

### Appendix 1

#### TABLE OF MIDTERM TEST

<b>NO</b>	<b>8A</b>	<b>8B</b>	<b>8C</b>
1	46	77	30
2	92	49	61
3	82	64	75
4	75	59	82
5	75	63	32
6	78	81	62
7	79	79	97
8	75	71	46
9	75	57	78
10	50	64	79
11	96	84	86
12	75	71	72
13	41	63	73
14	75	43	84
15	75	46	91
16	75	56	76
17	76	66	32
18	75	95	92
19	76	80	91
20	60	94	39
21	75	56	84
22	42	58	51
23	75	75	86
24	60		45
<b>TOTAL</b>	1703	1551	1644
<b>n</b>	24	23	24
	70,958	67.43	68.5

**Anova: Single Factor****ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	154.3754	2	77.1877	0.270268	0.763991	3.131672
Within Groups	19420.6105	68	285.5972			
Total	19574.9859	70				

**SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	24	1703	70.95833333	198.9112319
Column 2	23	1551	67.43478261	199.1660079
Column 3	24	1644	68.5	454.9565217

## Appendix 2

### TRY OUT RELIABILITY

NO	X	X <sup>2</sup>
1	38	1444
2	33	1089
3	32	1025
4	31	961
5	31	961
6	31	961
7	30	900
8	30	900
9	30	900
10	30	900
11	26	676

12	26	676
13	26	676
14	25	625
15	25	625
16	22	484
17	20	400
18	19	361
19	15	225
20	15	225
TOTAL	535	15013
n	20	
	26.75	

### The calculation of Try Out reliability

$$M = \frac{\sum x}{n} = 27.20$$

#### KR-21 Formula

$$V = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 41.54$$

$$r = \frac{k}{k-1} \left( 1 - \frac{M(K-M)}{KV} \right)$$

$$K = 41$$

$$= 0.80 \text{ (Very high)}$$

Critical Value of R Product Moment was used to see the significance of Reliability. From table N=20 and level of significant 5%, it was found that R table was 0.444. Since Reliability (0.80) was greater than R table (0.444), it was concluded that Reliability was significant. Depend on the table 3.4 in chapter 3, this Reliability was very high.

### Appendix 3

#### ITEM DIFFICULTY

$$p_i = \frac{A_i}{N_i}$$

NO	Right ans wer	Wrong ans wer	IF	Interpretation
Part I				
1	19	1	0.95	Easy
2	9	11	0.45	Moderate
3	20	0	1	Too Easy
4	18	2	0.9	Easy
5	17	3	0.85	Easy
6	9	11	0.45	Moderate
7	6	14	0.3	Difficult
8	13	7	0.65	Moderate
9	14	6	0.7	Moderate
10	15	5	0.75	Easy
11	7	13	0.35	Difficult
12	8	12	0.4	Difficult
13	8	12	0.4	Difficult
14	13	7	0.65	Moderate
15	12	8	0.6	Moderate
Part II				
1	7	13	0.35	Difficult
2	18	2	0.9	Easy
3	20	0	1	Too Easy
4	17	3	0.85	Easy
5	19	1	0.95	Easy

6	19	1	0.95	Easy
7	20	0	1	Too Easy
8	10	10	0.5	Moderate
9	19	1	0.95	Easy
10	18	2	0.9	Easy
Part III				
1	19	1	0.95	Too Easy
2	17	3	0.85	Easy
3	11	9	0.55	Moderate
4	17	3	0.85	Easy
5	8	12	0.4	Difficult
6	9	11	0.45	Difficult
7	13	7	0.65	Moderate
8	15	5	0.75	Easy
9	8	12	0.4	Difficult
10	3	17	0.15	Too Difficult
Part IV				
1.a	14	6	0.7	Moderate
b	8	12	0.4	Difficult
c	8	12	0.4	Difficult
2.a	15	5	0.75	Easy
b	11	9	0.55	Moderate
c	12	8	0.6	Moderate

## Appendix 4

### DISCRIMINATION INDEX

$$D = (UG - LG) / n$$

NO	Right upper	Right lower	D	Interpretation
<b>Part I</b>				
1	10	9	0.1	Poor
2	6	3	0.3	Good
3	10	10	0	Poor
4	9	9	0	Poor
5	9	8	0.1	Poor
6	7	4	0.3	Good
7	5	1	0.4	Excellent
8	6	7	-0.1	Worse
9	7	7	0	Poor
10	9	6	0.3	Good
11	5	2	0.3	Good
12	5	3	0.2	Marginal
13	6	2	0.4	Excellent
14	8	5	0.3	Good
15	8	4	0.4	Excellent
<b>Part II</b>				
1	4	3	0.2	Marginal
2	10	8	0.2	Marginal
3	10	10	0	Poor
4	8	9	-0.1	Worse
5	10	9	0.1	Poor

