AN UNDERGRADUATE THESIS

THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
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Sponsor	:	Drs. Kuryani Utih, M.Pd
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APPROVAL PAGE

The Title : **THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG**

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iv

NOTA DINAS

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Lampiran   : 1 (Satu) Berkas
Perihal   : **Pengajuan Munaqosyah**

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
Di-   Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi penelitian yang telah disusun oleh:

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Judul   : **THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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v

RATIFICATION PAGE
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An undergraduate thesis entittled: THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG

Written by Rofikotul Azizah student number. 13108307, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 18, 2018 at 11.00-13.00.

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vi

THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG

ABSTRACT
By:
ROFIKOTUL AZIZAH

The researcher had outlined the problem in this research that focused on students' simple past tense mastery. It is related on the problem identification that the students' simple past tense mastery are still low, the students was found dificulties in using the patterns of simple past tense. They often feel confused how to memorize the verbs which belong to the irregular and the regular ones, and they fell bored when they study about grammar especially in learning simple past tense. The primary goal of this research was to know whether the use of board game can improve the students' simple past tense mastery at the tenth grader of SMK N 1 Raman Utara East Lampung.

This research was classroom action research that consisted of two cycles. The research was conducted at SMK N 1 Raman Utara on X TKJ 2 class which consisted of 30 students. The data collecting technique used test, observation, and documentation.

The result of the research illustrated the average of the students' score in pre-test was 61,16 and post test 1 was 71,16 and post test 2 in cycle II was gained the average score was 77,66. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Board Game can improve the students' simple past tense mastery and students learning activities at the tenth grader of SMK N 1 Raman Utara East Lampung.

PENGGUNAAN BOARD GAME UNTUK MENINGKATKAN PENGUASAAN SISWA DALAM PEMBELAJARAN SIMPLE PAST TENSE PADA KELAS X SMK N 1 RAMAN UTARA LAMPUNG TIMUR

ABSTRAK
Oleh:
ROFIKOTUL AZIZAH

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan penguasaan siswa dalam pembelajaran simple past tense. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa penguasaan siswa dalam pembelajaran simple past tense masih rendah, siswa mengalami kesulitan dalam menggunakan rumus atau formula dalam simple past tense, mereka sering mengalami kesulitan untuk menghafalkan regular verb dan irregular verb, dan mereka juga merasa bosan ketika belajar tentang grammar khususnya dalam pembelajaran simple past tense. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan board game dapat meningkatkan penguasaan siswa dalam pembelajaran simple past tense pada siswa kelas X SMK N 1 Raman Utara Lampung Timur.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di SMK N 1 Raman Utara pada kelas X TKJ 2 yang terdiri dari 30 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, danobservasi, dan dokumentasi.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 61,16 post test 1 adalah 71,16 dan post test 2 pada siklus II adalah 77,66. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris Kesimpulannya adalah penggunaan Board Game dapat meningkatkan penguasaan siswa dalam pembelajaran simple past tense dan aktifitas pembelajaran siswa pada tingkat X SMK N 1 Raman Utara Lampung Timur.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ROFIKOTUL AZIZAH

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, Januari 2018

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Menyatakan bahwa skripsi ini benar benar asli hasil penelitian dari penulis.

Kecuali bagian bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, Januari 2018

Penulis,

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x

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

"O you who believe! When it is said to you, Make room in (your) assemblies, then make ample room, Allah will give you ample, and when it is said: Rise up, then rise up. Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do."
(QS. Al – Mujadilah : 11)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved mom and daddy (Siti Shalihah & H. Ahmad Zainuddin) who

always pray and supportin their endless love

My beloved brother and sister who give me support

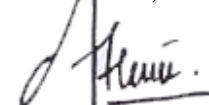**All of My beloved friends at IAIN Metro**

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Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given his mercies and blessing to the writer so that she is able to accomplish this research proposal. Finally the researcher can accomplish this undergraduate thesis is entitled "The Use of Board Game to Improve The Students' Simple Past Tense Mastery at The Tenth Grader of SMK N 1 Raman Utara East Lampung".

In this chance, I would like to express the greatest gratitude to my supervisors; Drs. Kuryani Utih, M.Pd and Ahmad Subhan Roza, M.Pd. who have been willing to spare his valuable time not only for reading, correcting and improving my undergraduate thesis but also for encouraging me to finish this undergraduate thesis. My sincere gratitude also goes to my beloved mother and father for their support, prayer, and endless love. My deepest thanks are also addressed to my friends who were always be there every time that I need suggestions and support for my undergraduate thesis.

I hope that this undergraduate thesis would be useful for the readers. However, I realize that this undergraduate thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this undergraduate are greatly appreciated.

Metro, December 12th 2017
The Writer,

Rofikotul Azizah
St. ID. 13108307

xiii

TABLE OF CONTENT

BIBLIOGRAPHY
APPENDIXES

LIST OF TABLE

LIST OF FIGURE

Figure   **Page**

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School up to University level. As we know in Indonesia, English as foreign language that also must be learnt by the students all of level because it is as one of national final test.The foreign language teaching informed thatEnglish instructional material is classified into language skills and language components.There are four skills of language that must be taught by the students, they are listening, speaking, reading and writing. Meanwhile, the language components are grammar, and vocabulary. Those components can be integrated to support the mastery of the four language skills.

In addition, it is also necessary to master the elements of the language, especially grammar. Grammar is one of the most important courses in English learning. Grammar is an important role and one of aspect that must be mastered by the students in learning English. It can help the students have good written or spoken test. In Senior High School, the studentsat tenth grade are conveyed to learn some tenses including simple past tense. The simple past describes the actions or situations that began and ended in the past. Simple past tense is the tense normally used for relation of past event.

In the fact, the researcher was found many problems in teaching and learning English. The researcher found that many students at tenth grade can not understand English grammar, especially in learning simple past tense. It can be seen from their final examination score which are still far away from their learning target. It is caused by paying little attention to the knowledge of grammar. The researcher found that students have low interesting in the learning English, and they fell bored when they study about grammar. So, the students find difficulties to learn structure and grammar especially in learning simple past tense.

Furthermore, the researcher found students' simple past tense mastery are still low. The students feel difficulties in using the formulas or patterns of simple past tense. For example, how the verbs I are converted to the verb II if they want to make a sentence in the simple past tense. Moreover another problem is that the verbs are devided into two categories, namely: irregular and regular verbs. The students have low mastery in vocabulary verb. So they often feel confused how to memorize the verbs which belong to the irregular and the regular ones.

