

**IMPROVING STUDENTS' SIMPLE PAST TENSE MASTERY BY
USING SUBSTITUTION DRILL AT SMP TAHFIDZ AL-QUR'AN
NURUT TAUHID DESA BILANTE**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



Written By

UMMUL FATIHA

REG. NUMBER: 1702020034

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

THESIS APPROVAL

This thesis entitled "Improving Students' Simple Past Tense Mastery By Using Substitution Drill At SMP Taubid Desa Bihantu" Which is Written by Ummul Fatiha, Reg. Number. 17.0202.0034,S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Muqoyyah session which is carried out Wednesday, 27th of April 2022 M, coincided with 26th Ramadhan 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Tuesday, 21st June 2022
21st Zulkaedah 1443 H

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Assalamu'alikum warahmatullahi wabarakatuh

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Wassalamu'alaikum warahmatullahi wabarakatuh.

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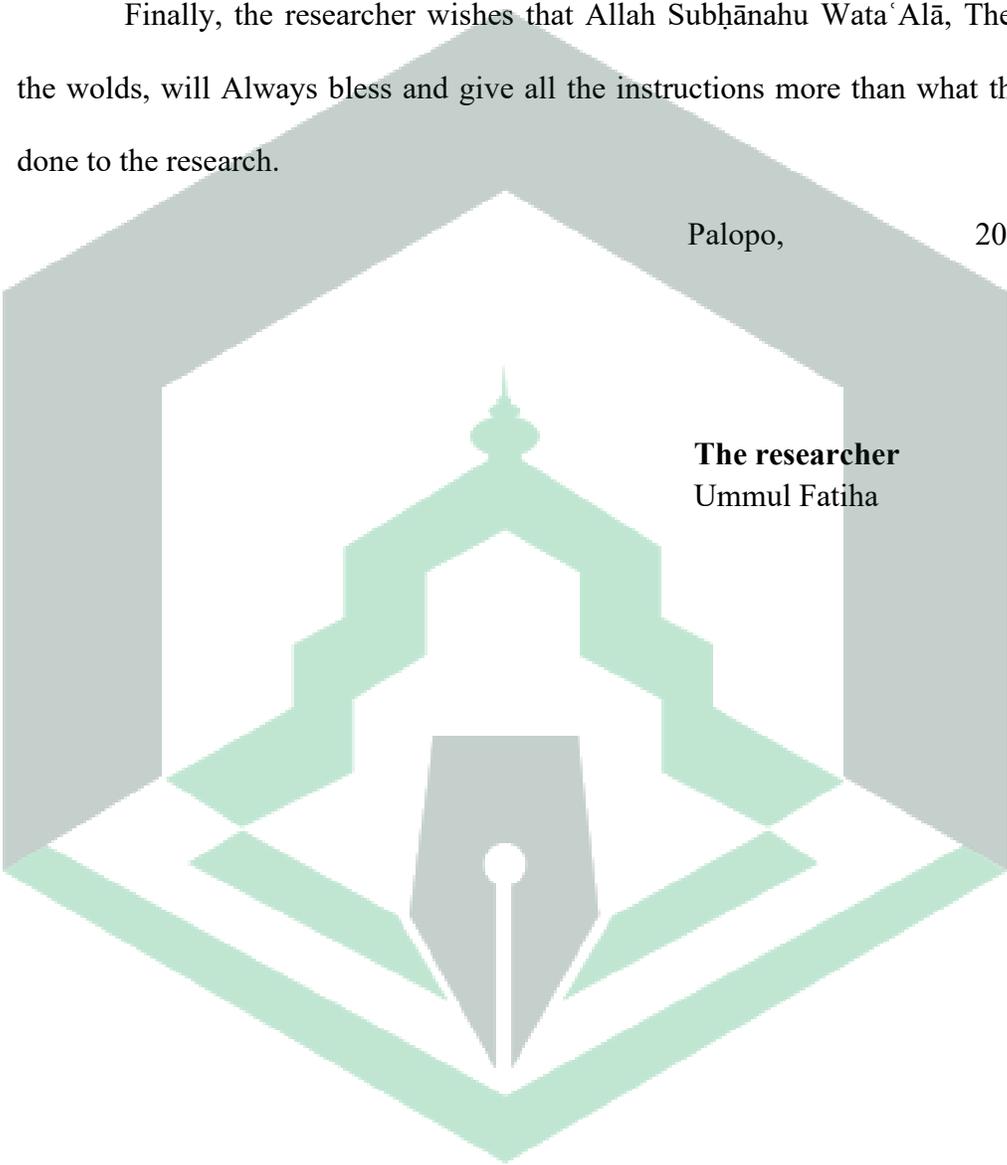
research hopes that this thesis can provide value for students and English students teachers as well as the reader. The researcher hopes that this thesis can be useful for everyone.

Finally, the researcher wishes that Allah Subhānahu Wata'Alā, The lord of the wolds, will Always bless and give all the instructions more than what they have done to the research.

Palopo,

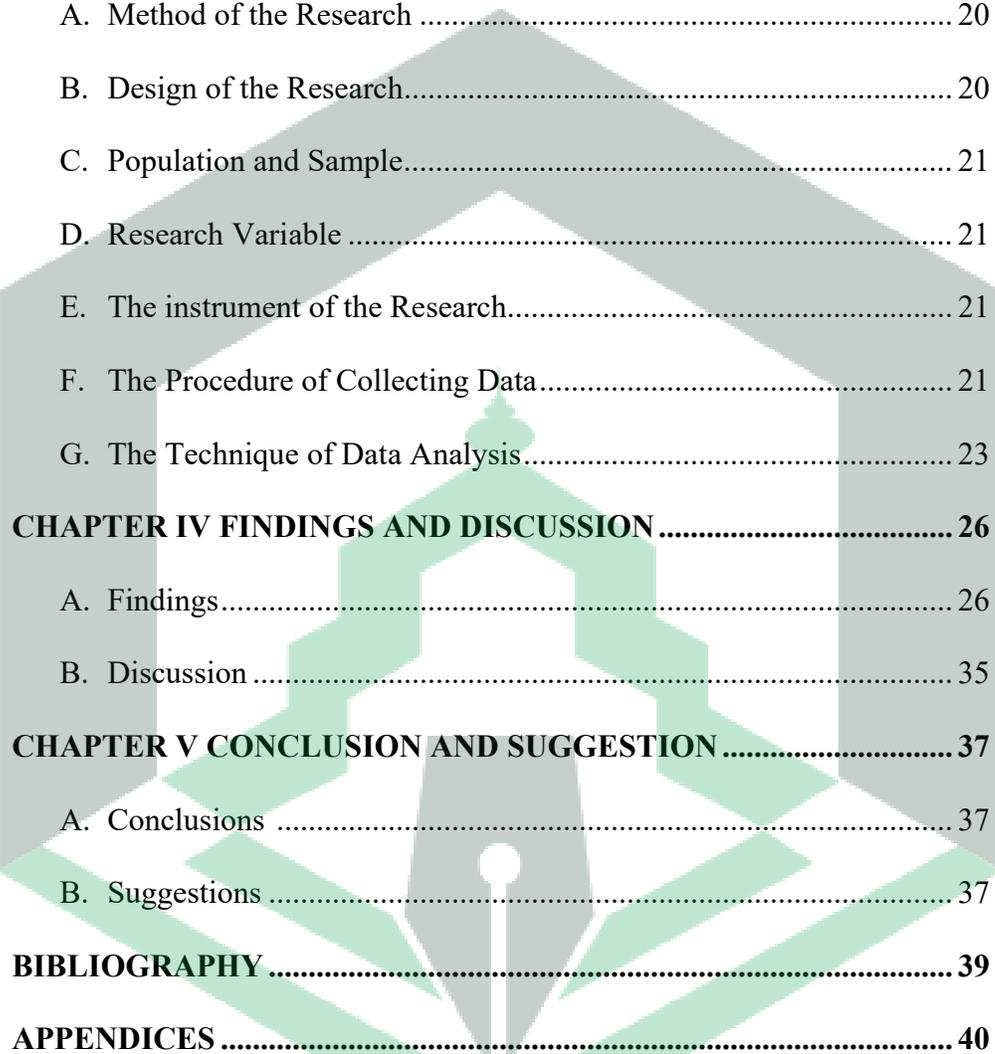
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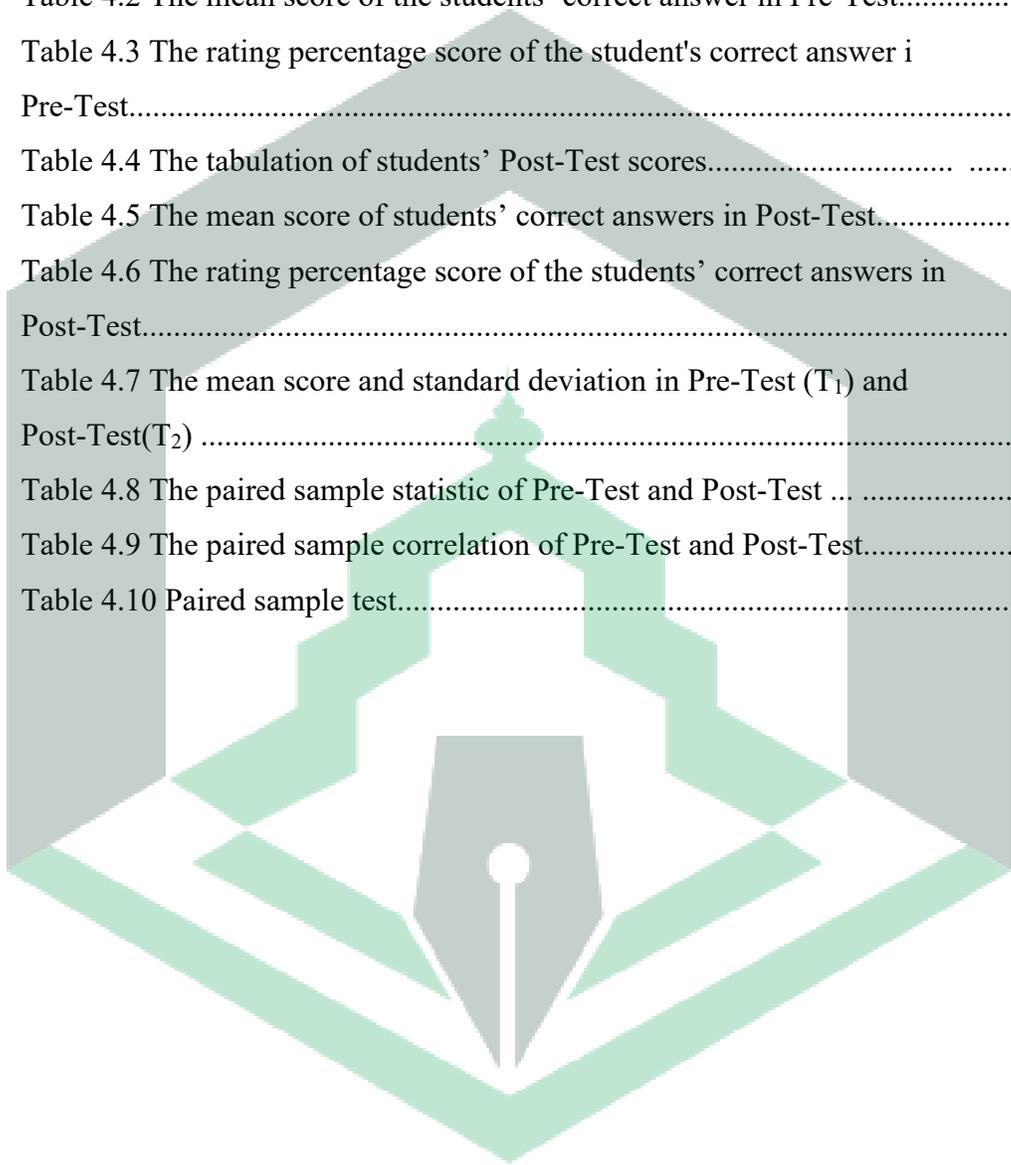
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ABSTRACT

Ummul Fatiha, 2022. “ Improving Students’ Simple Past Tense Mastery By Using Substitution Drill at Smp Tahfidz Al-Qur’an Nurut Tauhid Desa Bilante”. A thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised By: Amalia Yahya, S.E., M.Hum and Muhammad Iksan, S.Pd., M.Pd.

This dissertation is about Improving Simple Past Tense Mastery Using Substitution Drill technique. This study's problem statement is “Is Substitutions Drill effective in improving students’ mastery of simple past tense”. The objective of the research is “To find out whether using substitution drill is effective to improve students’ mastery of simple past tense at SMP Tahfidz Al-Qur’an Nurut Tauhid Desa Bilante”. In the research, The pre-experimental method was used in the study. The population of this research was the students the eight-grade students of SMP Tahfidz Al-Qur’an Nurut Tauhid Desa Bilante and the research used purposive sampling which was taken the sample was 15 students. The researcher gathered data by administering a pre-test and a post-test comprised of multiple-choice items with a total of ten items. The data collected during the pre-test and post-test were tabulated and analyzed in percentages first. The information gathered through The purpose of this study is to see how effective the substitution drill technique is for improving simple past tense mastery in eighth-grade SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante students. This study's instrument is a test that is used in both pre- and post-testing. The test was then calculated and analyzed using SPSS 22. Based on the study's findings and discussion, this research concludes that the use of the substitution drill method is effective in improving students’ simple past tense mastery. The result means score in the pre-test was lower than the mean score in the post-test (30>68). The research concludes that the use of the substitution drill technique is effective for improving students' simple past tense.