6	10	9	0.1	Poor
7	10	10	0	Poor
8	8	2	0.6	Excellent
9	10	9	0.1	Poor
10	10	8	0.2	Marginal
<b>Part III</b>				
1	10	9	0.1	Poor
2	9	8	0.1	Poor
3	7	4	0.3	Good
4	10	7	0.3	Good
5	7	1	0.6	Excellent
6	7	2	0.5	Excellent
7	9	4	0.5	Excellent
8	8	7	0.1	Poor
9	7	1	0.6	Excellent
10	2	0	0.2	Moderate
<b>Part IV</b>				
1.a	10	4	0.6	Excellent
b	6	2	0.4	Excellent
c	6	2	0.4	Excellent
2.a	9	6	0.3	Good
b	8	3	0.5	Excellent
C	9	3	0.6	Excellent



## Appendix 5

### THE EXPERIMENTAL GROUP SCORES

(STAD technique)

<b>NO</b>	<b>Pretest</b>	<b>Posttest</b>
1	36	37
2	17	21
3	21	36
4	25	34
5	19	26
6	30	37
7	33	36
8	30	35
9	26	36
10	22	24
11	26	36
12	23	33
13	27	32
14	9	10
15	26	29
16	18	27
17	40	40
18	29	40
19	39	39
20	35	38
Total	531	646
n	20	20
	26.55	32.3

## Appendix 6

### THE CONTROL GROUP SCORES

(Group Work technique)

<b>NO</b>	<b>Pretest</b>	<b>Posttest</b>
1	29	28
2	33	36
3	32	35
4	8	10
5	18	24
6	39	40
7	20	21
8	34	30
9	17	30
10	20	29
11	33	26
12	25	32
13	29	38
14	39	41
15	3	5
16	33	31
17	39	39
18	8	11
19	17	19
20	25	24
Total	501	549
n	20	20
	25.05	27.45

## THE CALCULATION OF THE SCORES

### T-Test: Two-Sample Assuming Equal Variances

#### (Posttest of Experimental and Control group)

	<i>Experimental</i>	<i>Control</i>
<b>Mean</b>	32.3	27.45
<b>Variance</b>	56.74736842	104.3657895
<b>Observations</b>	20	20
<b>Pooled Variance</b>	80.55657895	
<b>Hypothesized Mean Difference</b>	0	
<b>df</b>	38	
<b>t Stat</b>	1.708799984	
<b>P(T&lt;=t) one-tail</b>	0.047822471	
<b>t Critical one-tail</b>	1.685954461	
<b>P(T&lt;=t) two-tail</b>	0.095644943	
<b>t Critical two-tail</b>	2.024394147	

<b>Variance</b>	56.74736842
<b>Experimental</b>	
<b>SD</b>	7.533084921

<b>Variance</b>	104.3657895
<b>Control</b>	
<b>SD</b>	10.21595759

Since t-obtained (1.709) > t-table (0.05), the null hypothesis was rejected; the posttest mean scores of two groups were significantly different.

**T-Test: Paired Two Sample for Means (Experimental group)**

	<i>Posttest</i>	<i>Pretest</i>
<b>Mean</b>	32.3	26.55
<b>Variance</b>	56.74736842	61.31315789
<b>Observations</b>	20	20
<b>Pearson Correlation</b>	0.847389603	
<b>Hypothesized Mean Difference</b>	0	
<b>df</b>	19	
<b>t Stat</b>	6.045584414	
<b>P(T&lt;=t) one-tail</b>	4.07607E-06	
<b>t Critical one-tail</b>	1.729132792	
<b>P(T&lt;=t) two-tail</b>	8.15215E-06	
<b>t Critical two-tail</b>	2.09302405	

Since  $t$ -obtained (6.046) >  $t$ -table (0.05), STAD technique (Experimental group) was significantly effective to improve the students' grammar achievement.

**T-Test: Paired Two Sample for Means (Control group)**

	<i>Posttest</i>	<i>Pretest</i>
<b>Mean</b>	27.45	25.05
<b>Variance</b>	104.3657895	117.4184211
<b>Observations</b>	20	20
<b>Pearson Correlation</b>	0.90265385	
<b>Hypothesized Mean Difference</b>	0	
<b>df</b>	19	
<b>t Stat</b>	2.291601959	
<b>P(T&lt;=t) one-tail</b>	0.016762111	
<b>t Critical one-tail</b>	1.729132792	
<b>P(T&lt;=t) two-tail</b>	0.033524222	
<b>t Critical two-tail</b>	2.09302405	

Since t-obtained (2.292) > t-table (0.05), Group Work technique (Control group) was significantly effective to improve the students' grammar achievement.