Based on the researcher's observation at the tenth grade of SMK N 1 Raman Utara on July 18th 2017, the researcher found that many students at tenth grader at SMKN 1 Raman Utara have difficulties in learning simple past tense. It is proved by the result of the students' examination score. The result indicates that the students' English achievement is still low. The students' examination score can be shown as follow:

Table 1.1

The Data Result of Students' Assignment of Simple Past Tense at Tenth

Grade of SMKN 1 Raman Utara East Lampung

No.	Respondent Code	M/F	Score	Criteria
1.	A N	M	90	Complete
2.	A D S	M	65	Incomplete
3.	A S	M	65	Incomplete
4.	A S	F	65	Incomplete
5.	A S	M	85	Complete
6.	A P L	F	65	Incomplete
7.	D F S	F	80	Complete
8.	D F	F	65	Incomplete
9.	D A	F	65	Incomplete
10.	D D M S	F	65	Incomplete
11.	D Y	M	65	Incomplete
12.	E K S	F	65	Incomplete
13.	F F U	F	65	Incomplete
14.	G S N R	F	65	Incomplete
15	G A	F	65	Incomplete
16.	I P	F	65	Incomplete
17.	I B P	M	65	Incomplete
18.	J S	M	65	Incomplete
19.	L M S	F	65	Incomplete
20.	N M Y	F	65	Incomplete
21.	N A	F	65	Incomplete
22.	P	F	75	Complete
23.	R Y S	F	80	Complete
24.	R A P	M	60	Incomplete
25.	R S A	M	65	Incomplete
26.	R T R	F	80	Complete
27.	S A	F	65	Incomplete
28.	S K P	F	80	Complete
29.	T S R	F	75	Complete
30.	V A	F	85	Complete

Source: The result of pre-survey from the English teacher which is conducted on July 18th 2017

at the Tenth Grade of SMK N 1 Raman Utara East Lampung.

From the table above, it can be known that there are 30 students at the tenth grade of SMKN 1 Raman Utara taken as sample in this pre survey, in reality only 9 students who their simple past tense arepassed, and 21 students who their simple past tense are failed. Most of the students get score the lowest grade 65. Meanwhile the Mastering Minimum Criteria (MMC) is 70. The result of pre-survey above is categorized into two criteria. The categorization of pre survey result is provided in the following table:

Table 1.2

Passing Grade Criteria

No	Grade	Explanation	Total of students	Percentage
1.	≥ 70	Complete	9	30
2	< 70	Incomplete	21	70
Total			**30**	**100%**

Based on the percentage data above the researcher find that most of the students are not able to reach grade of 70 as the Minimum Mastery Criterion (MMC) yet. Almost 70% means 21 students are failed and only 9 students are passed according on the measurement of learning result: ≥ 70 Complete and < 70 Incomplete. It means students can be called pass if they get minimal score 70, and the students can called fail if they get score less than 70.

Based on the problems was found by the researcher, the cases happened because many factors that have been explained before. It happened

because the media that used in teaching learning prosess less optimal. One of the teaching strategies that can make the students improve to learn English is using suitable strategy such as game. Recently,notonly inthe Kindergarten, fun and effective learning is hoped can be applied in English learning process especially in learning simple past tense.

Games help and encourage many learners to sustain their interest and work. Game is the one of way to teach in presenting the material. Almost people like game, because game is able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time, but it depends on the appropriateness of the game and role of the player. In fact, it can be concluded that developing students' simple past tense mastery must be highly attend.

So, according to the problems that was faced by students above, the researcher used board game as a media in learning simple past tense at the tenth grade of SMKN 1 Raman Utara East Lampung to improve students' simple past tense mastery. Board game is one of game that is used in English language teaching. Board game is a kind of game which the students are given some words and they need to write the correct pattern and make sentences using the words on the card. Board game is a game played on a board, using dice and small puppets to move.

Based on the background above, the researcher assumed by using board games in learning simple past tense can help the students to keep in

mind the simple past tense. It mean that board game is a media that can make them interested in learning grammar especially in simple past tense and hopefully they can understand better, because by using board game make the students can enjoy and actively involved in learning process. Therefore, the researcher conducted the research entitled: "The Useof Board Game to Improve Students' Simple Past Tense Mastery at The Tenth Grader of SMK N 1 Raman Utara East Lampung".

B. Problem Identification

Based on the background of the problem above, the researcher would like to identify some problems, as follows:

1. The students have low interesting in learning English.

2. The students' simple past tense mastery are still low.

3. The students fell bored when they study about grammar especially in learning simple past tense.

4. The students find dificulties in using the patterns of simple past tense.

5. The students often feel confused how to memorize the verbs which belong to the irregular and the regular ones.

C. Problem Limitation

Based on the identification above, the researcher focuses on the students' simple past tense mastery are still low. Therefore, the researcher

used board game to improve the students' simple past tense mastery at the tenth grader of SMK N 1 Raman Utara East Lampung".

D. Problem Formulation

The researcher tried to describe using board game to improve simple past tense mastery. Therefore, the problem formulated is "can board game improve the students' simple past tense mastery and students learning activities at the tenth grader of SMK N 1 Raman Utara East Lampung?"

E. Objective and Benefit of the Study

1. The Object of the Study

The objective of this research was to improve students' simple past tense mastery and students learning activities at the tenth grader of SMK N 1 Raman Utara East Lampung.

2. Benefits of the Study

The benefits of the study are as follows:

a. For the students as a development media

The students can easily to understand the tenses with this new media that the more interesting. It is made their simple past tense mastery will be developed.

b. For the teachers as the alternative media

For the teacher this media will be alternative media in English teaching and learning process.

    c. For the headmaster as a problem solving

For the head master this research as an input of matter improve and facilitate the learning English process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Grammar

1. The Definition of Grammar

According to Brown grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[1]Grammar is partly the study of what forms (or structures) are possible in a language. Grammar is a description of the rules that govern how a language's sentences are formed.[2] It means grammar can be defined as a description of the rules for forming sentences, including an account of the meanings that these forms are conveyed.

In addition, grammar is the analysis of language elements that convey meaning. These elements include sounds (phonetics and phonology), individual words (lexicon), the constituent meaningful elements of words (morphology), the arrangement of words into phrases, clauses, and sentences (syntax), accent and stress (prosody), and

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[1]Brown, H.Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (San Francisco :Longman, 2000), p. 362.

[2] Scott Tornbury, *How To Teach Grammar*, (England : Longman, 1999), p. 1.