Keyword: Substitution Drill, Simple Past Tense Mastery

CHAPTER 1

INTRODUCTION

A. Background

Education is very important in human life because without education someone will feel left behind and stupid. Education is a process of changing one's attitudes and behavior for the better in terms of intelligence, knowledge, and personality. Education is very important for us, because it not only gives us knowledge but teaches us about manners and the right things, education can also help the nation's progress because an educated society safeguards the nation's future. Education occurs self-taught or occurs under the guidance of others so that communication occurs between two or more people. One of the educational communication media is language.

Language is a symbol of sound that is used by humans to communicate with others. A language is also a tool for expressing thoughts, feelings, and ideas that exist in the human mind, language is also an identity for everyone in a particular country. One of the languages that are widely used by foreigners and have become an international language is English.

English is the most widely spoken in the world, so it has become an international language. English as an international language has an important role in this globalization era. It can be a tool of communication among people everywhere in the world. A message in communication can be acceptable when a speaker the real correct language grammar. English is concerned that grammar has greater importance

and significance. Unless we have mastered grammar we do not or cannot speak or write English correctly. In order, the other people can understand our grammar competence must master grammar because English grammar is a kind of material in the English language.

English grammar involves some forms, such as simple past tense. Simple past tense is the basic form of the past tense in modern English. A simple past refers to an event or situation that occurred at a specific point in the past.¹ We always have to say when the action happened when we use the simple past to talk about events, actions, or situations that happened in the past and are now finished. As a result, teachers frequently use time references such as yesterday, ago, and ago. One of the problems in learning simple past tense is how to make students easier and more interested in learning. For this reason, the author uses a substitution drill to make it easier for students to learn simple pasts.

Based on the observation of the information from (Ms. Mirda) an English teacher at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante the students' ability in using simple past tense is still low, difficulty in making sentences and distinguishing regular and irregular verbs. The researcher assumes that the students still face difficulties in using simple past tense to make sentences.

Using substitution drill technique to improve students' simple past tense mastery because the substitution drill comes from the word "drill" which means repeatedly, so

¹Betty Schramper Azar, *Understanding and Using English Grammar*, Second Edition, United State of America, 1989.24.

that in learning the simple past tense students can remember the simple past formulas. Where most students still have difficulty learning it, especially using the irregular and regular verbs, therefore this research is an effort to the effectiveness of implementing substitution drills to improve the mastery students' of simple past tenses. Based on the explanation above the researcher raised the title

Improving Students' Simple Past Tense Mastery By Using Substitutions Drill At Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.

B. Problem Statement

Based on the description above, the researcher formulated the research question as follow:

Is the Substitutions Drill technique effective in improving students' mastery of simple past tense?

C. The Objective of the Research

Based on the research question above, the researcher states the objectives of the research as follow :

To find out whether using substitution technique drill is effective to improve students' mastery of simple past tense at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.

D. Significance of the Research

Research results are expected to be useful information for all readers. This is also expected to make a good contribution, especially how to use the substitution drills techniqueto increase students' insights about simple past tense.

E. Scope of The Research

This research is focused on improving the students' grammar mastery, specifically the simple past tense in using the substitution drills technique.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Study:

Some researchers conduct previous research aimed at teaching students' simple past tense, and in this writing, the researcher discovers some research related issues that pique the researcher's interest in the research, which are as follows:

Surani Banna study about the use of teaching simple past tense with the pre-experimental method, the technique of writing personal experience at the tenth year students of PMDS Putri Palopo can be It is effective for teaching the simple past tense. This is evidenced by the improvement they experienced following treatment. Data show that the writing personal experience technique success in increasing the students' ability in teaching simple past tense.²

Misnawati findsthat all actions are successfully implemented in the teaching and learning process, and that this research focusing on writing a diary can improve students' mastery of learning simple past tense. The research usesthe pre-experimental method. It is used to know whether thought writing diary can be effective in teaching simple past tense to the eleventh-year students of SMAN 1 Bajo.³

Israh research of using single-slot substitution drills to enrich students' vocabulary with classroom action techniques. The result of this study, the teachers

²Surani Banna, Teaching Simple Past Tense at The Tenth Year Students of P MDS Putri Through Writing Personal Experience (AIN) Palopo, 2011.57

³Misnawati, Improving Students' Mastery Learning Simple Past Tense at Eleventh Year Students of SMAN 1 (AIN) Palopo, 2015.65

can use a single slot substitution drill to teach vocabulary to students. After the students learn vocabulary through a single-slot substitution drill, they feel enjoy and motivated to memorize and learn English.⁴

Yuriatson Jubhari researched the effect of using substitution drill ask a technique of English teaching specializing in teaching tenses to enhance the mastery of students' tenses. The research usesthe pre-experimental method. In this case that the implementation of substitution drill at SMP Amana Gappa can render a good starting point to learning forms of the tenses and enforce students' understanding of structural sentences through drills by guiding the teacher because students internalize the pattern by practicing.⁵

Amrudin researched about improving the ability in using simple present sentences through substitution drill is effective. This researcher uses the classroom action research method which is carried out in 2 places. in the first cycle the students had difficulty understanding the teacher's intentions and in the second cycle the teacher explained the material in detail using drillll substitution. The research data was obtained from test results and observation sheets. This can be seen through the percentage of student progress from 17.86% in cycle 1 to 96.43 in cycle II, meaning

⁴Israh, Using Single Slot Substitution Drill To Enrich Students' Vocabulary at The Eight Year of SMPN 1 Tomoni (IAIN) Palopo, 2018. p.62.

⁵Yuriatson Jubhari "The Effect Using Subtitution Drill On Students' Tenses Mastery," *CELTICS* Vol. 1, No. 1 (Desember 2018): 53-62, <https://ejournals.umma.ac.id/index.php/seltics>

that the use of substitution exercises is effective in improving the ability of class VII students of SMP Negeri 1 Sindue Tobata in using simple present tense sentences.⁶

So the conclusion with research findings from Israh and Yuriatson Jubhari, is with substitution drill it can improve the basics of English especially vocabulary and tenses, and then Surani Banna uses writing personal experience to increase the students' ability in teaching simple past tense, meanwhile, Misnawati uses writing a diary can improve students mastery in learning simple past tense. But in this research, the writer has a different way with them because the writer uses substitution drill as a technique for improving tenses focuses on simple past mastery.

B. Grammar

1. Grammar definition

Grammar is the grammar of science that regulates the use of language. Grammar is a reference to a mechanism according to the function of the language itself when it is used to do community with other people.⁷ Grammar is a rule that combines words, or the rules for combining sounds with a meaning.⁸ Grammar is the set of rules that are words in any language. Any language, including English, has its grammar. By learning grammar, it can help to use good language structure so that pronunciation gives a better impression to the speaker.

2. The Function of grammar

⁶<http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/2126>

⁷Mas'ud, Fuad. *Essentials of English Grammar*. Second Edition. Yogyakarta: BPFY-Yogyakarta, 2010.

⁸Irma Indriani, *Grammar itu Gampang*, (Jakarta Timur: Dunia Cerdas, 2015), .2.

Grammar has a very important function. By learning grammar, we will understand the system of the language itself. We can build a conceptual map of the structure of the English language by understanding grammar, so that the English we use in writing or pronunciation is more structured. Learning grammar has a myriad of benefits. In today's globalized area, English has dominated in all aspects. Most countries in Asia use English as a second language after their national language. English is a communication tool most often used by the world to interact. More than 100 countries use English as the language of instruction. So, grammar is very important to learn because it can be applied in writing or conversation. The benefits of learning English include grammar or other skills such as reading, writing, or speaking. We already know that English is used in more than 100 countries, so by understanding English with a good and correct language structure, we will easily understand everything that uses English. Grammar is also very important for career advancement. When the company conducts an English test as a condition for admission of employees or when there is a test to increase the level. The TOEFL material, which includes listening, structure and reading, is an ability that must be possessed to be able to pass the promotion exam or the admission test for employment or education. In this case, grammar is very much needed to improve understanding of TOEFL, TOEIC, or IELTS questions.⁹

C. Verb Tense

⁹Irma Indriani, Grammar itu Gampang, (Jakarta Timur: Dunia Cerdas, 2015).7.

The tense of a verb is determined by the time the action occurred. The three main tenses are: present tense, past tense, and future tense. A verb's tense can also tell us whether an action is habitual, ongoing, or completed. This is known as the aspect of the verb, and it is a part of the tense. Tenses are understood as the alignment of the verb form with the concept of time. Tense is also associated with aspects, namely showing whether an action is still in progress or has been completed. In English, there are 16 tenses in total¹⁰

D. Simple Past Tense

1. Definition of Simple Past Tense

Many different tenses can be used in a sentence, but it is impossible to use all of them in a single sentence or paragraph. As a result, we need specifications for making the sentence or paragraph connect with the tenses that we create.

The simple past denotes an activity or situation that occurred in the past and came to an end at a specific point in time.¹¹ A simple past tense is a time form that is used to describe an event or action that occurred at a specific time in the past in a simple form. The date and time of the event action are known.¹²

2. The function of Simple Past Tense

To declare events that occurred in the past and ended in the past, marked by a clear time statement. The information that is meant is yesterday, last month, the day

¹⁰Venita Manroe, Basic English Grammar, (Surabaya : Greisinda Press Surabaya).109.

¹¹Betty Scharmpfer Azar, Understanding and Using English Grammar, Second Edition, (the United States of America,1989).24

¹²Dony Hariyanto, Drs.Rudy Hariyono, English Grammar for general application, (Surabaya : Gitamedia Press,2003).263.

before yesterday, two hours ago, in (1983,1987,1992), etc.¹³ Also, The simple past tense function explains past habitual action and activity, and the time signal was mentioned.

3. Verbal sentence

There are two types of sentences in the simple past tense that we should be aware of: verbal and nominal.

A verbal sentence is one in which the predicates are verbs. Verbal sentences are classified into several types, which are as follows:

a. Positive sentence

SUBJECT + VERB 2

Example :

1. I studied English yesterday
2. She cooked meatball last morning
3. We watched the Doraemon movie last week

b. Negative sentence

Subject + Did + Not + Verb 1

Example :

1. I did not study English last night
2. I did not pray last morning

¹³Drs.Tri Wiratno,M.A, Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Matematika, (Yogyakarta:Pustaka Pelajar Offset,2003).54

3. We did not go to the Jogja last week

c. Interrogative sentence

Did + Subject + Verb 1 + ?

Example :

1. Did they visit their village last month?
2. Did you go to school yesterday?
3. Did I study English yesterday?

4. Nominal sentence

A nominal sentence is one in which the predicates do not include verbs.

Subjects: I, She, He, It = Was

You, They, We = Were

a. Positive sentence

Subject + Tobe (Was/Were) + Complement

Example :

- 1) I was very busy last night
- 2) She was beautiful last morning
- 3) We were smart in the class last week

b. Negative sentence

Subject + Tobe (Was/Were) + Not + Complement

Example :

- 1) They were not happy when they were children

2) She was not at home when I came in her home

3) I was not smart English language

c. Interrogative sentence

Tobe (Was/Were) + Subject + Complement + ?

Example :

1) Were you a teacher last year?

2) Was he cheerful yesterday?

3) Was it nice?

5. Question Word

The question word is question using the What, Who, Where, When, Why, And How

a. Verbal

QW + Did + Subject + Verb 1 + ?

Example :

1) What did you do last night?

2) Where did she go last week?

3) Who did with you last morning?

b. Nominal

QW + Tobe (Was/Were) + Subject + Complement + ?

Example :

1) Where was she yesterday?

2) What were they?