## TRY OUT, PRETEST, AND POSTTEST

**Choose a, b, c, or d for the correct answer.**

1.



What did he do yesterday morning?

- a. He drinks orange juice.
- b. He drank orange juice.
- c. He drunk orange juice.
- d. He drinking orange juice.

2.



Was Anthony angry 2 days ago?

- a. No, he didn't.
- b. No, he wasn't.
- c. No, he did
- d. No, he was.

***(no 3-4). The sentences below are not in the correct order. Choose the correct options that show the correct sentences.***

3. last/my friends/morning/Kapuas river/and/I/Saturday/visited/the

- a. My friends visited the Kapuas river and I last Saturday morning.
- b. I visited the Kapuas river last Saturday morning and my friends.
- c. My friends and I visited the Kapuas river last Saturday morning.
- d. Last Saturday morning I visited the kapuas river and my friends.

4. meet/restaurant/days/in/two/ago/did/you/her/why/the /?

- a. Why did you meet her in the restaurant two days ago?
- b. Why you did meet her two days ago in the restaurant?
- c. Did you meet her two days ago why in the restaurant?
- d. Did why you meet her in the restaurant two days ago?

***(no 5-7) choose the correct answers to fill in the blanks.***

The pupils of class 8B (5)..... a project last week. First the pupils (6)..... what they wanted to do. After that, they (7)...information from books and brochures.

- 5. a. Did
- b. Done

- c. Does
- d. Doing

6. a. Chosing  
b. Chooses  
c. Chosen  
d. Chose
7. a. Gotten  
b. Getting  
c. Got  
d. Gets
8. Last year I (spend/not).....my holiday in Ireland.  
a. not spent  
b. didn't spend  
c. wasn't spend  
d. didn't spent
9. Yesterday I (stay).....in the 5 stars hotel but I (be/not).....with my friends.  
a. stayed, not be  
b. stayed, didn't be  
c. stay, wasn't  
d. stayed, wasn't

**(no 10-13). These following sentences are incorrect. Choose the correct sentence from the options.**

10. I weren't very sad and lonely.  
a. I wasn't very sad and lonely.  
b. I didn't very sad and lonely.  
c. I didn't be very sad and lonely.  
d. I didn't was very sad and lonely.
11. Did you danced on New Year's Eve?  
a. Did you dance on New Year's Eve?  
b. Were you dance on New Year's Eve?  
c. Was you dance on New Year's Eve?  
d. Did you danced on New Year's Eve?
12. Who did go to the zoo yesterday?  
a. Who was go to the zoo yesterday?  
b. Who went go to the zoo yesterday?  
c. Who do went to the zoo yesterday?  
d. Who did went to the zoo yesterday?
13. What he borrowed from his friend last Sunday?  
a. What did he borrowed from his friend last Sunday?  
b. What was he borrow from his friend last Sunday?  
c. What do he borrowed from his friend last Sunday?  
d. What did he borrow from his friend last Sunday?

14. Change this sentence into positive sentence “My father didn’t celebrate his birthday last week”.
- My father did celebrate his birthday last week.
  - My father celebrated his birthday last week.
  - My father do celebrated his birthday last week.
  - My father celebrates his birthday last week.
15. Change this sentence into negative sentence. “Did my private teacher arrive at my friend’s home yesterday?”
- My private teacher didn’t arrive at my friend’s home yesterday
  - My private teacher didn’t arrived at my friend’s home yesterday
  - My private teacher wasn’t arrive at my friend’s home yesterday
  - My private teacher wasn’t arrived at my friend’s home yesterday

**I. Give the past form of verbs from column A to column B**

Column A (present form)	Column B (past form)
1. Shine	1. Shone
2. See	2.
3. Play	3.
4. Buy	4.
5. Tell	5.
6. Put	6.
7. Invite	7.
8. Think	8.
9. Come	9.
10. Enjoy	10.

**II. Put the verbs in the brackets into the correct simple past tense**

- Last year I (swim)\_\_\_\_\_ with my lovely friends.
- In the mornings we (walk)\_\_\_\_\_ in the streets of London.



3. Where (spend / you) \_\_\_\_\_ your last holiday?
4. When she was a little girl, Margo (be) \_\_\_\_\_ very good at tennis.
5. \_\_\_\_\_ (explain/Allyson) to him about Math last week?
6. Sinta and I (be/not) \_\_\_\_\_ lucky last night.
7. My friend (ask/not) \_\_\_\_\_ Monica to come last Sunday.
8. He (cut) \_\_\_\_\_ the tree in the park 3 days ago.
9. \_\_\_\_\_ (write/we) a letter for our old friend last night?
10. Why (you/be) \_\_\_\_\_ sad yesterday?