(pragmatics).[3] It means that English grammar includes the sound, structure and meaning system of language and the arrangement of words or organizational sentences grammatically.

Moreover, Sidney Greenbaum states that grammar is the central component of language.[4]It means grammar is a necessary component of language teaching program, and it is an important role in language teaching. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.[5]It means learning grammar can help the readers, listeners to catch the main means of the sentences or utterances that the writer or speaker product.

According to the explanation above, the researcher concludes that grammar is not only the rule system of the communicative to produce a good sentence, but also the most important rule that will influence in language skills, such as speaking, writing, etc. As an important element of language, grammar must be mastered by learners if they want to be successful in learning English. Because it can help the students to construct the correct sentences meaningfully and grammatically, so that they are able to use English well.

2. The Definition of Tense

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[3] Richard V. Teschner and Eston E. Evans, *Analyzing the grammar of English*, (United States of America: Georgetown University Press, 2007), p. 1.

[4]Greenbaum Sidney and Nelson Gerald, *An Introduction to English Grammar*, (London: Longman, 2002), p. 1.

[5] Scott Tornbury, *How To Teach Grammar.*, p. 4.

According to Murphy, tense is the characteristic of verbs that indicates the time of the action or state of being described.[6] Tense stand for a verb form or series of verb form used to indicate whether the action, activity, or state is present, past and future. Tense is the method of indicating time.[7] It means that tense is changing the verb form in the relation of the concept of the tense.

Furthermore, Sidney Greenbaum said that tense is grammatical category referring to the time of the situation.[8] It means that tenses can be interpreted as a description or explanation of an event, occurrence, or action that occurs or happened in the circumstances, including: past, present or future.

From the statement above, the researcher concluded tense means changing the verb form in the relation the concept of tense. It is show the activities or event that happen in the past, present, and future tense. So, when to use a tense is based on verb tense and the concept of tense.

3. **The Concept of Simple Past Tense Mastery**

   a. **The Definition of Simple Past Tense Mastery**

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[6]Daniel Murphy, *Schaum's outline of English Grammar*, (New York: McGraw-Hill, 1991), p. 49.

[7] Gucker Philip, *Esential English Grammar,* (New York : Dover Publication, 1966), p. 32

[8] Greenbaum Sidney and Nelson Gerald,*An Introduction.,* p. 55.

According to Messer, mastery is board knowledge and skill in understanding the word of physical objects.[9] It means that mastery is the great skill of knowledge in understanding the objects. Mastery bring rich reward, it is not really a goal or a destination but rather a process or a journey.[10] It means mastery is a process, it is a lifelong commitment to hone someone's skill.

Based on explanation above, the researcher concludes that Mastery deals with a comprehension of capability in using a knowledge or skill that is possessed. It means mastery constitutes someone comprehends or someone's capability by using the learners' knowledge or skill that the learners has. So, mastery is the great skill of something and has ability to complete control something superiority in through knowledge of a subject.

Furthermore, simple past tense is a tense which explains the activites that already happened.Simple past tense is used to talk about things that happened in the past. It is usually made by adding -ed to the verb. [11] Simple past tense indicates that an activity or situation began and ended at a praticular time in the past.[12] So, simple past tense is a term of time that is used to express a certain

[9] David J. Messer, *Mastery Motivation in Early Childhood*, (London: Routledge, 2003), p. 230.

[10] George Leonard, *Mastery: The Keys to Succses and Long-Term Fulfillment*, (United Stated of America : Plume Book, 1991), p. 5

[11] Howard Sargeant, *Basic English Grammar for English Language Learners*, (United States of America: Saddleback, 2007), p. 65.

[12] Betty S. Azar, *Understanding and Using English Grammar*, 3rd Ed, (New York: Longman, 2002), p. 27.

event in the past. We use the simple past tense when a definite event happened in the past and the event is completely finished.

Based on the explanation above, it can be concluded the simple past tense mastery means the great skill or knowledge of simple past tense and having the ability to complete control about it. It means simple past tense mastery is the students' skill to construct sentence which tell or show certain event in the past in the nominal or verbal form of positive, negative, and interrogative sentences using its particular time signals. So, the student that can be called as master of simple past tense is the student who has a great skill of all about simple past tense.

b. **The Formula of Simple Past Tense**

There are two categories forms or patterns of simple past tense, as follow:

1) TheFormulaofAction Verb

Table 2.1

The Forms of Action Verb[13]

Positive Form	Negative Form	Question

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[13] Mark Nettle and Diana Hopkins, *Developing Grammar In Context: Grammar Reference And Practice Intermediate,* (Cambridge : Cambridge University Press, 1984), p. 19.

Regular verb; I /You /She/**etc. <u>watched</u>** *Irregular verb;* I / You / She /**etc. <u>went</u>**	I **did not <u>watch</u>** I **did not <u>go</u>**	**<u>Did</u> you <u>watch?</u>** **<u>Did</u> you <u>go?</u>**

Based on the table above there are forms of verb other than be (or action verb). When we will make sentences of the action verb or verb other than bewe can use Verb II for affirmative sentence and Verb base for negative and introgative sentence from regular and irregular verb. But for negative sentence after subject we use "did not".

2) The Formula of Verb Be

Table 2.2

The Forms of Verb Be:[14]

Statement	Subject	
Positive	I-She-He-It We-You-They	I was in class yesterday. We were in class yesterday.
Negative	I-She-He- It We-You-They	I was not in class yesterday. We were not in class yesterday.
Question	Was Were	I-She-He- It in class yesterday. We-You-They in class yesterday.

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[14]Betty Schrampfer Azar, *Fundamental of English Grammar*, 3rd Ed,(New York:Longman, 2003), p.26.

Based onthe table above there are forms of verbbe. Whenwe make the sentence of verb be we use tobe (was, were), "was" for subject I, She, He, It and "were" for subject They, You, We. Then, fornegative sentence we use "not" after tobe (was,were).

Table 2.3

Examples of Action Verb and Verb Be[15]

Examples of Action Verb	Example of Verb Be
Bob stayed home yesterday morning.	I was busy yesterday.
I slept for eight hours last night.	They were in the class yesterday
Marry walked downtown yesterday.	They were at home last night.

c. **Time Expression of Simple Past Tense**

In simple past tense there are some expressions of past time which specify the time in the past when an action was completed which is often used. Some expression of past time, as follow:[16]

1) Yesterday

2) Yesterday Morning

3) Yesterday Afternoon

4) Last Monday

5) Last Year

6) Last Week

7) Last Night

[15]*Ibid*.,p. 25.