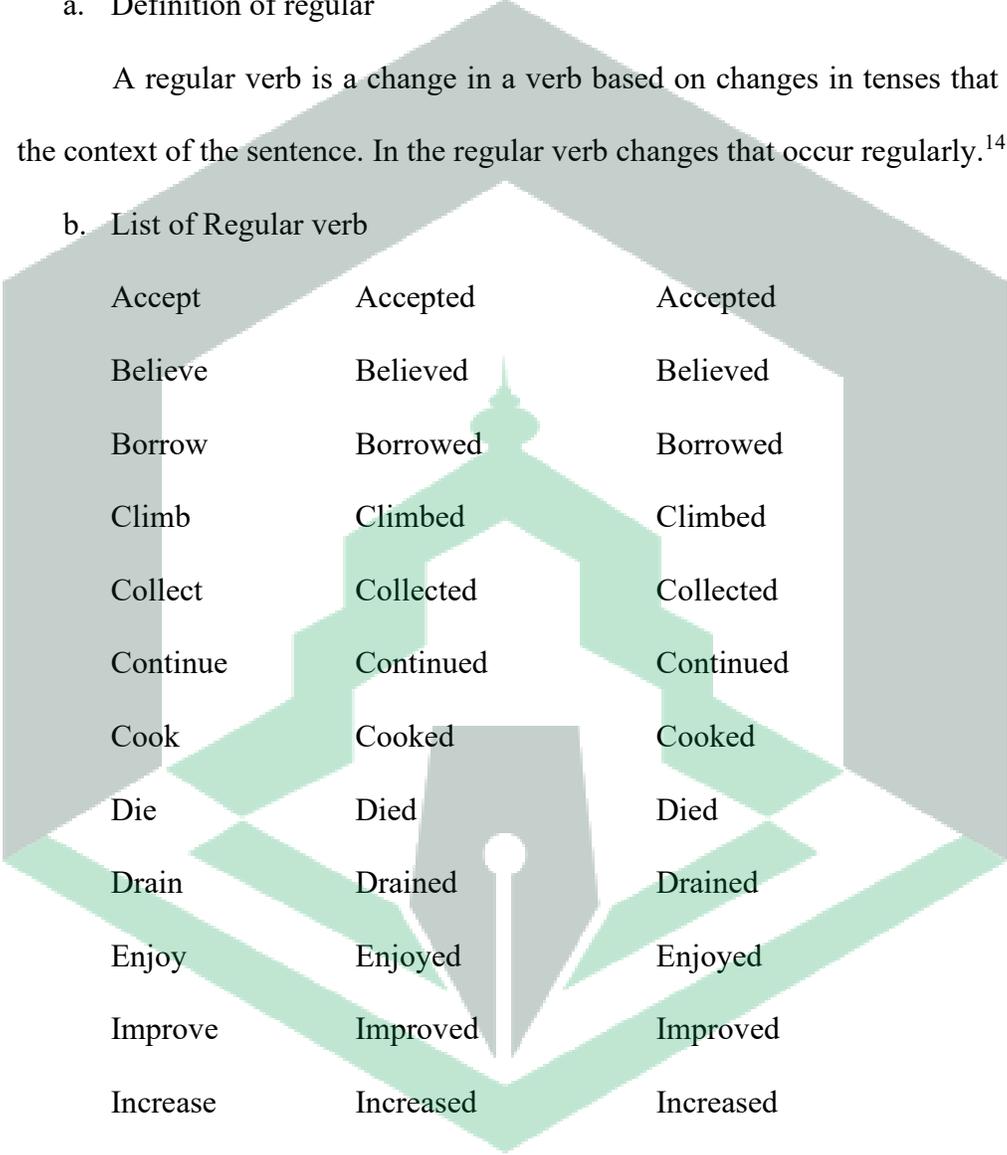
3) How was she pretty last day?

6. Regular and Irregular verbs

a. Definition of regular

A regular verb is a change in a verb based on changes in tenses that occur in the context of the sentence. In the regular verb changes that occur regularly.¹⁴

b. List of Regular verb



Accept	Accepted	Accepted
Believe	Believed	Believed
Borrow	Borrowed	Borrowed
Climb	Climbed	Climbed
Collect	Collected	Collected
Continue	Continued	Continued
Cook	Cooked	Cooked
Die	Died	Died
Drain	Drained	Drained
Enjoy	Enjoyed	Enjoyed
Improve	Improved	Improved
Increase	Increased	Increased
Worry	Worried	Worried

Example: the change of regular verb

¹⁴Irma Indriani, Grammar itu Gampang, (Jakarta Timur: Dunia Cerdas, 2015).120.

The Present tense the past tense

- 1) Arrange = Arranged
- 2) Study = Studied
- 3) Kill = Killed
- 4) Cheat = Cheated
- 5) Call = called

c. Definition Irregular verb

Irregular verbs are verbs whose second and forms change or do not change at all. This verb does not require adding an –ed or –d at the end of the word.¹⁵

d. List of Irregular verb

Arise	Arose	Arisen
Be	Was/Were	Been
Begin	Began	Begun
Choose	Chose	Chosen
Catch	Caught	Caught
Forget	Forgot	Forgotten
Grow	Grown	Grown
Hide	Hid	Hidden
Know	Knew	Known
Shake	Shook	Shaken
Stick	Stuck	Stuck

¹⁵Irma Indriani, Grammar itu Gampang, (Jakarta Timur: Dunia Cerdas, 2015).123.

Understand Understood Understood

Wear Wore Worn

Example: the change of regular verb

The Present tense the past tense

1) Do = Did

2) Think = Thought

3) Forget = Forgot

4) Understand = Understood

5) Win = Won

e. The time signal of Simple Past Tense

The time signal forms are used in Simple past tense, are like :

1) This morning

2) Last night

3) Last month

4) Last year

5) Last Saturday

6) An hour ago

7) A few minutes ago

8) A few days ago

9) Three months ago

10) In 1998

11) Yesterday

- 12) Yesterday morning
- 13) The day before yesterday
- 14) When I was young
- 15) When I was there
- 16) When you come

E. Substitution Drill

The substitution drill involves replacing one word in an utterance with another.¹⁶ A substitution drill is of kind drill which is used in the audio-lingual method. A substitution drill is a technique used in the classroom to practice a new language. It entails the teacher first modeling a word in a sentence and then having the students repeat it. The teacher then replaces one or more keywords or changes the prompt, and the students repeat the new structure.¹⁷

The characteristics substitution drill is a language learning technique used by all language teachers at one time to force students to repeat and pronounce a vocabulary or sentence pattern properly without any mistakes.¹⁸

The teacher reads one line from the dialogue, then the students say a word or group of words. Students are asked to imitate by entering the word or group of words correctly into the dialogue stanza.

¹⁶Brooks in Kholifah 2006

¹⁷(<http://www.teachingenglish.org.uk/think/knowledge-wiki/substitution-drill>). Accessed on 29 May 2016.

¹⁸(<http://repository.umy.ac.id/bitstream/handle/123456789/19579/BAB%20II.pdf?sequence=6&isAllowed=y>). Accessed on 30 July 2021

Roberson and Acklam (2000) state that it is used to practice a structure that has a different element. In each part of the drill, the teacher asks the class or student to change one of the parts of the sentence it's particularly useful for verb forms.¹⁹

Types of sentence substitution drill

1. Verbs substitution

Teacher: Faiz studies English yesterday

Clue: Studied

Students: Faiz studied English yesterday

Teacher: We watch the Doraemon movie last week

Clue: watched

Students: We watched the Doraemon movie last week

2. Adjective substitution

Teacher: I was very busy last night

Clue: Was

Students: I was very busy last night

Teacher: They were smart in the class last week

Clue: Were

Students: We were smart in the class last week

Procedure and learning using substitution drill

The procedure and learning using substitution drill are:

¹⁹Roberson and Acklam (2000)

First, the teacher gives each student a sentence and instructs them to replace one or more words in the sentence, whether they are verbs or tobes, so that the sentence takes on a new structure.

Example :

Teacher: Siskaccook rice yesterday

Answer key: cooked

Students: Siska cooedrice yesterday

Teacher: hewere lawyer 1 year ago

Answer key: Was

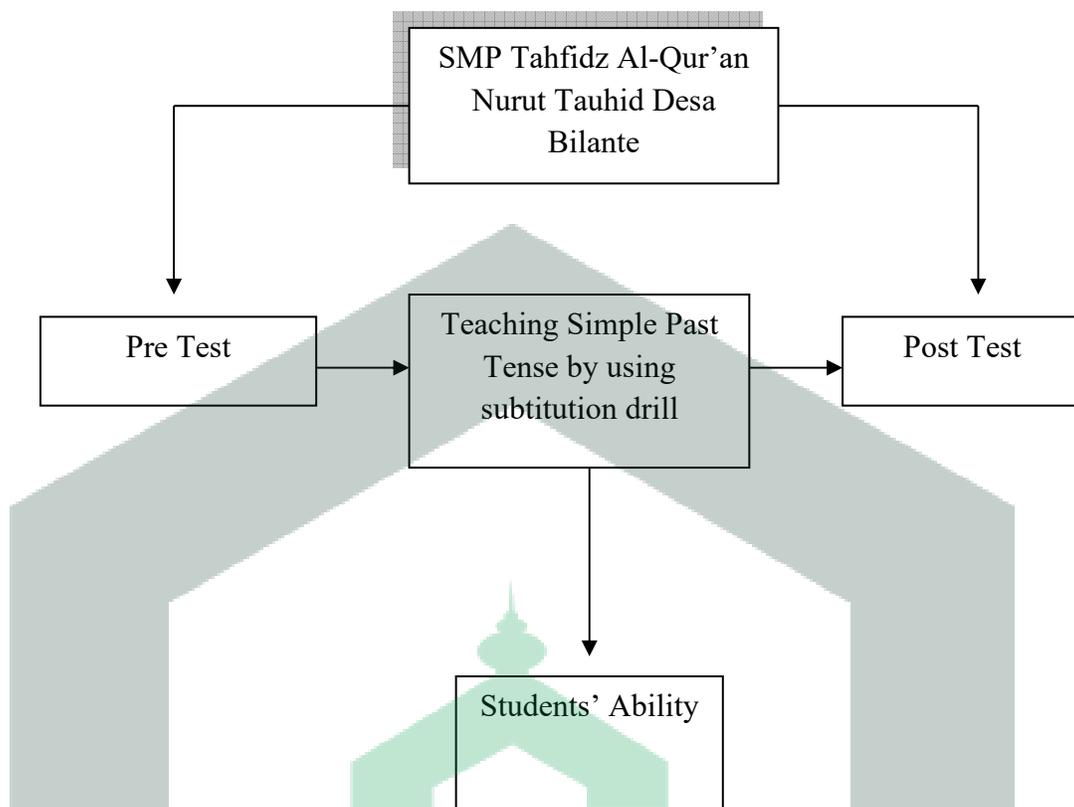
Students: hewere lawyer 1 year ago

second, in the application of substitution drills, the teacher must ensure that the words uses to replace are unambiguous. for example in English sentences the girl played football last afternoon, This sentence is not clear or ambiguous because students can respond well to the boy who played football last afternoon. This kind of ambiguity can confuse students, so the teacher should use correct and logical sentences.

Finally, the last substitution should result in the same sentence that uses to start the drill. This helps the teacher and the students to know when the drill with that sentence is finished.

F. Theoretical Framework

This research takes students at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante who have learned English as a foreign language since the first class.



Tenses are one of the important parts of studying English, One of them is simple past tense. The conceptual framework depicts the process of the research to improve students' ability in simple past tense by using the substitution drill technique, and this research employs a pre-experimental method.

G. Hypothesis

Based on the above review of related literature, the researcher presents the hypothesis as follows:

H₀: The use of the substitution drill technique is not effective for improving students' mastery in simple past at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.

H₁: The use of the substitution drill technique is effective for improving students' mastery in simple past at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.



CHAPTER III

METHOD OF THE RESEARCH

A. Method of Research

This study employs a pre-experimental design. Pre-experimentation is not true experimentation. This experiment does not meet the experiment method requirements. It is used to know whether through substitution drill technique can be effective in teaching simple past tense at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.

B. Design Of The Research

This research applied the pre-experimental method consisting of pre-test, treatment, and post-test as the theory of Arikunto. It would be designed as follows:

Pretest	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test²⁰

²⁰Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998), p.84.

The pre-test is given before treatment to determine the students' prior knowledge in constructing English sentences, specifically in using simple past tense, whereas the post-test is given after treatment for four meetings to assess the students' mastery of tenses achievement.

C. Population and Sample

1. Population

The population of research took The research will take class consist of 15 students from VIII students from at SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante in 2020/2021 academic year.

2. Sample

Purposive sampling was used by the researcher in this study. The research will take class consist of 15 students from VIII students of SMP Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante. The researcher choseBecause the students in this class have limited English knowledge, they were chosen as a sample. They were also there to learn English, even though their command of the language and grammar, particularly in the simple past tense, is still limited.

D. Research Variable

1. An uncontrollable variable. The uncontrolled variable is the Substitution Drilltechnique
2. Dependent variable. The dependent variable is improving the students' mastery of simple past tense

E. The Instrument of the Research

In this research, the researcher used multiple-choice for knowing the ability of the students in the simple past tense, the researcher gives the students test with 10 multiple choices.

F. The procedure of Collecting Data

The data will be collected by using the procedures below :

1. Observation

Observation is a process that shapes the interpretation and values of a theory. Furthermore, the researcher observes classroom action research, so the researcher will participate in the class. The researcher is the teacher in this case.

2. Giving pre-test

The pre-test is the first action to find out the students' understanding of the simple past. The pre-test is given prior to treatment aims to assess students' knowledge of constructing English sentences.

3. Giving treatment

The treatment will be given to the students after they have done the pre-test. The treatment will be conducted in three meetings. The steps are as follow:

- 1) The researcher explains about of simple past tense
- 2) The researcher explains the formula of simple past tense
- 3) The researcher gives example the simple past tense
- 4) The researcher explains irregular verbs and regular verbs

- 5) The teacher gives a sentence to students and requires them to replace one or more words in the sentence, whether it is a verb or to be so that the sentence forms a new structure.