**III. Form the verbs in the brackets into positive, negative, and questions in simple past**

1. They (do) their homework last Monday.
  - (+) \_\_\_\_\_
  - (-) \_\_\_\_\_
  - (?) \_\_\_\_\_
2. Erick and I (return) to Brazil on last Saturday.
  - (+) \_\_\_\_\_
  - (-) \_\_\_\_\_
  - (?) \_\_\_\_\_

## STUDENTS' WORKSHEET 1 (TREATMENT 1)

I. Answer the following questions based on the pictures. Look at the example.

a) Was he at a cinema last night?



Yes, he was

b) Was Mark at school yesterday?



\_\_\_\_\_

c) Were my friends happy?



\_\_\_\_\_

d) Was yesterday a sunny day?



\_\_\_\_\_

e) Were they in the canteen?



\_\_\_\_\_

f) Was the mango in my garden this morning?



\_\_\_\_\_

**II. Complete the sentences using “was, were”**

1. Lissa \_\_\_\_\_ there 2 days ago.
2. The concert \_\_\_\_\_ amazing last night.
3. Yesterday, Jenny was happy, but her sisters \_\_\_\_\_ sad.
4. We \_\_\_\_\_ not interested with this book, it \_\_\_\_\_ really boring
5. There \_\_\_\_\_ no children at the beach last Monday
6. Ronny, Teddy, and Peter \_\_\_\_\_ tired after the long drive.
7. The movie \_\_\_\_\_ scary. I don't want to watch it again.
8. \_\_\_\_\_ the weather fine yesterday?

**III. Arrange the sentences bellow into the correct order**

1. Teresa/ from/ was/ yesterday/ work/ absent  
\_\_\_\_\_
2. Class/ semester/ not/ last/ were/ the/ in/ they/ same  
\_\_\_\_\_
3. The/ last/ lesson/ the/ in/ exercises/ easy/ was  
\_\_\_\_\_
4. Last/ there/ words/ in/ ten/ new/ examination/ were/ the  
\_\_\_\_\_
5. And/ were/ good/ friends?/ Carl/ Tom  
\_\_\_\_\_

**IV. Form the verbs in the brackets into positive, negative, and questions in simple past**

3. They (be) able to visit their grandfather last month.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

4. My son (be) very thirsty last Saturday.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

5. My parents were not excited about my score yesterday.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

## STUDENTS' WORKSHEET 2 (TREATMENT 2)

### I. Put one of these verbs in each sentence and change the verbs into

#### "Past Tense"

eat	save	buy	sell	fly	meet	give	live
-----	------	-----	------	-----	------	------	------

1. They **lived** in France for many years.
2. I \_\_\_\_\_ my lunch in the cafeteria yesterday.
3. The blue bird \_\_\_\_\_ in the sky last morning.
4. We could not afford to keep our car, so we \_\_\_\_\_ it.
5. Ann \_\_\_\_\_ a lot of money last month and she \_\_\_\_\_ a dress last night.
6. We \_\_\_\_\_ Josh on the street last week.
7. I \_\_\_\_\_ my brother a game for his birthday

### II. Complete these sentences. Put the verb into the correct form, positive, negative, or question

1. Charles (fall) from his bike \_\_\_\_\_, fortunately his arm (hurt/not) \_\_\_\_\_ .
2. She finally (find) \_\_\_\_\_ her lost book yesterday.
3. \_\_\_\_\_ (you/change) the schedule last month?
4. The pitcher (throw) \_\_\_\_\_ a slow ball and the batter (hit) \_\_\_\_\_ it.
5. They (paint/not) \_\_\_\_\_ their house on last Monday.

### III. Make the questions based on the following underlined answers

1. A: What time did you call her? (Example)  
B: I called her at 02.30 AM

2 A: \_\_\_\_\_

B: He went to the campus to see his friends yesterday

3. A: \_\_\_\_\_

B: No, they did not. They did not speak to them last night

4. A: \_\_\_\_\_

B: Anthony ate some sandwiches

**IV. Form the verbs in the brackets into positive and negative in simple past tense**

1. You (do) your homework last night.

(+)

\_\_\_\_\_

(-)

\_\_\_\_\_

(?)

\_\_\_\_\_

2. Gina and her husband (work) together last week.

(+)

\_\_\_\_\_

(-)

\_\_\_\_\_

(?)

