggota kelompok untuk menulis kalimat bahasa Indonesia yang melibatkan subjek dan kata kerja di papan tulis. Selanjutnya guru memulai diskusi kelas untuk menerjemahkan kalimat tersebut
	Guru meminta setiap kelompok untuk mengubah kalimat menjadi <i>simple past tense</i>
	Guru mulai melakukan permainan mencari kalimat dimana guru telah menempatkan beberapa kalimat di luar kelas dan setiap anggota kelompok harus menemukan dan menghafal satu kalimat saja untuk melengkapi kumpulan kalimatnya. Waktu kegiatan ini adalah 7 sampai 10 menit. Kelompok yang memiliki kalimat paling banyak dan benar akan mendapatkan hadiah
	Guru menulis beberapa kata dari kata kerja di papan tulis dan meminta siswa untuk membuatnya menjadi <i>simple past tense</i>
	Guru memberikan tugas pekerjaan rumah berupa tugas proyek untuk membuat <i>recount text</i> atau <i>narrative text</i> minimal 150 kata
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru membuka sesi konsultasi online dimana siswa dapat bertanya kepada guru mengenai teks yang sedang mereka kerjakan Guru juga membantu siswa dalam pengerjaan tugas ini dengan menilai unsur kebahasaan pada <i>text</i> yang mereka konsultasikan
	Guru menginstruksikan untuk kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>Google Classroom</i>

• Pertemuan keempat : *Simple Past Tense (Nominal)*

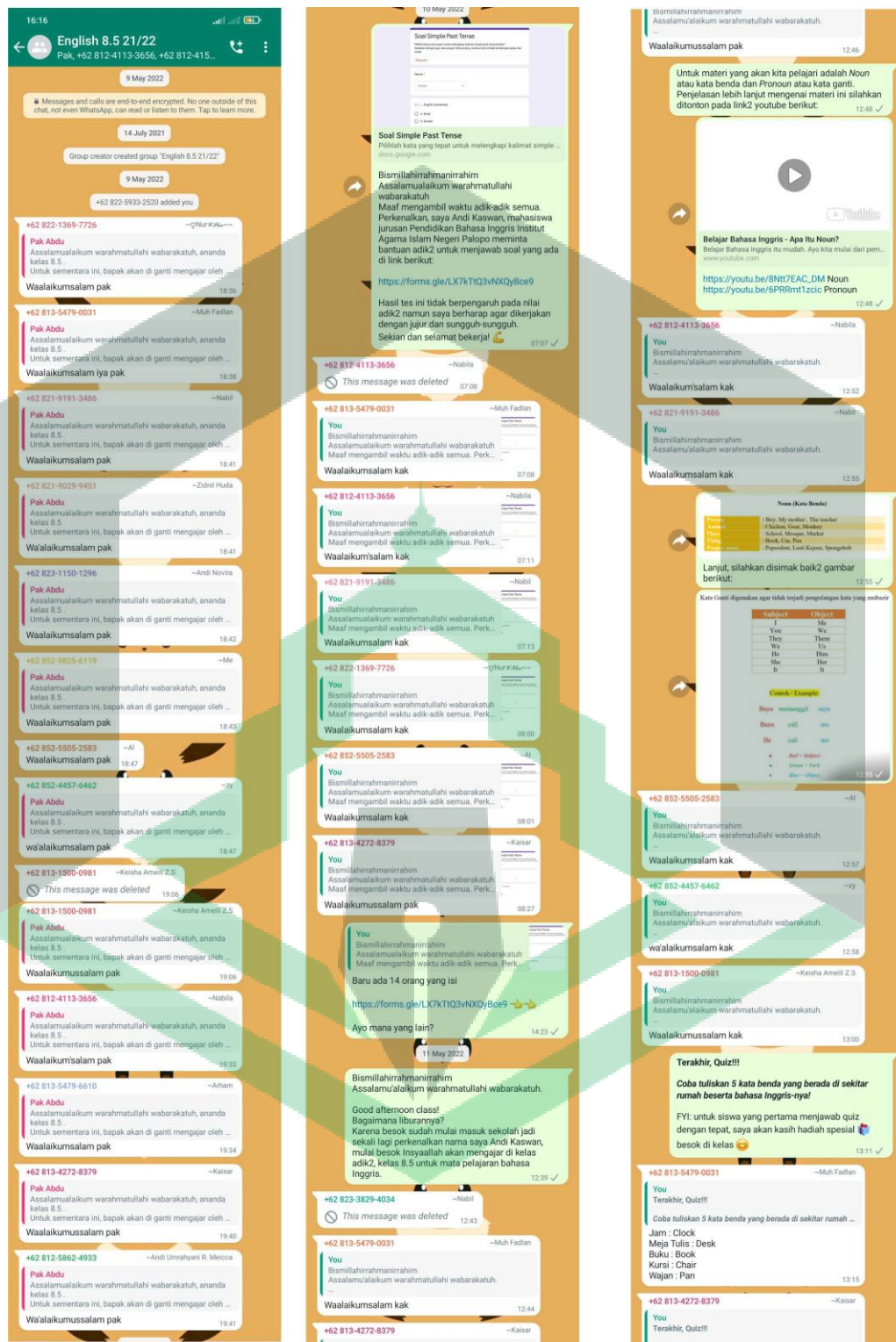
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi <i>simple past tense</i> (nominal) di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang <i>simple past tense</i> (nominal) di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi
Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan <i>mereview</i> materi dengan melakukan <i>eliciting</i>
	Guru membagi siswa menjadi enam kelompok
	Guru meminta salah satu anggota kelompok untuk menulis kalimat bahasa Indonesia yang melibatkan subjek dan kata sifat di papan tulis. Selanjutnya guru memulai diskusi kelas untuk menerjemahkan kalimat tersebut
	Guru meminta setiap kelompok untuk mengubah kalimat menjadi <i>simple past tense</i> juga membuat bentuk kalimat negatif dan interogatif.