Example :

Teacher: Siska cook rice yesterday

Answer key: cooked

Students: Siska cooedrice yesterday

Teacher: he were lawyer 1 year ago

Answer key: Was

Students: he were lawyer 1 year ago

- 6) In the application of the substitution drill technique, the teacher must ensure that the words used to replace are unambiguous. For example in English sentences the girl played football last afternoon, This sentence is not clear or ambiguous because students can respond well the boy played football last afternoon. This kind of ambiguity can confuse students, so the teacher should use correct and logical sentences.
- 7) The last substitution should result in the same sentence that uses to start the drill. This helps the teacher and the students to know when the drill with that sentence is finished.

4. Giving post-test

A post-test is a test done at the end of the lesson to find out how far the students' achievement of the teaching materials is after participating in the learning activities.

Post-test was given after treatment for six meetings intend to measure the students' mastery of tenses achievement.

G. The Technique of Data Analysis

Quantitative data collected and analyzed by computing the score of pre-test and post-test all data discovered through this research would be analyzed by following the steps below:

1. Scoring the students' answers.

$$\text{Score} = \frac{\text{totalcorrectanswer} \times 100}{\text{Totaltest items}}$$

2. The researcher used the following formula to compute the frequency of the rate percentage:

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

Where :

P = Percentage

F = Frequency

N = the number of samples (total respondents)²¹

3. Classification the students score based on the following classification:

In giving scores to the students' after following the pre-test and post-test, the researcher adopted the scoring classification which is suitable with the grammar testing criteria.

²¹Ridwan, Dasar-Dasar Statistika (Bandung: Alfabeta,2003),41.

The Students' Score Classification

No	Classification	Score
1	Very Good	90 – 100
2	Good	70 – 89
3	Fairly	50 – 69
4	Poor	30 - 49
5	Very Poor	1 - 29

4. Using SPSS version 22, compute the mean and standard deviation of students, the paired sample statistic, and the paired sample correlation of pre-test and post-test, as well as the pairs sample test.

5. Criteria of hypothesis acceptability

If $t_0 \geq t_t$ it means that null hypothesis is rejected

If $t_0 \leq t_t$, it means that null hypothesis is accepted²²

²²Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo, 1995), p.289.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section displayed the results of statistically analyzed data and data tabulating. It compared the students' pre-test and post-test scores, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. Analysis of students score in the test

a. Pre-test

In this section, the researcher displayed the complete score of students in the simple past tense (correct answers), the mean score, and the standard deviation of students, and the data was presented in tables and the score was calculated using SPSS 22. The researcher then displayed the students' complete simple past tense in the pre-test. The table displays the tabulation of students' pre-test scores.

Table 4.1

The Score of Students in Pre-Test

No	Respondent	Correct answer	Score
1.	R1	3	30
2.	R2	5	50
3.	R3	4	40
4.	R4	4	40
5.	R5	3	30
6.	R6	2	20
7.	R7	1	10

8.	R8	5	50
9.	R9	3	20
10.	R10	3	30
11.	R11	3	30
12.	R12	2	20
13.	R13	1	10
14.	R14	2	20
15.	R15	4	40

According to this table, two students received the lowest score (10) and two students received the highest score (50).

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 22. The result can be presented in the table descriptive statistic it can be seen in Table 4.2 as follows :

Table 4.2
The Mean Score of Students' Correct Answer in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	10	50	30.00	12.536
Valid N (listwise)	15				

According to table 4.2, the highest score of students is 50, and the lowest score is 10. Furthermore, it stated that the mean accuracy score of students in the pre-test is 30 and the standard deviation is 12.536.

On the other hand, the researcher had also written the students' correct answer scores in the pre-test. It was displayed as a table rate percentage score. It is shown in Table 4.3 as follows:

Table 4.3
The Rating Percentage Score of the Students' Correct Answer in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	90-100	-	0%
Good	70-89	-	0%
Fairly	50-69	2	13%
Poor	30-49	8	53%
Very Poor	1-29	5	33%
		15	100%

Table 4.3 indicated students' scores in the frequency of pre-test. It showed that there were none of the students (0%) who got very good and good. The other showed that there were 2 students (13%) who got fairly. While there were 8 students (53%) who got poor and 5 students (33%) who got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and good indicated that the students' ability in the simple past tense is still low.

b. Post-Test

The researcher displayed the total score of students in the simple past tense (correct answers), the mean score, standard deviation, and the rate percentage of students' simple past tense scores in the post-test. The data was presented in tables by

the researcher, and the score was calculated using SPSS 22. The researcher then displayed the students' post-test simple past tense score. The tabulation of students' scores in the post-test can be seen in Table 4.4 as follows:

Table 4.4
The Score of Students in Post-Test

No	Respondent	Correct answer	Score
1.	R1	6	60
2.	R2	8	80
3.	R3	8	80
4.	R4	7	70
5.	R5	7	70
6.	R6	6	60
7.	R7	6	60
8.	R8	8	80
9.	R9	5	50
10.	R10	7	70
11.	R11	6	60
12.	R12	8	80
13.	R13	5	50
14.	R14	8	80
15.	R15	7	70

According to Table 4.4, two students received the lowest score (50) and five students received the highest score (80).

To compute the average score of students' correct answers, the researcher calculated it by using SPSS 22. The result can be presented into the table descriptive statistic it can be seen in Table 4.5 as follows:

Table 4.5

The Mean Score of Students' Correct Answer in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest	15	50	80	68.00	10.823
Valid N (listwise)	15				

According to table 4. 5, the highest score for students is 80 and the lowest is 50. Furthermore, it was revealed that the mean score of students' accuracy in the post-test was 68, with a standard deviation of 10.823.

The researcher also recorded the students' correct answer scores after using the substitution drill technique (post-test), which are presented in the table rate percentage scores. It can be seen in Table 4.6 as follows:

Table 4.6

The Rating Percentage Score of the Students' Correct Answer in Post-Test

Classification	Score	Frequency	Percentage
Very Good	90-100		0%
Good	70-89	9	60%
Fairly	50-69	6	40%
Poor	30-49	-	0%
Very Poor	1-29	-	0%
		15	100%

According to Table 4.6, students score in the frequency of the post-test. It was revealed that none of the students (0%) received very good, poor, or very poor grades.

The other revealed that 9 students (60 percent) performed well. It also revealed that 6 students (40 percent) were treated fairly. Based on the data above, the table above shows that no student received very good, very poor, or poor, indicating that the student's ability in simple past tense has improved.

Looking at the mean score of students' in pre-test and post-test, the researcher calculated it by using SPSS 22. The result was presented in the table descriptive statistic as follows:

Table 4.7
The Mean Score and Standard Deviation in Pre-Test (T1) and Post-Test (T2)

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Pre-test	15	10	50	30.00	12.536	
Post-test	15	50	80	68.00	10.823	
Valid N (listwise)	15					

According to Table 4.7 sample statistics, the standard deviation in the pre-test was 12.536 and 10.823 in the post-test. It also revealed that the mean pre-test score of students was 30 and the mean post-test score of students was 68. According to the data in the table above, the mean score of students in the post-test was higher than the mean score of students in the pre-test. It was determined that the substitution drill technique was effective in teaching simple past tense.

The researcher used Test analysis and calculated it using SPSS 22 to determine whether the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis of this research. The outcome could be displayed

in a table of paired sample statistics, paired sample correlations, and paired sample tests. It is shown in the tables below:

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	30.00	15	12.536	3.237
	posttest	68.00	15	10.823	2.795

According to Table 4.8 samples statistics of pre-test and post-test above, the standard deviation in the pre-test is 12.536 and 10.823 in the post-test. Furthermore, the pre-test standard deviation error is 3.237 and the post-test standard deviation error is 2.795. The table above also showed that the mean score in the pre-test is 30 and the post-test is 68. It concluded that the students' scores improved from 30 to 68.

Table 4.9

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

		N	Correlation	Sig.
Pair 1	pretest & posttest	15	.526	.044

Paired samples (Table 4.9) The correlation of the students' ability before and after treatment is 526, according to the pre-test and post-test correlations presented above. It means there was a significant relationship between students' ability in the simple past tense before and after treatment.

Table 4.10
The Paired Samples 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	-38.000	11.464	2.960	-44.349	-31.651	12.838	14	.000

According to table 4.10, the paired sample test showed t_0 (count)= 12.838 and df (degree of freedom)= 14. Based on the table distribution of $t_t = 1.761$, it was the standard of significant 0.05 with a degree of freedom (df)=14. Based on the result, the result concluded that t_0 (count) was higher t_t (table).

$$12.838 > 1.761$$

According to the result ($t_0 > t_t$), the H_0 hypothesis was rejected and the H_1 hypothesis was automatically accepted. The substitution drill technique was found to be effective in improving simple past tense mastery in class VIII at Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante.

B. Discussion

The researcher discovered that using the substitution drill technique is effective in improving simple past tense mastery based on the research findings above. According to the data analysis, it can be seen from the pre-test, is 30 (fairly) and the

student's score in the post-test is 68 (good). The data have been analyzed by using t standard of signification 5% with a degree of freedom (df)=14, obtained $t_t = 1.761$, and standard of signification is 526, the result of t_0 (t_{count}) was higher than t_t (t_{table}), $12.838 > 1.761$. It means that using the substitution drill technique to teach simple past tense could help students improve their mastery of the tense.

Also, the researcher found ways to give significant increase for students that are by given explanation material repeatedly to students and did not continue the next activity if there were still students who did not understand the material described as said by Burghardt that the habits arise because of the process of shrinking the response tendency by using repeated stimulation²³

Based on the data above indicated that the result of most students' simple past tense in pre-test. In the addition, the resercher found many error grammars from the students' test, most of them were difficult to change verb 1 into verb 2 and they do not have motivation to memorize vocabulary such as regular and irregular verb.

During the treatment the teacher wrote 5 different sentences in which each sentence had the wrong word, students were asked to simulate by replacing the wrong word with the correct word, for example Faiz studies English yesterday maka studies di ganti menjadi studied and students were asked to take tuns to correct the wrong sentence, the above type includes the type of sentence change the sentence substitution drill.

²³Muhibbin Syah, Psikologi Pendidikan Dengan Pendekatan Baru (Bandung: PT. Remaja Rosdakarya, 2010),120.

The same result of this research is the use of substitution drill technique effective in teaching simple past tense, where there are several previous research that found the same results. The above research is consistent with the results of other theorists' research. Like Surani Banna (2011) entitled "Teaching Simple Past Tense at The Tenth Year Students of PMDS Putri Through Writing Personal Experience" Data show that the writing personal experience technique success in increasing the students' ability in teaching simple past tense. Misnawati (2015) study entitled "Improving Students' Mastery Learning Simple Past Tense at Eleventh Year Students of SMAN 1 Bajo" The research use pre-experimental method. It is used to know whether thought writing diary can be effective in teaching simple past tense to the eleventh-year students of SMAN 1 Bajo. And Israh study entitled "Using Single Slot Substitution Drill To Enrich Students' Vocabulary at The Eight Year of SMPN 1 Tomoni" After the students learn vocabulary through a single slot substitution drill, they feel enjoy and motivated to memorize and learn English.

In this research, by using the substitution drill technique the students could understand the text structure of simple past tense, students can be differentiated between the types of simple past tense Students can make sentences in the simple past tense and change the sentence from positive to negative form interrogative form, and they can distinguish between irregular verbs and regular verbs. The previous research results show that the substitution drill technique is effective for improving simple past tense mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on the previous chapter's findings and discussion, the researcher concluded that using the substitution drill technique to improve performance is effective simple past tense at Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante. It is visible after the treatment. The results revealed that there is a significant difference in the mean scores of the students in the pre-test and post-test. The student's mean score on the pre-test is 30, and the student's mean score on the post-test is 67so Hypothesis H_0 is rejected, whereas Hypothesis H_1 is automatically accepted. Therefore, it can be concluded that reading using the substitution drill This technique works well for improving simple past tense.

B. Suggestions

Following the discovery of the study's findings, The following recommendations are made by the researcher.

1. For the teacher

In the learning process, an English teacher should be more creative in giving an appropriate strategy to the students which can make them understand the material better. One way is by using the substitution drill technique.

2. Students

In studying English especially grammar the students should use some strategy to make it easier for students to remember grammar formulas.

3. To the researcher

The next researcher who conduct similar research hoped that this research would aid in the development of research on improving simple past tense mastery.