\_\_\_\_\_

## STUDENTS' WORKSHEET 3 (TREATMENT 3)

### I. Put the verbs in the brackets into the correct simple past tense

1. The film \_\_\_\_\_ (be) interesting last Saturday.
2. Lily \_\_\_\_\_ (write) a letter to her friend last month and \_\_\_\_\_ (get) the reply yesterday.
3. Why \_\_\_\_\_ (be) in a hurry one hour ago?
4. She \_\_\_\_\_ (help/not) her mother in the kitchen last night.
5. What time \_\_\_\_\_ (I/call) her two days ago?
6. My friends \_\_\_\_\_ (take) vacation in last May.
7. A: \_\_\_\_\_ (you/have) a nice weekend in Paris?  
B: Yes, I did.  
A: Where \_\_\_\_\_ (you/go)?  
B: I \_\_\_\_\_ (go) to many places. There \_\_\_\_\_ interesting places there.  
A: Ooo good... \_\_\_\_\_ (Anna/enjoy) it?  
B: of course. She \_\_\_\_\_ (do) a lot of shopping, but I \_\_\_\_\_ (want/not) to do it.

### II. Correct the following incorrect sentences

1. He didn't invited me on last his birthday \_\_\_\_\_
2. the secretary maked some mistakes last week \_\_\_\_\_
3. I didn't very sad and lonely yesterday \_\_\_\_\_
4. Who did go to the market ten minutes ago? \_\_\_\_\_
5. Did she watched television yesterday? \_\_\_\_\_

### III. Arrange the sentences into the good order

1. concert /start/When/? /did/the \_\_\_\_\_
2. Betty/wait/didn't/hours/since/five/I/ago \_\_\_\_\_
3. students/sentences/the/blackboard/the/on/wrote/the \_\_\_\_\_

4. meet/days/two/ago/Did/you /her/? \_\_\_\_\_

**IV. Change the interrogative form into positive form**

Did he drink ten cups of coffee last week? \_\_\_\_\_

Were you at home yesterday? \_\_\_\_\_

**Change the negative form into interrogative form**

My family and I didn't sit in the park for two hours. \_\_\_\_\_

**V. Make the sentences according to the pictures using "simple past tense"**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**VI Form the verbs in the brackets into positive and negative in simple past tense**

1. Anita (buy) a new umbrella last week

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

2. The wind last night (be) very strong

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

## INDIVIDUAL QUIZ 1(TREATMENT 1)

I. Answer the following questions based on the pictures. Look at the example.

1. Were Sandy's parents in the museum yesterday?

Yes, they were



2. Was Sam excited 2 weeks ago?

\_\_\_\_\_



3. Was my favorite fruit orange?

\_\_\_\_\_



4. Were my grandmother and I in the park?

\_\_\_\_\_



5. Was his grandfather soldier?

\_\_\_\_\_



6. Was the last season winter?

\_\_\_\_\_



III. Arrange the sentences bellow into the correct order

1. night/ ill/ was/ last/ he

\_\_\_\_\_

2. grandmother/ to / My/yesterday / angry /was /us

\_\_\_\_\_

3. My/ excited / my / were/ score /not/ parents / about

\_\_\_\_\_

4. mother / his / a nurse / was ?

\_\_\_\_\_

5. at / morning / the park / were / last Sunday / Ani and jonny

\_\_\_\_\_

**IV. Form the verbs in the brackets into positive, negative, and questions in simple past**

6. Sarah (be) a good swimmer when she was a child.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

7. Sandy's family (be) a happy family.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

8. You (be) tired last night.

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

9. The wind last night (be) very strong

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

10. He and his sister (be) sick

(+) \_\_\_\_\_

(-) \_\_\_\_\_

(?) \_\_\_\_\_

## INDIVIDUAL QUIZ 2 ((TREATMENT 2)

**I. Put one of these verbs in each sentence and change the verbs into “Simple Past Tense”**

catch	watch	drink	fall	hurt	
study	teach	throw	win	cut	write

1. Mozart **wrote** more than 600 pieces of music.
2. A: “How did you learn to drive?”  
B: “My father \_\_\_\_\_ me.”
3. Her best friend \_\_\_\_\_ television at her home 2 days ago.
4. I was very thirsty, so I \_\_\_\_\_ the water very quickly.
5. Paul and I played tennis yesterday. He is much better than me, so he \_\_\_\_\_ the game.
6. Don \_\_\_\_\_ down the stairs this morning and his leg \_\_\_\_\_
7. Jim \_\_\_\_\_ the ball to Sue and Sue \_\_\_\_\_ it
8. Sue \_\_\_\_\_ English last night, because she will have an examination today.
9. Some of people \_\_\_\_\_ some trees in the park.