	Guru memberikan amplop yang berisi kertas dan potongan-potongan kata untuk masing-masing kelompok. Guru memberikan permainan susun kata dimana semua anggota setiap kelompok harus bekerja sama untuk menyelesaikannya. Kelompok yang selesai lebih awal akan mendapatkan hadiah
	Guru menulis beberapa kata dari kata kerja di papan tulis dan meminta siswa untuk membuatnya menjadi <i>simple past tense</i>
	Guru memberikan tugas pekerjaan rumah berupa tugas proyek untuk membuat <i>recount text</i> atau <i>narrative text</i> minimal 200 kata
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru membuka sesi konsultasi online dimana siswa dapat bertanya kepada guru mengenai teks yang sedang mereka kerjakan Guru juga membantu siswa dalam pengerjaan tugas ini dengan menilai unsur kebahasaan pada <i>text</i> yang mereka konsultasikan
	Guru menginstruksikan untuk kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>Google Classroom</i>

Belopa, 12 Mei 2022

<p>Mengetahui, Guru Bahasa Inggris</p>  <p>Muhammad Abduh Saleh, S.S</p>	<p>Peneliti</p>  <p>Andi Kaswan</p>
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Appendix 7: Documentation



Screenshot PBM Online 1

Mejatable
Sendal:sliper
Ember:bucket
Kipas angin:fan
Sepatu:shoes

+62 852-4457-6462
You
Terakhir, Quiz!!
Coba tuliskan 5 kata benda yang berada di sekitar rumah ...
sapu : broom
kompor : stove
piring : plate
gelas : glass
sendok : Spoon

+62 813-5479-0031
Jam : Clock
Meja Tulis : Desk
Buku : Book...

Nice

+62 813-4272-8379
Meja table
Sendal:sliper
Ember:bucket...

Good

+62 852-4457-6462
sapu : broom
kompor : stove
piring : plate...

Bravo

Well... Materi2 di atas tolong di pelajari dengan baik, bisa adik2 catat bagian2 yang penting dan jika ada pertanyaan silahkan di catat terlebih dahulu, besok kita bahas kembali materinya di kelas.

See you tomorrow!

Sekian
Wassalamualaikum warahmatullahi wabarakatuh

12 May 2022

Bismillahirrahmanirrahim
Assalamualaikum warahmatullahi wabarakatuh.

Good afternoon class!

Karena besok kita masih belajar Bahasa Inggris, saya akan mengirimkan materinya terlebih dahulu.

Untuk materinya, kita akan belajar tentang Verb atau kata kerja. Verb adalah kata yang mendeskripsikan aksi, tindakan, kondisi atau pengalaman sesuatu. Di dalam Bahasa Indonesia, verb sering disebut kata kerja karena verb menunjukkan aktivitas dari subjek dalam kalimat. Verb merupakan bagian terpenting dan selalu muncul dalam setiap kalimat. Verb terbagi atas dua jenis yakni Irregular Verb dan Regular Verb. Penjelasan lebih lanjut mengenai verb silahkan disimak pada video di link berikut :