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APPENDIX 1 LESSON PLAN FIRST MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	<ul style="list-style-type: none"> - Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	1

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menayakan kabar kepada siswa “ how are you students?” 4. Guru menayakan tentang simple past kepada siswa. “ Do you know about simple past?” 5. Guru menjelaskan pengertian tentang simple past tense “ Ok. Today I will explain about simple 	<ol style="list-style-type: none"> 1. Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab “ we are fine Ms” 4. Siswa menjawab pertanyaan dari guru 5. Siswa memperhatikan penjelasan guru 6. Siswa memperhatikan penjelasan guru 7. Siswa memperhatikan 	20 menit

<p>past tense, Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, etc</p> <p>6. Guru menjelaskan rumus tentang simple past tense Adapun rumus dari simple past untuk kalimat verbal yaitu : S + Verb2 + object Kalimat nominal yaitu : S + Was/Were + complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I,she,he, it atau singular itu menggunakan was sedangkan You,we,they atau plural/jamak menggunakan were</p> <p>7. Guru memberikan contoh tentang simple past tense Contoh dari simple past verbal : - I studied English yesterday - She cooked meatball last morning</p>	<p>penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	
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<ul style="list-style-type: none"> - They ran in the room two minutes ago <p>Sedangkan contoh dari simple past nominal yaitu</p> <ul style="list-style-type: none"> - I was very busy last night - They were here last week - She beautiful yesterday <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Believe believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan irregular verb contohnya</p> <ul style="list-style-type: none"> - Arise arose arisen - Understand understood understood - Wear wore worn - Go went gone 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

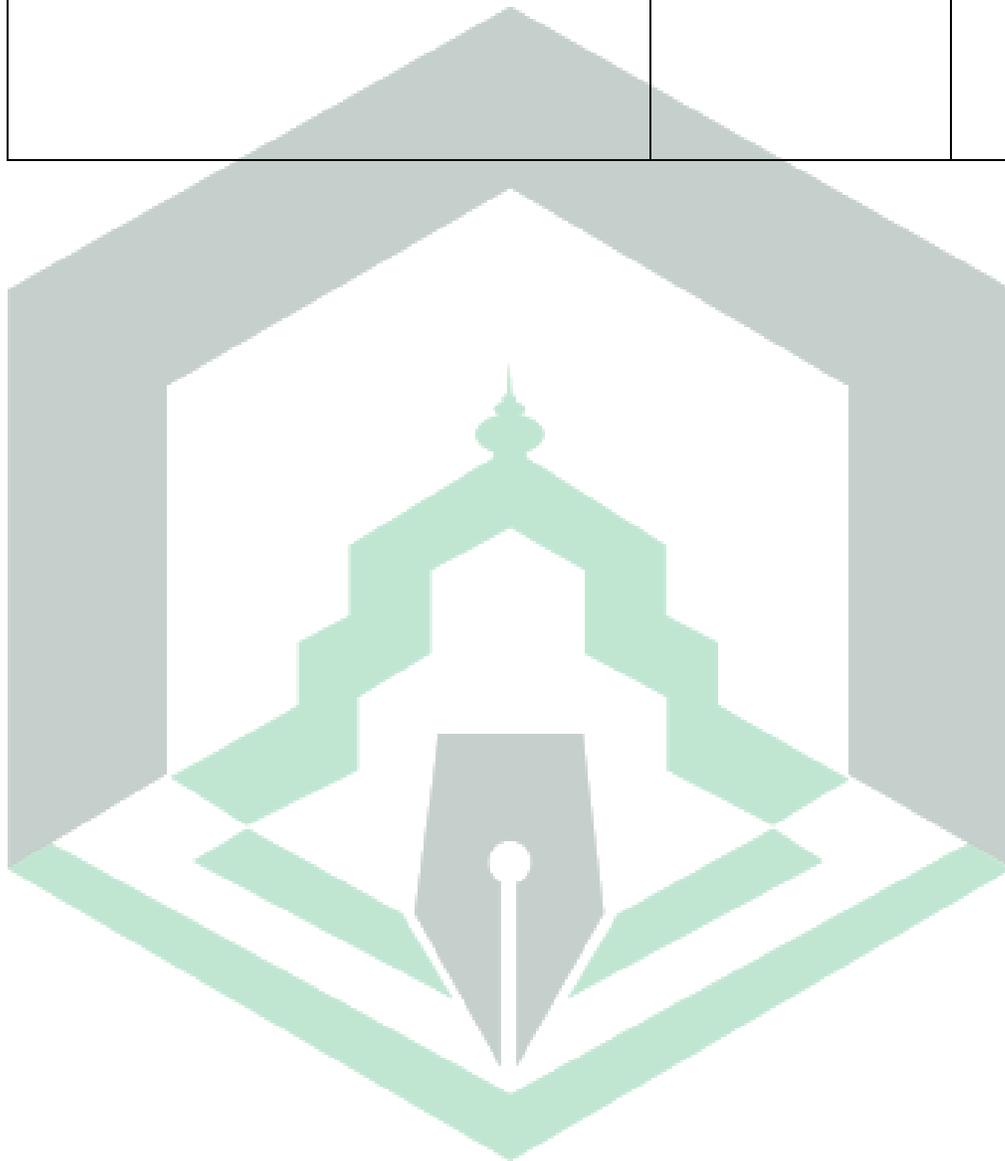
Practice Activities	Interaction	Time
1. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan	1. Siswa menjawab “ repeat after	15 menit

<p>“Repeat after me”</p> <ul style="list-style-type: none"> - I ate banana yesterday - I ate meat ball yesterday - I ate rice yesterday <p>2. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar</p> <ul style="list-style-type: none"> - Faiz <u>studies</u> English yesterday - We <u>watcha</u> movie last week - I <u>were</u> very busy last night 	<p>you”</p> <ul style="list-style-type: none"> 2. I ate a banana yesterday 3. I ate meatball yesterday 4. I ate rice yesterday 5. Siswa mengganti kata yang di arahkan oleh guru - Faiz <u>studied</u> English yesterday - We <u>watcheda</u> movie last week - I <u>was</u> very busy last night 	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> 1. Guru memberikan tugas kepada siswa untuk membuat contoh simple past tense 2. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan 	<ul style="list-style-type: none"> 1. Siswa mengerjakan tugas yang di berikan oleh guru 2. Siswa merespon 	<p>10 menit</p>

3. Guru menutup proses pembelajaran dengan berdoa dan salam	guru 3. Siswa merespon guru	
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APPENDIX 2 LESSON PLAN SECOND MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	- Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	2

Present: Get SS ready to discuss a topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menayakan kabar kepada siswa “ how are you students?” 4. Guru menayakan tentang simple past kepada siswa. “ Do you know about simple past?” 5. Guru menjelaskan pengertian tentang simple past tense “ Ok. Today I will explain about simple past 	<ol style="list-style-type: none"> 1. Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab “ we are fine Ms” 4. Siswa menjawab pertanyaan dari guru 5. Siswa memperhatikan penjelasan guru 6. Siswa memperhatikan penjelasan guru 7. Siswa memperhatikan 	20 menit

<p>tense, Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, dll</p> <p>6. Guru menjelaskan rumus tentang simple past tense</p> <p>Adapun rumus dari simple past untuk kalimat verbal yaitu : S + Verb2 + object Kalimat nominal yaitu : S + Was/Were + complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I, she, he, it atau singular itu menggunakan was sedangkan You, we, they atau plural/jamak menggunakan were</p> <p>7. Guru memberikan contoh tentang simple past tense</p> <p>Contoh dari simple past verbal :</p> <ul style="list-style-type: none"> - I studied English yesterday - She cooked meatball last morning - They ran in the room two minutes ago 	<p>penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	
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<p>Sedangkan contoh dari simple past nominal yaitu</p> <ul style="list-style-type: none"> - I was very busy last night - They were here last week - She beautiful yesterday <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Believe believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan irregular verb contohnya</p> <ul style="list-style-type: none"> - Arise arose arisen - Understand understood understood - Wear wore worn - Go went gone 		
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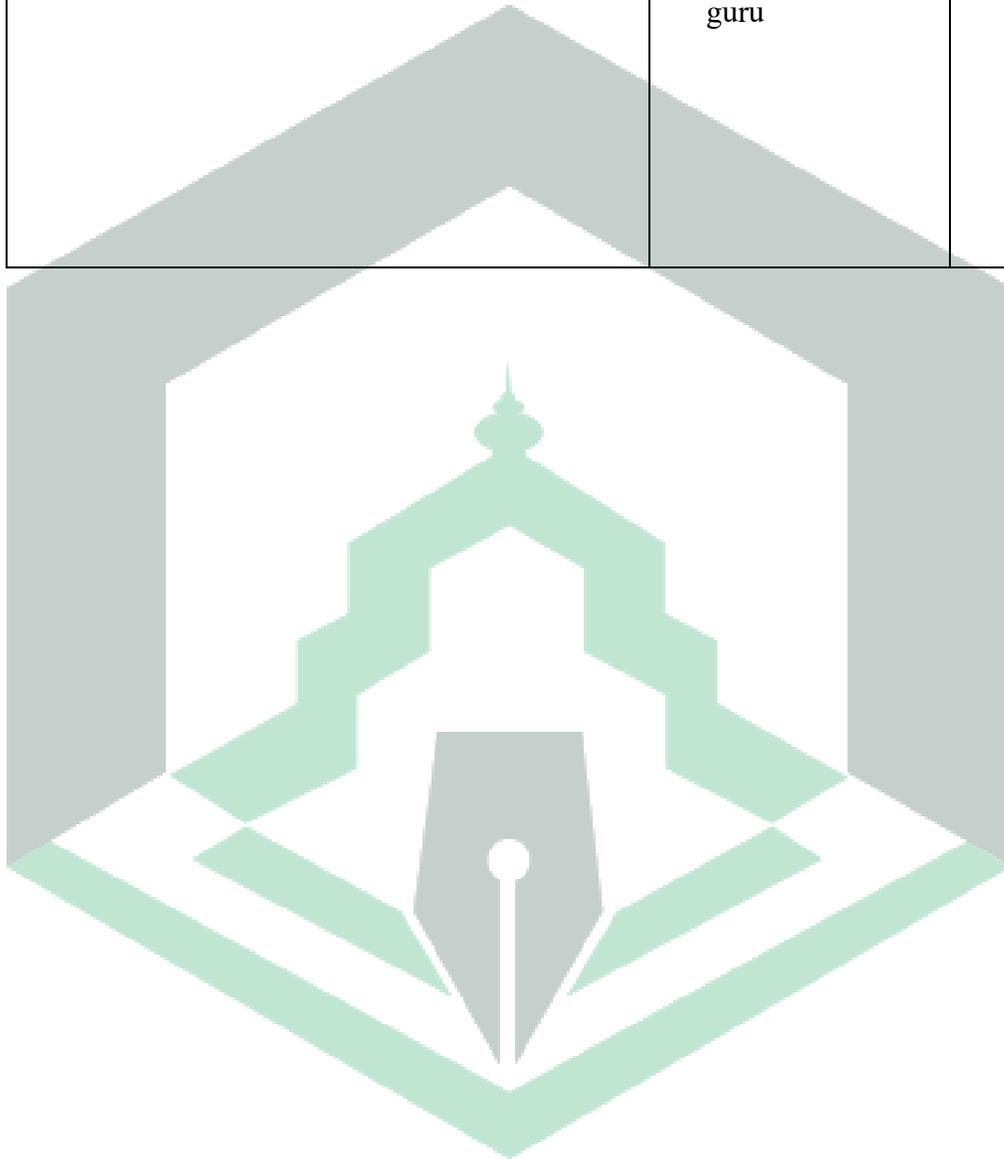
Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan “Repeat after me” - I ate banana yesterday - I ate meat ball yesterday - I ate rice yesterday 2. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar - Faiiz <u>studies</u> English yesterday - We <u>watch</u> movie last week - I <u>were</u> very busy last night	1. Siswa menjawab “ repeat after you” - I ate banana yesterday - I ate meat ball yesterday - I ate rice yesterday 2. Siswa mengganti kata yang di arahkan oleh guru - Faiiz <u>studied</u> English yesterday - We <u>watched</u> movie last week - I <u>was</u> very busy last night	15 menit

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menghafal beberapa irregular dan regular verb	1. Siswa mengerjakan tugas yang di	10 menit

<p>2. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan</p> <p>3. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>berikan oleh guru</p> <p>2. Siswa merespon guru</p> <p>3. Siswa merespon guru</p>	
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APPENDIX 3 LESSON PLAN THIRD MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	- Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	3

Present: Get SS ready to discuss a topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menayakan kabar kepada siswa "how are you students?" 4. Guru menayakan tentang simple past kepada siswa. "Do you know about simple past?" 5. Guru menjelaskan pengertian tentang simple past tense "Ok. Today I will explain about simple past	1. Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab "we are fine Ms" 4. Siswa menjawab pertanyaan dari guru 5. Siswa memperhatikan penjelasan guru 6. Siswa	20 menit

<p>tense, Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja". Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, ect</p>	<p>memperhatikan penjelasan guru</p>	
<p>6. Guru menjelaskan rumus tentang simple past tense Adapun rumus dari simple past untuk kalimat verbal yaitu : S + did + not + verb1 + object Kalimat nominal yaitu : S + Was/Were + not + complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I, she, he, it atau singular itu menggunakan was sedangkan You, we, they atau plural/jamak menggunakan were</p>	<p>7. Siswa memperhatikan penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	
<p>7. Guru memberikan contoh tentang simple past tense Contoh dari simple past verbal : - I studied English yesterday - She cooked meatball last morning - They ran in the room two minutes ago Sedangkan contoh dari simple past nominal</p>		