[16]Betty S. Azar and Donald A. Azar, *Fundamental of English Grammar: Workbook*, 2nd Ed, (New York: Prentice Hall), p. 19.

8) Last Month

From the various explanationsabove the researcher concludes that simple past tense is a term of time that is used to express a certain event in the past with the expression such as last week, yesterday, last morning, etc.

d. The Regular and Irregular Verb of Simple Past Tense

Regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person. Meanwhile irregular verb is a verb which does not have regular forms for tense or person.

There aresome examples of regular and irregular verb, as follow:

Table 2.4

Examples of Regular and Irregular Verb[17]

	Simple Form	Simple Past	Past Participle
Regular verb	Play Stop Try Finish Wait	Played Stoped Tried Finished Waited	Played Stoped Tried Finished Waited

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[17]Betty Schrampfer Azar, *Fundamental of English.,* p. 32.

	Begin	Began	Begun
Irregular verb	Make	Made	Made
	Eat	Ate	Eaten
	Sing	Sang	Sung
	See	Saw	Seen

Based on table above, English verbs have principal forms or parts. The simple form is the form that is found in a dictionary. It is the base form with no endings on it (no final -s, -ed, or -ing). The simple past form ends in -ed for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. Then the past participle is also ends in -ed for regular verbs.

e. **The Functions of Simple Past Tense.**

These are some functions of simple past tense, as follows:

1) Simple past tense is used to describe action which happened in the recent or distant past.[18]

2) Simple past tense is used to express the event which is completely finished.

   For example: He did not sing at the concert.

3) Simple past tense is used to talk about completed past event

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[18]Alexander L. G, *Longman English GrammarPractice for Intermediate Students*, (New York: Longman 1998), p. 127.

The completed event might have interrupted the situation. Example: This car belonged to me.

4) Simple past tense is used a permanent or long-term situation. Examples: I live in Bali for two years.

5) Simple past is used to describe past habit. Example: I smoked forty cigarettes a day till I gave up.

6) Simple past tense is used to repeated past actions and events.[19] Example: I always went shopping on Saturdays.

Based on the various explanations above, the researcher concludes that there are several functions of simple past tense, they are; to describe single completed action, to show repeated events completed in the past and to talk about action that happened in a sequence in the past.

f. The Measurement of Simple Past Tense Mastery

The measurement refers to the set of procedures and the principle for how to use the procedures in tests and assessments. In order to measure the students' simple past tense master, it is very essential to provide a guidance of simple past tense mastery assessment. According to Icy Lee, a simple past tense mastery is able to be measured through the use of following rubic:[20]

Table 2.5

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[19] Mark Nettle and Diana Hopkins, *Developing Grammar*., p. 19.

[20] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts*, (Hong Kong: Springer,2017), p. 17-18

Rating Score in Evaluating Simple Past Tense Mastery

Categories	Score	Level	Indicator
Verb Tense	4	Excellent	Past tense verbs almost completely accurate
	3	Pretty Good	Tense generallyaccurate
	2	Average	Quite anumber oftense errors
	1	Needs Improvement	Full of tenseerrors
Adverb of Time	4	Excellent	Very appropriate and accurate use of time expressions to link up events
	3	Pretty Good	Generally good use of time expressions tolink up events
	2	Average	Some time expressions to link up events
	1	Needs Improvement	No time expressions to link up events

Based on the statement above, it can be concluded that the simple past tense mastery can be measured based on the certain criteria such as verb tense, and adverb of time. If the result of students answer related on the simple past tense mastery which are appropriate with the categories of criteria provide on the guidance. So, it is easy to know the result of students' simple past tense mastery.

B. **The Concept of Board Game**

1. **The Definition of Game**

According to Wright game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.[21]It means game is an activity that can make the students interest in the learning process. The student talks when they are playing, either alone or with their classmates. Playing is purposeful activity and game is a part playing. So, games are very appropriate teaching technique in the young learner classroom.

Games are used frequently in communicative language teaching. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.[22] It means that Games are very useful in a class because they provide an opportunity for students to use their language in communication with others. With a game the students can communicate with their friend frequently. Moreover, Hadfield said that game is an activity with rules, a goal and element of fun.[23] It means the teacher can use a game to make the learning process become easy, fun, enjoyable, and student can learn more effectively.

From explanation above the researcher assumes that game is a structural activity that can be used in teaching learning activity not only

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[21] Andrew Wright, et.al. *Games for language Learning* (Cambridge: Cambridge University Press, 2006), p. 1.

[22] Diane L. Freeman, *Technique and Principles in Language Teaching,* 2nd Ed,(New York: Oxford University Press, 2000), p. 133.

[23] Jill Hadfield, *Intermediate Vocabulary Games*, (Harlow, Essex: Longman, 1999), p. 4.

to get fun but also there is goal in activity. It means using game learning process will be easy, relaxes and enjoyable. Game also make the student more active and practice their communication in the class. Therefore, the writer chooses game to teach the students in this research.

2. **The Type of Games**

According to Hadfield games divides into two types such as competitive games and cooperative game.[24] It is emphasized on successful communication rather than on correctness of language. Furthermore, there are many different types of game according to Gordon and Lewis, as follow:[25]

a. Movement games

In these games, the children are physically active. Movement games are generally 'rouser' and need to be closely monitored.

b. Board games

It is game which mainly involve moving markers along a path. Board games can be made by the children as fun craft activity.

c. Dice games

Dice games are incredibly versatile. The dice need not only have numbers on the face.

d. Guessing games

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[24]*Ibid.,*
[25]Gordon Lewis and Gunther Bedson, *Games for Children*, (Oxford: Oxford University Press, 2008), p.16-18.

In guessing games, the aim is to guess the answer to a question of some kind.

e. Role-play games

It is game that can be seen as simple, guided drama activities. It is stimulated a child's imagination and are tests of true communication.

f. Team games

Team games can belong to the other categories, but also require cooperative team work.

g. Word games

These games utilize children's enjoyment of playing with words.

Based on explanation above the researcher concludes all of the teachers should know types of language games before deciding which games are suitable with the lessons. Those types of games will help the teachers in selecting which ones are appropriate games that can be related with the lessons. It means the teacher can be decided the suitable games for their students. Therefore, here the researcher chooses a board game, because it is an interesting technique to do in the class especially in teaching simple past tense.