**II. Complete these sentences. Put the verb into the correct form (positive, negative, or question)**

1. It was warm, so I (take) \_\_\_\_\_ of my coat.
2. The film was not very good. I (enjoy/not) \_\_\_\_\_ very much.

3. I knew Sara was very busy, so I (disturb/not) \_\_\_\_\_ her.
4. \_\_\_\_\_ (you/go) to bed early yesterday night?
5. The bed was very uncomfortable. I (sleep/not) \_\_\_\_\_ very well.
6. The window was opened and a bird (fly) \_\_\_\_\_ into the room.
7. It was a funny situation, but nobody (laugh)\_\_\_\_\_.
8. When \_\_\_\_\_ (your mother/sell) your home?
9. The hotel was not very expensive. It (cost/not) \_\_\_\_\_ very much.
10. I was not in a hurry, so I still (have)\_\_\_\_\_ time to phone you.

**III. Make the questions based on the following underlined answers**

1. A: \_\_\_\_\_  
B: They ate lunch in the park.
2. A: \_\_\_\_\_  
B: Yes, they did. They sat in the first row.
3. A: \_\_\_\_\_  
B: The meeting began at 8 o'clock.
4. A: \_\_\_\_\_  
B: I did my homework around midnight.
5. A: \_\_\_\_\_  
B: No, she did not. She did not walk to go to school.

## **INDIVIDUAL QUIZ 3 (TREATMENT 3)**

### **I. Put the verbs in the brackets into the correct simple past tense**

1. The second grade students \_\_\_\_\_ (go) to class when the bell \_\_\_\_\_ (ring) last year.
2. Her grandfather \_\_\_\_\_ (be/not) in hospital.
3. What \_\_\_\_\_ (he/make) on the last holiday?
4. \_\_\_\_\_ (the teacher/speak) to the students' parents?
5. He \_\_\_\_\_ (have/not) a very good time at the last picnic.
6. They \_\_\_\_\_ (be) very tired.

### **II. Correct the following incorrect sentences**

1. he didn't sold his property last month \_\_\_\_\_
2. Who did do this homework? \_\_\_\_\_
3. I weren't very sad yesterday \_\_\_\_\_
4. Did they swam in swimming pool last night? \_\_\_\_\_

### **III. Arrange the sentences into the good order**

1. you/where/after/go/lesson/?/did/the \_\_\_\_\_
2. her/Gina/worked/husband/together/and/didn't \_\_\_\_\_
3. not/we/busy/were/yesterday \_\_\_\_\_

### **IV. Change the negative form into positive form**

1. They didn't come to the party.  
\_\_\_\_\_

2. I didn't put some apples on your table.

\_\_\_\_\_

3. His sisters were not at school

\_\_\_\_\_

**Change the interrogative form into positive form**

4. Did she live in Peru last year?

\_\_\_\_\_

5. Was he very angry with me?

\_\_\_\_\_

6. Did you do the English exercises last night?

\_\_\_\_\_

**V. Make the sentences according to the pictures using "simple past tense"**



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## **LESSON PLAN OF THE 1<sup>ST</sup> TREATMENT OF THE EXPERIMENTAL GROUP AND CONTROL GROUP**

Subject : English  
Language Comp : Grammar  
Genre : Simple Past Tense (Nominal-To be)  
Educational Level: Junior High School  
Class / Semester : VIII / 1  
Time Allocation : 2 x 40 minutes

### A. Competence

#### 1. Basic Competence

Students comprehend the grammatical rules and the uses of the Simple Past Tense

#### 2. Achievement Indicators

Students are able to:

- Construct positive sentences in the Simple Past tense (Nominal-to be)
- Construct negative sentences in the Simple Past tense (Nominal-to be)
- Construct interrogative sentences in the Simple Past tense (Nominal-to be)
- Arrange the sentences into the correct order
- Fill in the blanks with was/were
- Answer the interrogative sentences with yes/no



## B. Learning Materials

- Material → Worksheets
- Media → Whiteboard, Power Point Presentation

## C. Teaching and Learning Technique

- Approach: Cooperative Learning
- Technique: STAD, Group Work

## **LESSON PLAN OF THE 2<sup>nd</sup> TREATMENT OF THE EXPERIMENTAL GROUP AND CONTROL GROUP**

Subject : English  
Language Comp : Grammar  
Genre : Simple Past Tense (Verbal)  
Educational Level: Junior High School  
Class / Semester : VIII / 1  
Time Allocation : 2 x 40 minutes

### **A. Competence**

#### **1. Basic Competence**

Students comprehend the grammatical rules and the uses of the Simple Past Tense

#### **2. Achievement Indicators**

Students are able to:

- Construct positive sentences in the Simple Past tense (Verbal)
- Construct negative sentences in the Simple Past tense (Verbal)
- Construct interrogative sentences in the Simple Past tense (Verbal)
- Make the questions in the Simple Past Tense based on the following underlined answers
- Complete these sentences by putting the verb into the correct form (positive, negative, or question)

- Change the verbs from Simple Present Tense (V1) into Simple Past Tense (V2)