<p>yaitu</p> <ul style="list-style-type: none"> - I was not very busy last night - They were not here last week - She was not beautiful yesterday <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Believe believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan irregular verb contohnya</p> <ul style="list-style-type: none"> - Arise arose arisen - Understand understood understood - Wear wore worn - Go went gone 		
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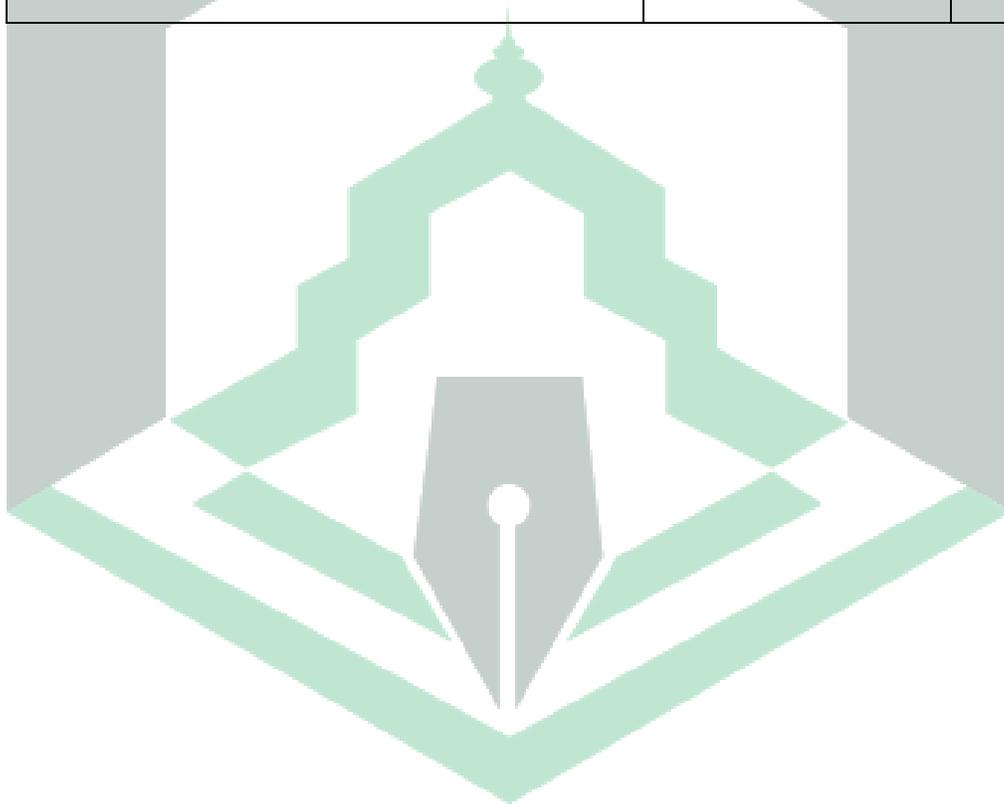
Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan “Repeat after me” - I ate banana yesterday - I ate meat ball yesterday - I ate rice yesterday 2. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar - Faiz <u>studies</u> English yesterday - We <u>watcha</u> movie last week - I <u>were</u> very busy last night	1. Siswa menjawab “repeat after you” - I ate a banana yesterday - I ate a meat ball yesterday - I ate rice yesterday 2. Siswa mengganti kata yang di arahkan oleh guru - Faiz <u>studied</u> English yesterday - We <u>watcheda</u> movie last week - I <u>was</u> very busy last night	15 menit

Produce: Production activities allow a student to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa	1. Siswa	10 menit

<p>untuk menghafal beberapa irregular dan regular verb</p> <ol style="list-style-type: none"> 2. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan 3. Guru menutup proses pembelajaran dengan berdoa dan salam 	<p>mengerjakan tugas yang diberikan oleh guru</p> <ol style="list-style-type: none"> 2. Siswa merespon guru 3. Siswa merespon guru 	
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APPENDIX 4 LESSON PLAN FOURTH MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	<ul style="list-style-type: none"> - Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	4

Present: Get SS ready to discuss a topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menayakan kabar kepada siswa “how are you students?” 4. Guru menayakan tentang simple past kepada siswa. “Do you know about simple past?” 5. Guru menjelaskan pengertian tentang 	<ol style="list-style-type: none"> 1. Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab “ we are fine Ms” 4. Siswa menjawab pertanyaan dari guru 5. Siswa memperhatikan penjelasan guru 6. Siswa memperhatikan penjelasan guru 7. Siswa memperhatikan 	20 menit

<p>simple past tense</p> <p>“ Ok. Today I will explain about simple past tense,</p> <p>Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, ect</p> <p>6. Guru menjelaskan rumus tentang simple past tense</p> <p>Adapun rumus dari simple past untuk kalimat verbal yaitu : S + did +not + verb1+ object</p> <p>Kalimat nominal yaitu : S + Was/Were + not +complement dalm kalimat nominal kita harus memperhatikan subjectnya jika I,she,he, it atau singular itu menggunakan was sedangkan You,we,they atau plural/jamak</p>	<p>penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	
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<p>menggunakan were</p> <p>7. Guru memberikan contoh tentang simple past tense</p> <p>Contoh dari simple past verbal :</p> <ul style="list-style-type: none"> - I did not study English yesterday - She did not eat meatball last morning - They did not run in the room two minutes ago <p>Sedangkan contoh dari simple past nominal yaitu</p> <ul style="list-style-type: none"> - I was not very busy last night - They were not here last week - She was not beautiful yesterday <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb.</p> <p>Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Believe believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan irregular verb contohnya</p> <ul style="list-style-type: none"> - Arise arose arisen 		
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<ul style="list-style-type: none"> - Understand understood understood - Wear wore worn - Go went gone 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan “Repeat after me” <ul style="list-style-type: none"> - I did not ate banana yesterday - I did not ate meat ball yesterday - I did not ate rice yesterday 2. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar <ul style="list-style-type: none"> - Faiz <u>studies</u> English yesterday - We <u>watcha</u> movie last week - I <u>were</u> very busy last night 	<ol style="list-style-type: none"> 1. Siswa menjawab “repeat after you” <ul style="list-style-type: none"> - I did not ate banana yesterday - I did not ate meatball yesterday - I did not ate rice yesterday 2. Siswa mengganti kata yang di arahkan oleh guru 	15 menit

	<ul style="list-style-type: none"> - Faiz <u>studied</u> English yesterday - We <u>watched</u> a movie last week - I <u>was</u> very busy last night 	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru memberikan tugas kepada siswa untuk membuat contoh simple past tense dalam bentuk kalimat negatif 2. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan 3. Guru menutup proses pembelajaran dengan berdoa dan salam 	<ol style="list-style-type: none"> 1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru 	10 menit

APPENDIX 5 LESSON PLAN FIFTH MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	- Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	5

Present: Get SS ready to discuss a topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menayakan kabar kepada siswa “how are you students?” 4. Guru menayakan tentang simple past kepada siswa. “Do you know about simple past?” 5. Guru menjelaskan pengertian tentang simple past tense “Ok. Today I will explain about simple past tense, 	<ol style="list-style-type: none"> 1. Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab “we are fine Ms” 4. Siswa menjawab pertanyaan dari guru 5. Siswa memperhatikan penjelasan guru 6. Siswa 	20 menit

<p>Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja". Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, ect</p> <p>6. Guru menjelaskan rumus tentang simple past tense Adapun rumus dari simple past untuk kalimat verbal yaitu : Did + s+ verb1+ object Kalimat nominal yaitu : tobeWas/Were + S + complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I,she,he, it atau singular itu menggunakan was sedangkan You,we,they atau plural/jamak menggunakan were</p> <p>7. Guru memberikan contoh tentang simple past tense Contoh dari simple past verbal : - Did I study English yesterday? - Did she eat meatball last morning? - Did they run in the room two minutes ago? Sedangkan contoh dari simple past nominal yaitu</p>	<p>memperhatikan penjelasan guru</p> <p>7. Siswa memperhatikan penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	
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<ul style="list-style-type: none"> - Was I very busy last night? - Were they here last week? - Was she beautiful yesterday? <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Believe believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan irregular verb contohnya</p> <ul style="list-style-type: none"> - Arise arose arisen - Understand understood understood - Wear wore worn - Go went gone 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
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<p>1. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan “Repeat after me”</p> <ul style="list-style-type: none"> - I did not ate banana yesterday - I did not ate meatball yesterday - I did not ate rice yesterday <p>2. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar</p> <ul style="list-style-type: none"> - Faiz <u>studies</u> English yesterday - We <u>watcha</u> movie last week - I <u>were</u> very busy last night 	<p>1. Siswa menjawab “ repeat after you”</p> <ul style="list-style-type: none"> - I did noteat banana yesterday - I did not eat meatball yesterday - I did noteat rice yesterday <p>2. Siswa mengganti kata yang di arahkan oleh guru</p> <ul style="list-style-type: none"> - Faiz <u>studied</u> English yesterday - We <u>watched</u> movie last week - I <u>was</u> very busy last night 	<p>15 menit</p>
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
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<ol style="list-style-type: none"> 1. Guru memberikan tugas kepada siswa untuk membuat contoh simple past tense dalam bentuk pertanyaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan 3. Guru menutup proses pembelajaran dengan berdoa dan salam 	<ol style="list-style-type: none"> 1. Siswa mengerjakan tugas yang di berikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru 	10 menit
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APPENDIX 6 LESSON PLAN SIXST MEETING

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VIII
TOPIC	Simple Past Tense
OBJECTIVES	Meningkatkan pengetahuan simple past tense
VOCABULARIES	
MATERIALS	<ul style="list-style-type: none"> - Spidol - Papan tulis
TIME	1 x 45 menit
Pertemuan	6

Present: Get SS ready to discuss a topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa</p> <p>2. Guru memberikan absen kepada siswa</p> <p>3. Guru menayakan kabar kepada siswa “ how are you students?”</p> <p>4. Guru menayakan tentang simple past kepada siswa. “ Do you know about simple past?”</p> <p>5. Guru menjelaskan pengertian tentang simple past tense “ Ok. Today I will explain about simple past tense, Simple past adalah jenis tenses untuk menyatakan sesuatu yang terjadi di masa lalu atau masa lampau. Simple past di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”. Adapun time signal Untuk simple past yaitu yesterday, last week, last month, last year, last night, yesterday morning, five minutes ago, two hours ago, three days ago, dll</p> <p>6. Guru menjelaskan rumus tentang simple past tense Adapun rumus dari simple past untuk kalimat verbal yaitu : Did + s+ verb1+ object</p>	<p>1. Siswa mengikuti intruksi guru</p> <p>2. Siswa mengisi absen dari guru</p> <p>3. Siswa menjawab “ we are fine Ms”</p> <p>4. Siswa menjawab pertanyaan dari guru</p> <p>5. Siswa memperhatikan penjelasan guru</p> <p>6. Siswa memperhatikan penjelasan guru</p> <p>7. Siswa memperhatikan penjelasan guru</p> <p>8. Siswa memperhatikan penjelasan guru</p>	<p>20 menit</p>

<p>Kalimat nominal yaitu : tobeWas/Were + S + complement dalm kalimat nominal kita harus memperhatikan subjectnya jika I,she,he, it atau singular itu menggunakan was sedangkan You,we,they atau plural/jamak menggunakan were</p> <p>7. Guru memberikan contoh tentang simple past tense</p> <p>Contoh dari simple past verbal :</p> <ul style="list-style-type: none"> - Did I study English yesterday? - Did she eat meatball last morning? - Did they run in the room two minutes ago? <p>Sedangkan contoh dari simple past nominal yaitu</p> <ul style="list-style-type: none"> - Was I very busy last night? - Were they here last week? - Was she beautiful yesterday? <p>8. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> - Accept accepted - Belive believed - Borrow borrowed - Cook cooked <p>Hanya menambahkan huruf e atau ed sedangkan</p>		
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irregular verb contohnya - Arise arose arisen - Understand understood understood - Wear wore worn - Go went gone		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
3. Guru meminta siswa untuk mengikuti kalimat yang guru sebutkan “Repeat after me” - I did not ate banana yesterday - I did not ate meatball yesterday - I did not eat rice yesterday 4. Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang salah dengan jawaban yang benar - Faiz <u>studies</u> English yesterday - We <u>watcha</u> movie last week - I <u>were</u> very busy last night	3. Siswa menjawab “repeat after you” - I did noteat banana yesterday - I did not eat meatball yesterday - I did noteat rice yesterday 4. Siswa mengganti kata yang di arahkan oleh	15 menit

	<p>guru</p> <ul style="list-style-type: none"> - Faiz <u>studied</u> English yesterday - We <u>watched</u> a movie last week - I <u>was</u> very busy last night 	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>4. Guru memberikan tugas kepada siswa untuk membuat contoh simple past tense</p> <p>5. Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan</p> <p>6. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>9. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>10. Siswa merespon guru</p> <p>11. Siswa merespon guru</p>	10 menit