3. The Reason of Using Game

According to Steve Sugar and Kim Sugar there are several reasons of using games in the classroom, such as:[26]

a. Games are experiential.

The student needs to do and to try things on her own. These games bring her into direct contact with the topic, it mean they will actively interact with the information in a game.

b. Games reinforce learning.

With a game the students can practice and demonstrate what they have learned from lectures or teachers.

c. Games improve teamwork.

Games are real-time activities that bring students into team. It means the students working together as a team and underscore the value of team collaboration.

d. Games foster both individual and team achievement.

Game gives the student a chance to work alone and then adding the dimension of bringing him into a small group to share ideas.

In other hand, there are some reasons of using games in the classroom as follow:[27]

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[26] Steve Sugar and Kim K. Sugar,*PrimaryGames: Experiential Learning Activities for Teaching Children K-8,*(San Francisco: Jossey-Bass, 2002), p. 6-8.

a. Games are fun and children like to play them.

b. Games add variation to a lesson and increase motivation by providing a plausible incentive to the target language.

c. The game context makes the foreign language immediately useful to the children. It brings the target language to life.

d. Through playing games children experiment, discover, and interact with their environment.

Base on the explanation above, the researcher concludes that the reasons of using game for the teacher and language learner are many things considered. It is because the students can enjoy learning and also get the meaningfulness from it. By using game will be enjoyable and relaxes in following the lesson.

4. **The Definition of Board Game**

Game is an activity with rules, a goal and element of fun. Game can help the teacher to create contexts in which the language is useful and meaningful. According to Brian Mayer modern board games are involving rolling the dice, moving a pawn, and seeing what happens on the square where you land.[28] It means that board game is a game that is

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[27]Gordon Lewis and Gunther Bedson, *Games for Children*.,p.5.
[28] Brian Mayer and Christopher, *Libraries got games*, (Chicago: American library association, 2010), p. 3.

played on a board which usually involves moving pieces around the board base on a set of rules.

In addition, board game can define based on two characteristics of board games. First, it is concerned with rules. Board games are games with a fixed set of rules that limit the number of pieces on a board, the number of positions for these pieces, and the number of possible moves. Second, there is indeed a board with pieces on it. It states that moves or placement of pieces may influence the situation on a board and that pieces relate to each other on a board.[29]

Besides, Gordon Lewis said that board game is any games which mainly involve moving markers along a path. Board games can be made by the children as fun craft activity.[30] It means a game that is played by moving pieces on specially designed board. It is involved one or more players and usually using stones, dice, cards, or other pieces that are used in specific ways throughout the game.

Furthermore Hadfield said that board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimuli to provoke a

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[29]Fernand Gobet, et.al., *Moves in Mind : The Psychology of Board Games*, (New York: Psychology Press, 2004), p. 2.

[30]Gordon Lewis and Gunther Bedson, *Games for Children*., p.17.

communication exchange.[31] It mean where both of them demand the players to be first rounding the board.

Based on explanation above the researcher concludes that games can help the students to revise language which they learn, and help students learn easily. By using game the students will be relaxes and enjoyable. Board game is a game which played on a board, using dice and small puppets to move. It is an interesting thing to do in the class. So, it can be used to improve the students' learning activities since it can make the students more focus on learning.

5. **The Material of Board Games**

Material is a list of item needed to play the game.[32] There are some materials is used in board games, as follow;[33]

a. The board

The game board is where the players move the counters.

b. Counter

The counters or playing pieces are used as markers to be put on the spaces on the board. It can be stones, seeds, buttons, plastic counters or carved wood.

c. Dice

It is usually a small six-sided cube with one to six dots on its sides.

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[31]Jill Hadfield, *Intermediate Vocabulary.,*p. 5.
[32]Gordon Lewis and Gunther Bedson, *Games for Children*., p.19.
[33]Gordon Lewis and Gunther Bedson,*Games for Children*., p. 32.

d. Card

It can be contain the questions for the students to answer.

6. **Procedures of Board Game**

Basically, the primary procedure for board game is rolling dice and moving the number of spaces shown on the dice. Based on the square where the player's pawn lands, something happens.[34] These are some procedures of board game as follow:[35]

a. The teacher distributes the board squares and the dice to the students.

b. The player 1 rolls the dice and moves forward.

c. If the player 1 lands on square, they must turn the space card over and do whatever is written on the card.

d. If the answer is correct, the player moves space forward. If the answer is wrong, the student stays still.

e. The player 2 now rolls the dice.

f. The first player to reach 'finish' is the winner.

7. **Teaching Simple Past Tense Activities by Using Board Game**

a. Preparing Board Game for Simple Past Tense Activities

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[34] Brian Mayer and Christopher, *Libraries got games*., p. 3.
[35] Gordon Lewis and Gunther Bedson,*Games for Children*., p. 44-45.

The teacher should prepare all of the needs of students in playing game. These are some steps to prepare the board game in the classroom:[36]

1) Prepare the materials

At least, the materials which is needed by the players such as a playing board, counters and the dices.

2) Turn the players into teams

It is best to divide a class up into smaller, because more manageable groups which can play game more effectively. Here, the writer split the class into small groups to play the game.

3) Set up 'game stations' in the classroom

It is assigned each group to station where the student should play a game. It means the writer designs the route and determining the beginning and the end of the game. Here, the writer makes a game based on the topics that related to the simple past tense.

b. Applying Board Game for Simple Past Tense Activities

Before the game is played, the teacher should make sure students get the explanations of the rules. The teacher can divide the class into groups, each group consist of five until six students. The teacher give each group a dice, a playing board and a playing pieces. Here, the student can decide with their group who will get the turn to roll the dice (first, second, third and so on).

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[36]*Ibid*., p. 12.

Moreover, here the teacher can apply a board game in teaching simple past tense activities based on the rules for board game that is rolling dice and moving the number of spaces shown on the dice, then based on the square where the player's pawn lands, something happens.[37] It means the student should shake the dice, and the numbers in the dice decides how many columns that the player should walk. If the dice show three, the player walks three columns. Then the student can put the counters at the start square, and moving the counter as many as the number on the dice. After that, the student must answer the questions about simple past tense based on the cardboard. The games are finished if the players have to land directly on the last square.

8. The Advantages of Board Game

There are some advantages of board game for the language learners, as follow:[38]

a. Board game enhances their motivation as they perceive them as fun and enjoyable.

b. Board game connects to real life situations.

c. Board game helps the learner to be creative.

d. Board game makes relax and de-stress.