<https://youtu.be/Rka8BT5Mn00> Regular Verb

<https://youtu.be/cWou4NUj8s> Irregular Verb

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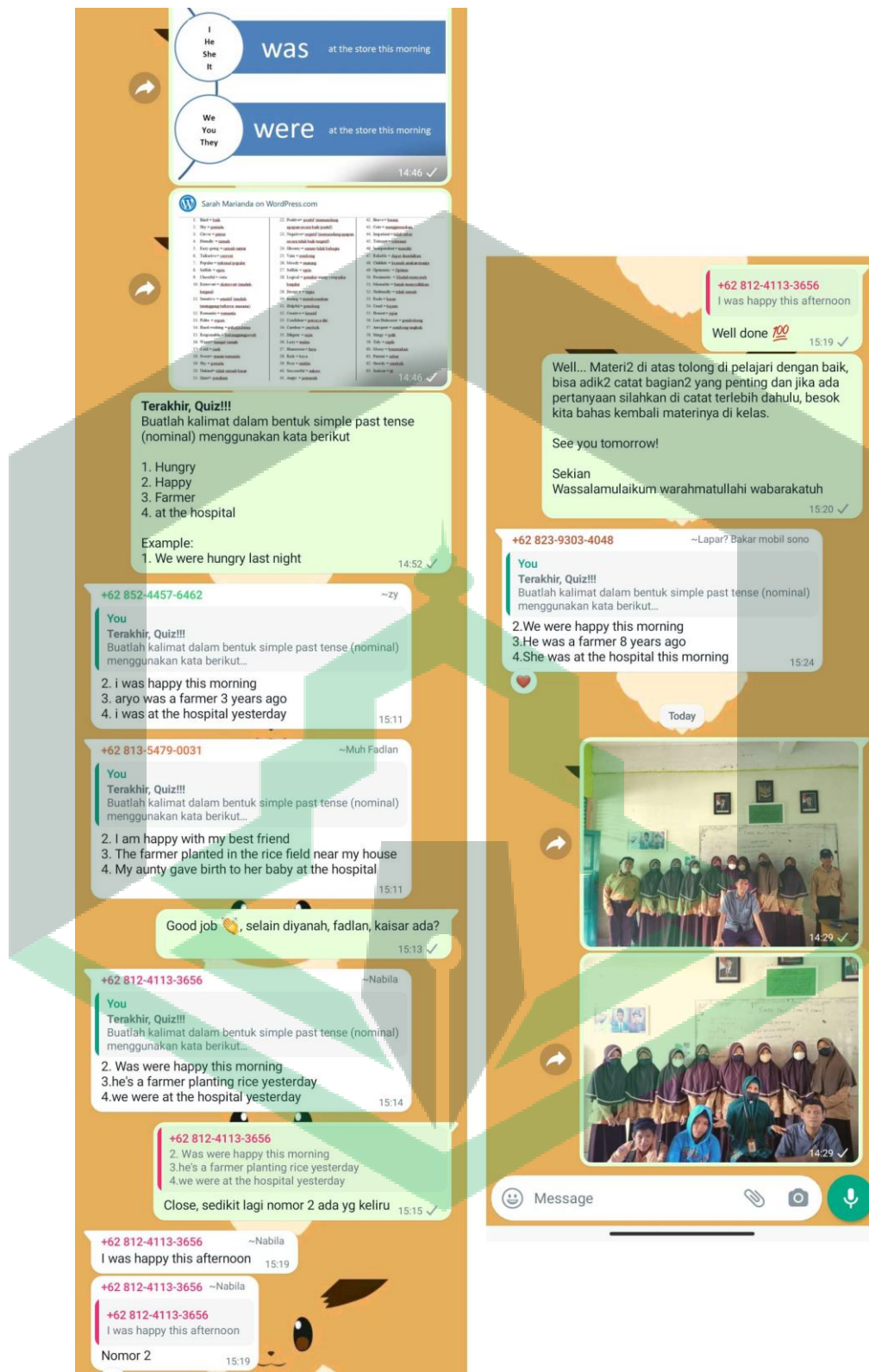
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Screenshot PMB Online 3



1st Meeting



2nd Meeting



3rd Meeting



4th Meeting

Dokumentasi Vidio Link YouTube dalam QR Code



Fun Activity Meeting 1



Fun Activity Meeting 2



Fun Activity Meeting 3



Fun Activity Meeting 4



Contoh Material Review pada awal pertemuan



Appendix 8: Surat Keterangan Selesai Meneliti

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN LUWU
MADRASAH TSANAWIYAH NEGERI I LUWU
 Jalan Pendidikan I No.5 Belopa
 Telepon (0471) 3314365 ; Fax (0471) 3314365
 Website : mtsnbelopa.sch.id

SURAT KETERANGAN
 Nomor *1416* /Mts.21.09.01/05/2022

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri I Luwu Kabupaten Luwu:

1. Nama Pegawai	: Dra. Hj. Sitti Ara, M. Pd. I
2. NIP	: 19680322199703 2001
3. Jabatan	: Kepala MTs Negeri I Luwu

Menerangkan bahwa:

1. Nama	: Andi Kaswan
2. Tempat/Tgl. Lahir	: Lebani, 15 Juli 2000
3. NIM	: 18 0202 0072
4. Jurusan	: Pendidikan Bhs. Inggris
5. Alamat	: Jln. Tomakaka Desa Lebani Kec. Belopa Utara Kab. Luwu

Telah melaksanakan penelitian dalam rangka penyusunan Skripsi yang berjudul "**Teaching Simple Past Tense Through Flipped Classroom at Eighth-Grade Students of Madrasah Tsanawiyah Negeri I Luwu**" mulai tanggal 25 Maret s/d 25 Mei 2022.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagai salah satu persyaratan dalam rangka penyusunan skripsi.

Belopa, 25 Mei 2022
 Kepala,

Sitti Ara