APPENDIX 7 HAND OUT

Simple past tense adalah jenis tensis untuk menyatakan sesuatu yang terjadi di masa lampau atau masa lalu.			
Bentuk	Rumus		Contoh Kalimat
Positive (+)	Verbal	S + Verb2	I met a beautiful girl last night
			She studied English last week
	Nomina I	S + Was/Were	I was late for school this morning
			They were here 2 minutes ago
Negative (-)	Verbal	S + did + not + Verb1	I did not meet a beautiful girl last night
			She did not study English last week
	Nomina I	S + Was/Were + not + verb1	I was not late for school this morning
			They were not here 2 minutes ago
Interogative (?)	Verbal	Did + S + Verb1?	Did I meet a beautiful girl last night?
			Did she study English last week?
	Nomina I	Was/Were + S + verb1?	Were they here 2 minutes ago?
			Was I late for school this morning?
Special Nominal : I, She, He, It = Was You, They, We = Were			

Irregular Verb			
Verb1	Verb2	Verb3	Meaning
Become	Became	Became	Menjadi
Be	Was/Were	Been	Menjadi/Tobe
Begin	Began	Begun	Mulai
Beat	Beat	beaten	Mengalahkan
Blow	Blew	Blown	Meniup
Bring	Brought	Brought	Membawa
Buy	Bought	Bought	Membeli
Choose	Chose	Chose	Memilih
Catch	Caught	Caught	Menangkap
Come	Come	Come	Datang
Cost	Cost	Cost	Biaya
Drink	Drank	Drunk	Minum
Do	Did	Done	Melakukan
Draw	Drew	Drawn	Menggabar
Eat	Ate	Eaten	Makan
Find	Found	Found	Menemukan
Fly	Flew	Flown	Terbang
Forget	Forgot	Forgetten	Melupakan
Get	Got	Got	Mendapatkan
Go	Went	Gone	Pergi
Keep	Kept	Kept	Menyimpan
Know	Knew	Known	Mengetahui
Lose	Lost	Lost	Menghilang
Meet	Met	Met	Bertemu
Overcome	Overcame	Overcome	Mengatasi
Pay	Paid	Paid	Membayar
Put	Put	Put	Menaruh
Run	Ran	Run	Lari
See	Saw	Seen	Melihat
Sell	Sold	Sold	Menjual
Send	Sent	Sent	Mengirim
Sing	Sang	Sung	Menyanyi
Speak	Spoke	Spoken	Berbicara

Take	Took	Taken	Mengambil
Tell	Told	Told	Memberi tahu
Understand	Understood	Understood	Memahami
Write	Wrote	Written	Menulis
Need	Needed	Needed	Membutuhkan
Study	Studied	Studied	Belajar
Worry	Worried	Worried	Khawatir

Regular Verb			
Verb1	Verb2	Verb3	Meaning
Accept	Accepted	Accepted	Menerima
Accuse	Accused	Accused	Menuduh
Add	Added	Added	Menambah
Advise	Advised	Advised	Menasehati
Allow	Allowed	Allowed	Mengizinkan
Answer	Answered	Answered	Menjawab
Apologize	Apologized	Apologized	Meminta maaf
Arrive	Arrived	Arrived	Tiba
Ask	Asked	Asked	Bertanya
Believe	Believed	Believed	Meyakini
Borrow	Borrowed	Borrowed	Meminjam
Enjoy	Enjoyed	Enjoyed	Nikmati
Help	Helped	Helped	Menolong
Explain	Explained	explained	Menjelaskan
Graduate	Graduated	Graduated	Lulus
Hate	Hated	Hated	Membenci
Help	Helped	Helped	Membantu
Hope	Hoped	Hoped	Berharap
Improve	Improved	Improved	Meningkatkan
Join	Joined	Joined	Bergabung
Jump	Jumped	Jumped	Melompat
Introduce	Introduced	Introduced	Memperkenalkan
Kill	Killed	Killed	Membunuh
Lie	Lied	Lied	Berbohong
Listen	Listened	Listened	Mendengarkan
Live	Lived	Lived	Hidup
Call	Called	Called	Memanggil
Change	Changed	Changed	Berubah

Cheat	Cheated	Cheated	Menipu
Compare	Compared	Compared	Membandingkan
Continue	Continued	Continued	Lanjut
Cook	Cooked	Cooked	Memasak
Cry	Cried	Cried	Menangis
Decide	Decided	Decided	Memutuskan
Describe	Described	Described	Menggambarkan
Die	Died	Died	Mati
Drain	Drained	Drained	Mengeringkan
Happen	Happend	Happend	Terjadi
Edit	Edited	Edited	Edit



PRETEST

MULTIPLE CHOICE

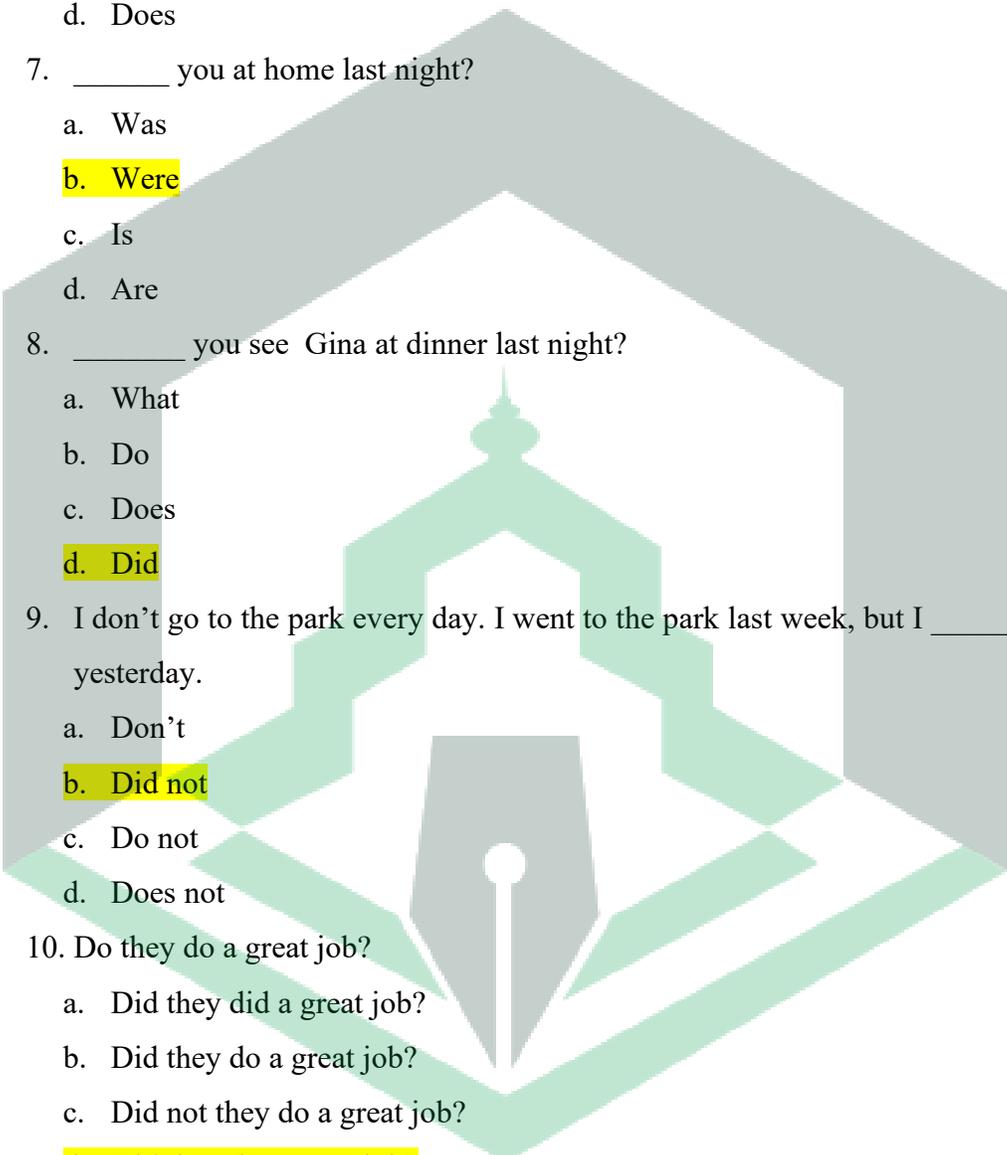
1. Yesterday I (*see*) _____ Fumiko at the library.
 - a. See
 - b. Saw**
 - c. Seen
 - d. Was

2. Maria (*do*) _____ her homework last night.
 - a. Does
 - b. Do
 - c. Doing
 - d. Did**

3. A strange thing (*happen*) _____ to me yesterday. I couldn't remember my own telephone number.
 - a. Help
 - b. Happening
 - c. Happen
 - d. Happened**

4. They _____ not here last night.
 - a. Were**
 - b. Was
 - c. Here
 - d. Do

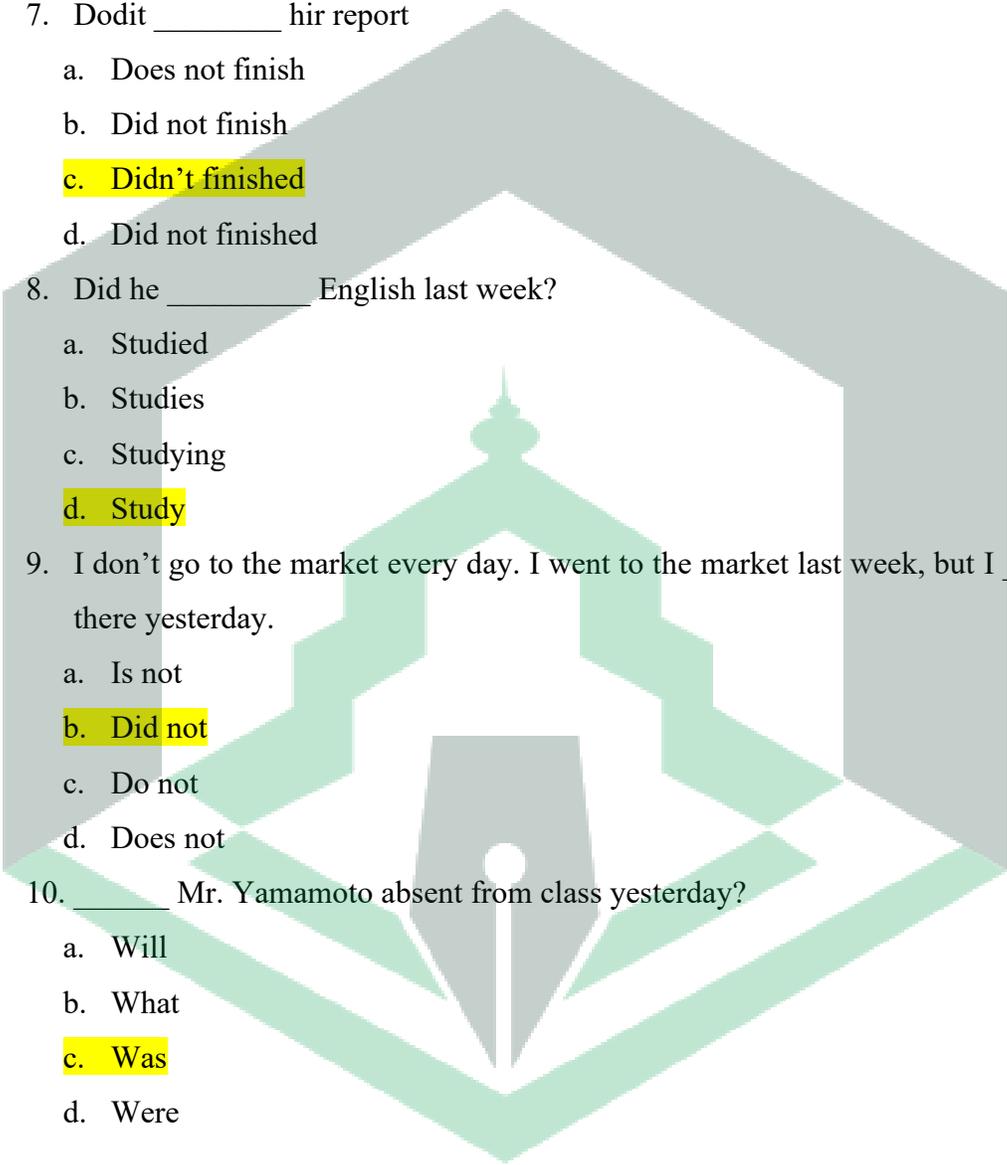
5. Dr. Ruckman is in her office this morning, but she _____ not in her office yesterday morning.
 - a. Was**
 - b. Were
 - c. Only
 - d. Do

- 
6. They _____ not walk to school yesterday.
- Was
 - Were
 - Did
 - Does
7. _____ you at home last night?
- Was
 - Were
 - Is
 - Are
8. _____ you see Gina at dinner last night?
- What
 - Do
 - Does
 - Did
9. I don't go to the park every day. I went to the park last week, but I _____ there yesterday.
- Don't
 - Did not
 - Do not
 - Does not
10. Do they do a great job?
- Did they did a great job?
 - Did they do a great job?
 - Did not they do a great job?
 - Did they do a great job?