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[37] Brian Mayer and Christopher, *Libraries got games*., p. 3.

[38] Regina H.M. Rodilla,*Playful Learning in the EFL Class:The Beneficial Use of Board Games and the LEGO Serious Play Method,*(Alcala de Henares: Universidad de Alcala. 2012), p. 13.

Based on explanation above the researcher concludes that playing a board game is an interesting technique to do in the class, especially in teaching simple past tense. It can be used to improve the students' simple past tense mastery. By using board game can help the students learn more easily because it can make students feel enjoyable and relaxes in the learning process.

9. **Disadvantages of Board Game**

There are disadvantages of board game for students, as follow:[39]

a. Students feel anxious because the game is in English.

b. Some students find games childish.

c. Sometimes students do not know where to start from.

d. Students must have a large group.

e. Students learn the game takes too long.

Besides, board games also have some disadvantages for the teachers when they bring board games into their class, such as; the teacher needs to use their imagination to design a board game which appropriate for their students, teacher also needs more time, energy, money, and preparation than the ordinarily teaching. It is because the teacher needs to prepare the board, dice, and cards in order to ensure that the activity runs well. And unfortunately sometime when applying role game in the class, the teacher cannot control the class.

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[39]*Ibid.,*p. 33-37.

C. Action Hypothesis

Based on the theoretical review above, the researcher formulated the hypothesis in this research as follow:

"By using board game the students'simple past tense mastery and stu learning activities can be improved at the tenth grader of SMK N 1 Raman Utara East Lampung."

CHAPTER III

RESEARCH METHODOLOGY

A. A Variable and Definition of Oprational Variable

A variable was a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. The variable of the research were independent variable and dependent variable.

Moreover, operational definition was the definition which based on characteristic of the things that would be defined and it can be observed. Meanwhile, the variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[40]So, the definition of operational research variables as follows:

1. Independent Variable

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[40] Evelyn Hatch and H. Farhady, *Research Design and Statistic for Applied Linguistics,* (Rowley: Newbury House Publishers, 1982), p. 12.

Independent variable was the major variable which selected, manipulated, and measured by the researcher. Independent variable of this research was using board game which can be defined as a game that involves counters or pieces moved or placed on a pre-marked surface or board according to a set of rules.

Moreover, the indicator of this variable was the students can be easy tolearn simple past tense using board game. It also the students can undersatnd the simple past tense, so that the students can answer the questions about simple past tense. In this research the teacher gave the roles of board game to the students, and the teacher asked the students to make a simple past tense based on the clues or questions in the cards on a board game.

2. Dependent Variable

Dependent variable of this research was simple past tensethat defined asa termof time that used to express a certain event in the past with the expression such as last week, yesterday, last year, last night, and etc. which purposes the readers can explain and talk their event or activity in the past.

Moreover based on the theoretical review, the indicators of this variable are:

a. The students can understand the patterns of simple past tense

b. The students can understand adverb of time of simple past tense

c. The students can make nominal or verbal sentence of simple past tense

d. The students can understand regular and irregular verb of simple past tense.

B. Research Setting

This research was conducted at the tenth grade of SMK N 1 Raman Utara. SMK N 1 Raman Utara is one of school that has located on Raman Endra Street, Raman Utara East Lampung. The total of teachers here were 42 and the head master, and the total of students are 630.Sometimes the students feel bored when they study English in the classroom. It was why the writer chooses this school to try a board game to improve students' simple past tense mastery and students' learning activities.

C. Subject of the Research

In this research, the researcher used the Classroom Action Research and the subject of this research were the students at tenth gradeof SMK N 1 Raman Utara, but the researcher only took TKJ 2 class which consists of 30 students as the sample of this research.

Table 3.1

The Number of Students' TKJ 2 Class

No	Grade	Sex		Total
		Male	**Female**	
1.	TKJ 2 Class	9	21	30

The researcher was conducted the research in this class because most of the students have low score in learning English especially in teaching simple past tense. In this research, the researcher also needed the collaborator to help her in this action research.

D. Research Procedure

In this research, the researcher used theclassroom action research because the researcher would encourage the students to participate in the process of learning activities and inmproving the students' simple past tense using a board game. Classroom Action Researchtypically involved the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices.[41] It was the research in teaching and learning in the class which the aim was to solve problem or to repair something.

Inclassroom action research, there were two cycle such as Cycle 1 and Cycle II. Each cycle was consisted of four activities; they were Planning, Action, Observation, and Reflection, as follows:

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[41]S.Kemmis and Robin, *The Action Research Planner*, (London: Springer, 2014), p. 11.

Figure 3.1
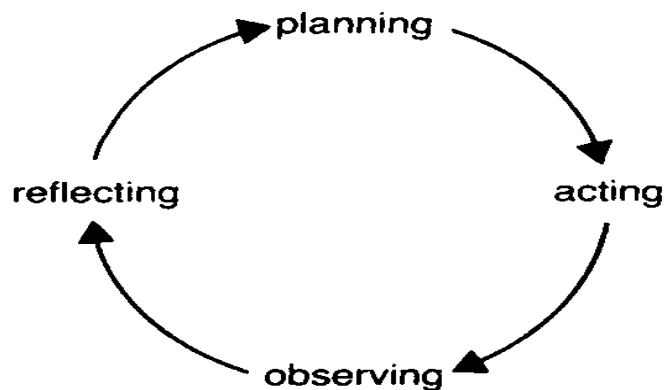
Classroom Action Research model of Jean and Jack[42]

1. **Cycle 1**

   There were the four activities in each meeting of cycle 1 such as:

   a. Planning

   Planning was the first steps in each activity. The planning would be reference in doing action. There were some steps that the researcher should take in planning:

   1) The researcher prepared the lesson plan.

   2) The researcher prepared the material.

   3) The researcher prepared the instrument.

   4) The researcher prepared the exercise for pre test and post test.

   b. Acting

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[42] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.

It was the implementation about the planning. The teacher taught the simple past tense based on the lesson plan, and applied a board game in the learning process.

c. Observing

In this phase, the researcher observed the process of teaching learning by using observation sheet. The researcher was observed teaching learning activity in the classroom, such as class situation, and the students' response. The researcher indentified the students' achievement in learning process by giving the test after cycle 1. Then, the researcher calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

It used to analyze the results of observation and tests that used as the basis for the next cycle of improvement. Commonly, in the first cycle students still not too understand in answering the test about the simple past tense. Also in this cycle, they still faced many problems in answering the question such as vocabulary, grammar, etc. So the second cycle is needed to be done.