B. Learning Materials

- Material → Worksheets
- Media → Whiteboard, Power Point Presentation

C. Teaching and Learning Technique

- Approach: Cooperative Learning, Technique: STAD, Group Work

## **LESSON PLAN OF THE 3<sup>rd</sup> TREATMENT OF THE EXPERIMENTAL GROUP AND CONTROL GROUP**

Subject : English

Language Comp : Grammar

Genre : Simple Past Tense (Nominal & Verbal)

Educational Level: Junior High School

Class / Semester : VIII / 1

Time Allocation : 2 x 40 minutes

### A. Competence

#### 1. Basic Competence

Students comprehend the grammatical rules and the uses of the Simple Past Tense

#### 2. Achievement Indicators

Students are able to:

- Construct positive sentences in the Simple Past Tense
- Construct negative sentences in the Simple Past Tense
- Construct interrogative sentences in the Simple Past Tense
- Put the verbs in the brackets into the correct simple Past Tense
- Correct the following incorrect sentences
- Arrange the sentences into the good order

- Make the sentences according to the pictures using Simple Past Tense”

#### B. Learning Materials

- Material → Worksheets
- Media → Whiteboard

#### C. Teaching and Learning Technique

- Approach: Cooperative Learning
- Technique: STAD, Group Work

### Teaching and Learning Activities 1<sup>st</sup> Experiment

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Explaining the purpose and rules of Student Team-Achievement Division (STAD technique) to the students.	-Listening to the explanation of the purpose and rules of Student Team-Achievement Division (STAD technique)	5 min

	<p>-Triggering questions</p> <ul style="list-style-type: none"> <li>• If I have sentence “I ate sandwich yesterday”, what does the time signal show?</li> <li>• I am sure that you have ever gotten Simple Past Tense before. So, I am going to review this tense.</li> </ul>	<p>-Responding to the triggering questions.</p>	4 min
Whilst-Activities	<p>-Delivering the lesson.</p> <ul style="list-style-type: none"> <li>• Explaining about Simple Past Tense in nominal (there is no activity) for ex: I was at school yesterday, They were not sad last week.</li> <li>• Giving the patterns of (+), (-), (?) forms.</li> </ul>	<p>-Listening to the explanation of the pattern and the use of “Simple Past Tense”</p>	8 min

	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min
	-Giving the worksheets to each group and asking the students to discuss and solve the problems in the worksheets together.  *Note: The teacher moves around the class helping students in their discussion.	-Studying and discussing the material about “Simple Past Tense” in their groups.	25 min
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual quizzes with the students together.	-Checking the answers of the quizzes with the teacher and do the correction.	15 min
	Closing:		1 min



	-Reviewing the lesson by giving questions and summary about Simple Past Tense.	-Listening and answering the teacher's review	
	-Evaluating how well the groups are functioning	-Listening and answering the teacher's evaluating	1 min
	-Leave taking: Saying good bye	-Saying good bye	0.5 min

### Teaching and Learning Activities 2<sup>nd</sup> Experiment

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Telling the scores that the students have got in their quizzes and giving rewards for group achievement  *note: The teacher has counted students' improvement scores before	-Listening to the teacher	7 min
Whilst-Activities	-Delivering the lesson.  • Explaining about Simple Past Tense in verbal (there is activity) for ex: I studied English yesterday, They did not go to market last week.	-Listening to the explanation of the pattern and the use of "Simple Past Tense"	10 min

	<ul style="list-style-type: none"> <li>Giving the patterns of (+), (-), (?) forms.</li> </ul>		
	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min
	<p>-Giving the worksheets and list of irregular verbs to each group, and then asking the students to discuss and solve the problems in the worksheets together.</p> <p>*Note: The teacher moves around the class helping students in their discussion.</p>	-Studying and discussing the material about “Simple Past Tense” in their groups.	25 min
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual quizzes with the students together.	-Checking the answers of the quizzes with the	15 min

		teacher and do the correction.	
	Closing: -Reviewing the lesson by giving questions and summary about Simple Past Tense.	-Listening and answering the teacher's review	1 min
	-Evaluating how well the groups are functioning	-Listening and answering the teacher's evaluating	1 min
	-Leave taking: saying good bye	-Saying good bye	0.5 min

### Teaching and Learning Activities 3<sup>rd</sup> Experiment

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Telling the scores that the students have got in their quizzes and giving rewards for group achievement  *note: The teacher has counted students' improvement scores before	-Listening to the explanation of the purpose and rules of Student Team-Achievement Division (STAD TECHNIQUE)	7 min
Whilst-Activities	-Delivering the lesson. <ul style="list-style-type: none"><li>• Reviewing about Simple Past Tense in nominal and verbal</li></ul>	-Listening to the explanation of the pattern and the use of "Simple Past Tense"	10 min
	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min