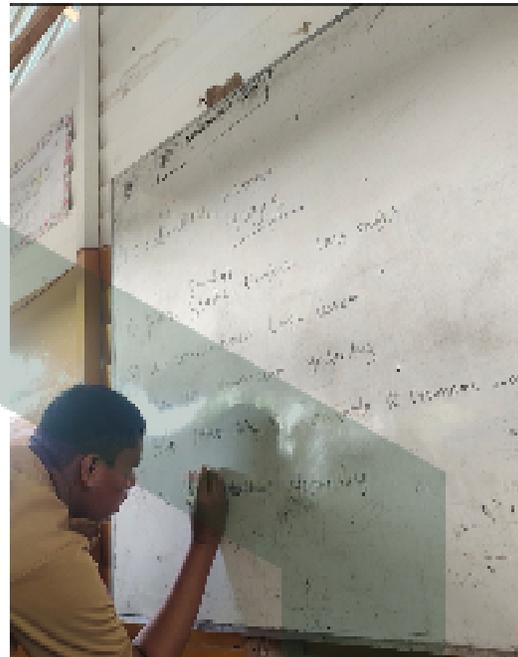
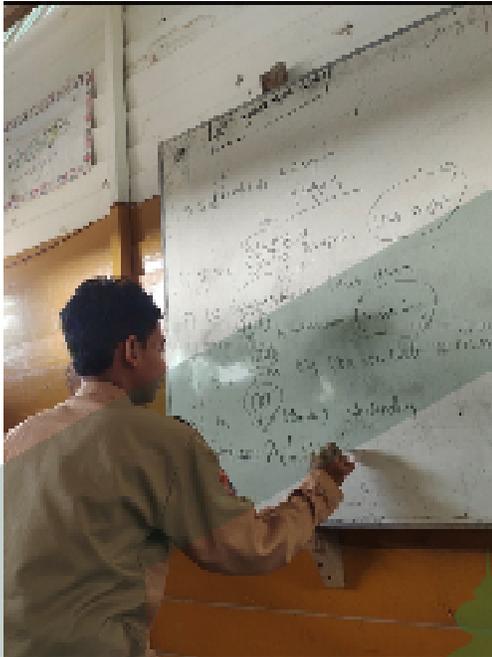
POST-TEST

MULTIPLE CHOICE

1. Tom (*put*) _____ the butter in the refrigerator yesterday.
a. Put
b. Puts
c. Puts not
d. Puted
2. My friends _____ at home last week
a. Does
b. Do
c. Was
d. Were
3. He (*make*) _____ cake yesterday.
a. Made
b. Make
c. Makes
d. Meal
4. I usually drink a cup of coffee in the morning but yesterday I _____ a cup of tea.
a. Was
b. Drink
c. Drunk
d. Drank
5. They _____ an architect?
a. Was
b. Were
c. Are
d. Is
6. She _____ a lazy student.

- 
- a. Isn't
b. Weren't
c. Wasn't
d. Am not
7. Dodit _____ hir report
- a. Does not finish
b. Did not finish
c. Didn't finished
d. Did not finished
8. Did he _____ English last week?
- a. Studied
b. Studies
c. Studying
d. Study
9. I don't go to the market every day. I went to the market last week, but I _____ there yesterday.
- a. Is not
b. Did not
c. Do not
d. Does not
10. _____ Mr. Yamamoto absent from class yesterday?
- a. Will
b. What
c. Was
d. Were

APPENDIX 8 TEACHING DOCUMENTATION





Appendix 11 Documentation in Pre-Test

Nisima : Ahmad Firdaus

B = 1

PRETEST

MULTIPLE CHOICE

1. Yesterday I (saw) _____ Fumiko at the library.
a. See b. Saw c. Seen d. Was
2. Maria (do) _____ her homework last night.
a. Does b. Do c. Doing d. Did
3. A strange thing (happen) _____ to me yesterday. I couldn't remember my own telephone number.
a. Help b. Happening c. Happen d. Happened
4. They _____ not here last night.
a. Were b. Was c. Here d. Do
5. Dr. Ruckman is in her office this morning, but she _____ not in her office yesterday morning.
a. Was b. Went c. Only d. Do
6. They _____ not walk to school yesterday.
a. Was b. Were c. Did d. Does
7. _____ you at home last night?
a. Was b. Were c. Is d. Are
8. _____ you see Gina at dinner last night?
a. What b. Do c. Does d. Did
9. I don't go to the park every day. I went to the park last week, but I _____ there yesterday.
a. Don't b. Did not c. Do not d. Does not
10. They do a great job?
a. Did they do a great job? b. Did they do a great job? c. Did not they do a great job? d. Did they do a great job?

PRETEST

MULTIPLE CHOICE

1. Yesterday I (see) _____ Fumiko at the library.

<input checked="" type="radio"/> a. See	c. Seen
b. Saw	d. Was
2. Maria (do) _____ her homework last night.

a. Does	c. Doing
b. Do	<input checked="" type="radio"/> d. Did
3. A strange thing (happen) _____ to me yesterday. I couldn't remember my own telephone number.

<input checked="" type="radio"/> a. Help	c. Happen
b. Happening	d. Happened
4. They _____ not here last night.

<input checked="" type="radio"/> a. Were	c. Here
b. Was	d. Do
5. Dr. Ruckman is in her office this morning, but she _____ not in her office yesterday morning.

a. Was	<input checked="" type="radio"/> c. Only
b. Were	d. Do
6. They _____ not walk to school yesterday.

a. Was	<input checked="" type="radio"/> c. Did
b. Were	d. Does
7. _____ you at home last night?

a. Was	c. Is
b. Were	<input checked="" type="radio"/> d. Are
8. _____ you see Gina at dinner last night?

a. What	c. Does
b. Do	<input checked="" type="radio"/> d. Did
9. I don't go to the park every day. I went to the park last week, but I _____ there yesterday.

a. Don't	c. Do not
<input checked="" type="radio"/> b. Did not	d. Does not
10. They do a great job?

a. Did they did a great job?	<input checked="" type="radio"/> c. Did not they do a great job?
b. Did they do a great job?	d. Did they do a great job?

Nama : Nurul Hana Hafira

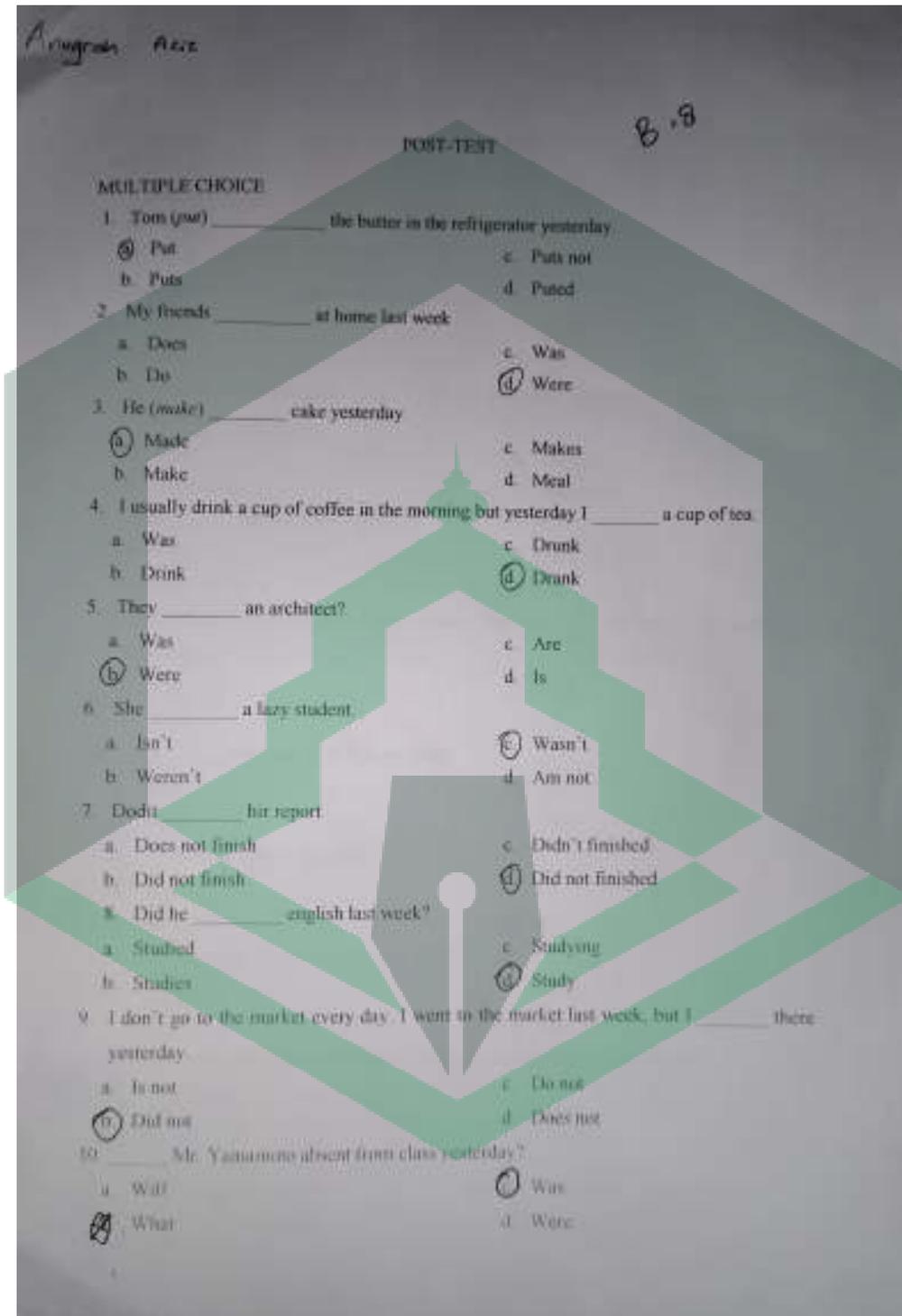
B = 2

PRETEST

MULTIPLE CHOICE

1. Yesterday I *(see)* _____ Fumiko at the library.
a. See
b. Saw
c. Seen
d. Was
2. Maria *(do)* _____ her homework last night.
a. Does
b. Do
c. Doing
d. Did
3. A strange thing *(happen)* _____ to me yesterday. I couldn't remember my own telephone number.
a. Help
b. Happening
c. Happen
d. Happened
4. They _____ not here last night.
a. Were
b. Was
c. Here
d. Do
5. Dr. Ruckman is in her office this morning, but she _____ not in her office yesterday morning.
a. Was
b. Were
c. Only
d. Do
6. They _____ not walk to school yesterday.
a. Was
b. Were
c. Did
d. Does
7. _____ you at home last night?
a. Was
b. Were
c. Is
d. Are
8. _____ you see Gina at dinner last night?
a. What
b. Do
c. Does
d. Did
9. I don't go to the park every day. I went to the park last week, but I _____ there yesterday.
a. Don't
b. Did not
c. Do not
d. Does not
10. They do a great job?
a. Did they did a great job?
b. Did they do a great job?
c. Did not they do a great job?
d. Did they do a great job?

Appendix 13 Documentation in Post-test



POST-TEST

MULTIPLE CHOICE

1. Toon (put) _____ the butter in the refrigerator yesterday.
 a. Put
b. Puts
c. Puts not
d. Puted
2. My friends _____ at home last week.
a. Does
b. Do
c. Was
d. Were
3. He (make) _____ a cake yesterday.
 a. Made
b. Make
c. Makes
d. Meal
4. I usually drink a cup of coffee in the morning but yesterday I _____ a cup of tea.
a. Was
b. Drink
c. Drank
 d. Drink
5. They _____ an architect?
a. Was
 b. Were
c. Are
d. Is
6. She _____ a lazy student.
a. Isn't
 b. Weren't
c. Wasn't
d. Am not
7. Dodit _____ her report.
a. Does not finish
 b. Did not finish
c. Didn't finished
d. Did not finished
8. Did he _____ English last week?
a. Studied
b. Studies
c. Studying
 d. Study
9. I don't go to the market every day. I went to the market last week, but I _____ there yesterday.
 a. Is not
b. Did not
c. Do not
d. Does not
10. _____ Mr. Yaminon absent from class yesterday?
 a. Was
b. What
c. Were
d. Were

CURRICULUM VITAE



The researcher, Ummul Fatiha was born on 24th of October 1998 in Gowa. Her father's name is Muhlis Ahmad and her mother's name is Dra.Nursidah. She is the last of 2 siblings.

She started her study Elementary School (SDN 246 Rantebelu) in 2010 and continued her study at Mts Keppe, she graduated in 2013 and continued her study SMK Negri 1 Belopa she graduated in 2016. After that in 2017 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Departemen. She finished her study in 2022.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "Improving Students' Simple Past Tense Mastery By Using Substitution Drill At Smp Tahfidz Al-Qur'an Nurut Tauhid Desa Bilante."