2. **Cycle 2**

The step at the second cycle was same with the first cycle by the less action. It meant the second cycle of action was developed and so on.

a. Planning

There were some steps that the researcher should take in planning in second cycle, as follow:

1) The researcher prepared the lesson plan.

2) The researcher prepared the material.

3) The researcher prepared the instrument.

4) The researcher prepared the exercise for pre test and post test.

b. Action

In this phase, the researcher taught a simple past tense based on to a new lesson plan. Then, the researcher modified the use of board game in learning simple past tense.

c. Observing

The researcher observed teaching learning activity in the classroom, such as class situation, and the students' response. The students were given the test after CAR in cycle 2. And the researcher calculated students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflection

In this phase, the researcher and the teacher analyzed and discussed the observation and the result of test from test after in cycle 1 and cycle 2. The researcher and the teacher made an agreement, if

the target was not achieved, the action would be continued to cycle 3, but if the target was achieved, the action would be stopped.

E. Data Colecting Technique

In collecting the data, the researcher used the data collecting techniques as follows:

1. Test

In this research, the researcher used test to get data result of the students' simple past tense mastery. The type of test was objective test and form of the test was a multiple choice. The tests were pre test and post test.

a. Pre-test

Pre test was conducted before presenting the treatments. It was to know how far the students understand about simple past tense.

b. Post-test

The post test has been done after implementing the treatments. It was to know the progress of students'simple past tense mastery by using board game.

2. Observation

Observation was used to monitor the student's activities during the teaching learning process of English by using board game in teaching simple past tense at the tenth grade of SMK N 1 Raman Utara. The writer observed students' learning process and put it into the data paper.

3. Documentation

In this research, the researcher took the picture in teaching learning process, data from the documentation of school such as the total of students, teachers, staff employees, school history and the condition of the school of SMK N 1 Raman Utara East Lampung.

F. Research Instrument

Instrument was used to collect data.[43] It meant that instrument was a tool that used by an observer when she or he was applied certain method to get data. To collect the data, the researcher used instruments such as documentation, observation, and evaluation test. Here the instrument of the research, as follows:

1. Test

In conducting the research researcher used tests for the instrument. The writer gave the students two test that is pre test and post test. The researcher used 20 items for pre-test and 20 items for post test. The items of tests were based on the material about simple past tense. In this research, the writer gave a test which contained written test.

Research Variable	Indicators	Technique	Type

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[43] John W. Creswell, *Research Design,* (United States of America: Sage Publication, 2003), p. 206.

Simple Past Tense	- The students are able to change the verb 1 to verb 2 - The students are able to write a nominal or verbal sentence (positive, negative and interrogative)	Written Test	Multiple Choice

2. Observation Guidance

In this research the researcher used the instrument of observation. It was the observation checklist as the instrument to give assessment on the students' participation.

No.	Name	Students' Activity					Total
		A	B	C	D	E	
1.							
2.							
3.							

Indicators of the students' activities that observed are:

a. Giving attention to the teacher's explanation

b. Giving the respond to the teacher's explanation

c. Asking and answering the question

d. Playing game seriously

e. Doing the task

3. Documentation Guidance

In this research the researcher used documentation to know some information of data such as the data's profile of school of SMK N 1 Raman Utara. The instrument of documentation guidance as follows:

a. Documentation about the history of SMK N 1 Raman Utara East Lampung.

b. Documentation about infrastructure of SMK N 1 Raman Utara East Lampung.

c. Documentation about the student number of SMK N 1 Raman Utara East Lampung.

d. Documentation about the teacher and staff employee of SMK N 1 Raman Utara East Lampung.

e. Documentation about organization structure of SMK N 1 Raman Utara East Lampung.

f. Documentation about the location sketch of SMK N 1 Raman Utara East Lampung.

Beside that the researcher was also collected the photo in teaching simple past tense mastery by using board game and the collection of data' score of pre test and post test in every cycle.

G. Data Analysis Technique

The data analysis was conducted by taking the average score of the pre test and post test. Data analysis was a process of organizing the data in order in order to gain regularity of the pattern and form of the research. Furthermore to know the gain, the researcher was compared between pre test and post test. The formula to get the average of pre-test and post-test as follow:[44]

$$\bar{X} = \frac{\sum x}{N}$$

Where ;

$\bar{X}$ = Mean oraverage score

$\sum x$ = Total of Score

N = Total of Students

In addition, in gaining the class percentage which is passed the *Minimum Mastery Criteria* (KKM), used the formula, as follow;

$$P = \frac{F}{N} x100\%$$

Where;

P = The class percentage [45]

F = Total percentage score

N = Number of the student

H. Indicator of Success

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[44]John K. Taylor, *Statistical Techniques for Data Analysis*, (United State of America: Chapman, 2004). p. 67.

[45]Yogesh Kumar Singh, *Fundamental of Research.,*p. 278.

In this research, the indicator of success of this study would be emphasized on the teaching simple past tense process and the result of learning. According to the criteria mastery learning (KKM), the students were called success if 75% of the students in that class get at least 70 score. In addition, there was improving in students activities and learning result in the learning process. So, this research complete and do not need to continoue to next cycle.

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of Research Setting

a. The History of SMK N 1 Raman Utara

This classroom action research was conducted at SMK N 1 Raman Utara East Lampung. SMK N 1 Raman Utara was built in 2012 by Drs. Hi. Suparman, MM as the headmaster. It was the first vocational high school which located on Raman Utara east Lampung with postcode 34154 and e-mail ***smkn1raman@yahoo.com***. It was established on are 22.500 M^2 with large building 2.085 M^2.

SMK N 1 Raman Utara was started operation on 1st July 2012 with the vocational competence of Building Drawing Techniques and Computer and Network Engineering. In the academic year of 2013/2014 opened the vocational competence of Light Vehicle Engineering, and in the academic year of 2016/2017 opened a new program of expertise that is Electric Power Installation Technique.

b. The Facilities and Infrastructure of SMK N 1 Raman Utara

The facilities and infrastructure owned by SMK N 1 Raman Utara was good enough but still needs to be improved again about facilities and infrastructure such as LCD.