	<p>-Giving the worksheets to each group and asking the students to discuss and solve the problems in the worksheets together.</p> <p>*Note: The teacher moves around the class helping students in their discussion.</p>	-Studying and discussing the material about “Simple Past Tense” in their groups.	25 min
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual quizzes with the students together.	-Checking the answers of the quizzes with the teacher and do the correction.	15 min
	<p>Closing:</p> <p>-Reviewing the lesson by giving questions and summary about Simple Past Tense.</p>	-Listening and answering the teacher’s review	1 min
	-Evaluating how well	-Listening and	1 min

	the groups are functioning	answering the teacher's evaluating	
	-Leave taking: Saying good bye	-Saying good bye	0.5 min

### Teaching and Learning Activities 1<sup>st</sup> Control

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Triggering questions <ul style="list-style-type: none"> <li>• If I have sentence “I ate sandwich yesterday”, what does the time signal show?</li> <li>• I am sure that you have ever gotten Simple Past Tense before. So, I am going to review this tense.</li> </ul>	-Responding to the triggering questions.	4 min
Whilst-Activities	-Delivering the lesson. <ul style="list-style-type: none"> <li>• Explaining about Simple Past Tense in nominal (there is no activity) for ex: I was at school yesterday, They</li> </ul>	-Listening to the explanation of the pattern and the use of “Simple Past Tense”	8 min



	<p>were not sad last week.</p> <ul style="list-style-type: none"> <li>• Giving the patterns of (+), (-), (?) forms.</li> </ul>		
	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min
	<p>-Giving the worksheets to each group and asking the students to discuss and solve the problems in the worksheets together.</p> <p>*Note: The teacher moves around the class helping students in their discussion.</p>	-Studying and discussing the material about “Simple Past Tense” in their groups.	25 min
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual quizzes with the students	-Checking the answers of the quizzes	15 min

	together.	with the teacher and do the correction.	
	Closing: -Reviewing the lesson by giving questions and summary about Simple Past Tense.	-Listening and answering the teacher's review	2 min
	-Leave taking: Saying good bye	-Saying good bye	0.5 min

### Teaching and Learning Activities 2<sup>nd</sup> Control

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Telling the scores that the students have got in their quizzes	-Listening to the explanation of the purpose and rules of Student Team-Achievement Division (STAD technique)	5 min
Whilst-Activities	-Delivering the lesson. <ul style="list-style-type: none"> <li>• Explaining about Simple Past Tense in verbal (there is activity) for ex: I studied English yesterday, They</li> </ul>	-Listening to the explanation of the pattern and the use of “Simple Past Tense”	8 min

	<p>did not go to market last week.</p> <ul style="list-style-type: none"> <li>Giving the patterns of (+), (-), (?) forms.</li> </ul>		
	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min
	<p>-Giving the worksheets to each group and asking the students to discuss and solve the problems in the worksheets together.</p> <p>*Note: The teacher moves around the class helping students in their discussion.</p>	-Studying and discussing the material about “Simple Past Tense” in their groups.	25 min
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual	-Checking the answers of	15 min

	quizzes with the students together.	the quizzes with the teacher and do the correction.	
	Closing: -Reviewing the lesson by giving questions and summary about Simple Past Tense.	-Listening and answering the teacher's review	1 min
	-Leave taking: Saying good bye	-Saying good bye	0.5 min

### Teaching and Learning Activities 3<sup>rd</sup> Control

STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
	TEACHER	STUDENTS	
Pre-Instructional activities	Opening: -Greeting the students	-Greeting the teacher.	0.5 min
	-Telling the scores that the students have got in their quizzes	-Listening to the explanation of the purpose and rules of Student Team-Achievement Division (STAD technique)	5 min
Whilst-Activities	-Delivering the lesson. <ul style="list-style-type: none"><li>• Reviewing about Simple Past Tense in nominal and verbal</li></ul>	-Listening to the explanation of the pattern and the use of “Simple Past Tense”	8 min
	-Asking the students to gather in their groups that have been chosen by their teacher	-Gathering with their groups.	5 min
	-Giving the	-Studying and	25 min

	worksheets to each group and asking the students to discuss and solve the problems in the worksheets together.  *Note: The teacher moves around the class helping students in their discussion.	discussing the material about “Simple Past Tense” in their groups.	
Post-Activities	-Giving individual quiz to each student and asking them to do it individually.	-Taking the quiz individually.	15 min
	-Checking the answers of students’ individual quizzes with the students together.	-Checking the answers of the quizzes with the teacher and do the correction.	15 min
	Closing: -Reviewing the lesson by giving questions and summary about Simple Past Tense.	-Listening and answering the teacher’s review	1 min
	-Leave taking: Saying good bye	-Saying good bye	0.5 min