Table 4.1

The Facilities and Infrastructure list of SMK N 1 Raman Utara

No	Name of Infrastructure	Length (m)	Width (m)	Condition
1	Laboratory of TKJ	9	8	Enough
2	Laboratory of TKR	8	8	Enough
3	Laboratory of TGB	8	8	Enough
4	Laboratory	10	8	Enough
5	Health Service Room	7	6	Good
6	Teachers' Room	8	8	Good
7	Principals' Room	6	4	Good
8	Staffs' Room	6	4	Good
9	Warehouse	6	4	Enough
10	Kitchen Room	4	4	Good
11	Toilet' Room	2	3	Good
12	Students' Toilet	2	3	Good
13	X TGB Class	9	8	Good
14	XI TGB Class	9	8	Good
15	XII TGB Class	9	8	Good
16	X TKR^1 Class	9	8	Good
17	X TKR^2 Class	9	8	Good
18	XI TKR^1 Class	9	8	Good
19	XI TKR^2 Class	9	8	Good
20	XII TKR^1 Class	9	8	Good
21	XII TKR^2 Class	9	8	Good
22	X TKJ^1 Class	9	8	Good
23	X TKJ^2 Class	9	8	Good
24	X TKJ^3 Class	9	8	Good
25	XI TKJ^1 Class	9	8	Good
26	XI TKJ^2 Class	9	8	Good
27	XI TKJ^3 Class	9	8	Good
28	XI TKJ^4 Class	9	8	Good

29	XII TKJ^1 Class	9	8	Good
30	XII TKJ^2 Class	9	8	Good
31	X TIPTL Class	9	8	Good

Source: The documentation result of facilities and infrastructure of SMK N 1 Raman Utara in academic year of 2016/2017

c. The Quantity of Student of SMK N 1 Raman Utara

The quantities of students at SMK N 1 Raman Utara in the academic year of 2016/2017 were 630 students. It was divided 19 classes which consisted 7 classes in X class, 7 classes in XI class and 5 classes in XII class. The quantity of students can be identified as follows:

Table 4.2
The Quantity of Students at SMK N 1 Raman Utara

No	Class	Sex		Total
		Male	**Female**	
1.	X – XII TKJ	86	223	309
2.	X – XII TKR	195	2	197
3.	X – XII TGB	48	40	88
4.	X – XII TIPTL	29	7	36
Total		**358**	**272**	**630**

Source: The documentation result of students of SMK N 1 Raman Utara in academic year of 2016/2017

d. The Condition of Teachers and Staff Employees of SMK N 1 Raman Utara

The data of teachers in academic year of 2016/2017 based on the employment of the status, it can be identified as follow;

Table 4.3
The Data of Teachers in SMK N 1 Raman Utara

Employment Status	Sex		Total
	Male	**Female**	
Permanent Teacher	11	4	**15**
Non-Permanent Teacher	20	7	**27**
Total	**31**	**11**	**42**

Moreover, the teacher and staff names of SMK N 1 Raman

Utara in academic year of 2016/2017 can be identified as follows;

Table 4.4
The Names of Teachers and Staffs of SMK N 1 Raman Utara

No	Name	Sex	Occupation
1.	Drs. Hi. Suparman, M.M.	M	Head Master
2.	Drs. Sarijo	M	Vice of Principal "Curriculum"
3.	Muhlisun, S.Pd	M	Vice of Principal "Students"
4.	Rina Tri Agustiah, S.Pd.	F	Civic Education Teacher
5.	.Jauhari Saputra, S.Pd.	M	Sport Education Teacher
6.	Suparno, S.Pd. M.Pd.	M	Mathematic Teacher
7.	Slamet Rikul, S.Pd.	M	Indonesia Language Teacher
8.	Edi Saptono, S.Pd.	M	Civic Education Teacher
9.	Mujiono, S.Pd.I	M	Religion Teacher
10.	Rina Widi Astuti, S.Pd	F	English Teacher
11.	Toni Saputra, S.Pd.	M	Productive Team/TKR Teacher
12.	Bambang Purwadi, S.T.	M	Productive Team/TKR Teacher
13.	Hadi Sutopo, S.T.	M	Productive Team/TKR Teacher
14.	Ida Putu S., S.T S.Pd. H	M	Productive Team/TKR Teacher
15.	Maratu Solekah, S.Pd	F	Social Science Teacher
16.	Anggit Kristia H., S.Pd.	F	Science Teacher
17.	Sukirman, S.Pd.	M	KKPI Teacher
18.	Harnadi Kusuma W, S.T.	M	Productive Team/TIPTL
19.	Noviardi Saputra, S.Pd.	M	Physics Teacher
20.	Sutarmanto, S.T.	M	Principal of TGB
21.	M. Baihaqi, S.Pd.	M	Productive Team/TGB Teacher
22.	Sapta Nuari	M	Productive Team/TGB Teacher
23.	M. Fahri Masputra	M	Productive Team/TGB Teacher
24.	Heru Julianto, S.Pd.	M	KWU Teacher
25.	Ayoe Diah S., S.Pd.	F	Cultural Art Teacher
26.	Sukarman, S.Kom.	M	Principal of TKJ
27.	Wiwit Hartikasari, S.Kom	F	Productive Team/TKJ Teacher
28.	M. Amrizal, S.Kom.	M	Productive Team/TKJ Teacher
29.	Sadikin, A.Md.	M	Productive Team/TKJ Teacher
30.	Arif Rahman, S.Pd.	M	Productive Team/TKJ Teacher
31.	M.Miftahudin, S.Pd.I.	M	Religion Teacher
32	Welly Tri Atmojo, S.Pd.	M	Sport Education Teacher
33.	Wika Warokah, S.Pd.	F	Mathematic Teacher
34.	M. Nadian, S.Pd.	M	Cultural Art Teacher
35.	Ernawati, S.Pd.	F	Indonesia Language Teacher
36.	Anis Kamalasari, S.Pd.	F	Mathematic Teacher
37.	Eko Saptono, S.Pd.	M	Chemistry Teacher

38.	Anggun, S.Pd	F	English Teacher
39.	Fahrul Ramadhan	M	Productive Team/TKR Teacher
40.	Fuad Taufiq Rizal, A.Md.	M	Staff Administration
41.	Anggun Aprilia Sovianti	F	Staff Administration
42	Winarto	M	Staff Administration

Source: The documentation result of teacher and staff employee of SMK N 1 Raman Utara in academic year of 2016/2017

e. Organization Structure of SMK N 1 Raman Utara

Figure 4.1
Organization Structure of SMK N 1 Raman Utara

School Comitte	Principal
Sarwadi	Drs. H. Suparman, MM

Staff Koordination
Ali Mashudi, S.I.P

Vice Curriculum	Vice of Humas	Vice of Students	Vice of Facility
Drs. Sarijo	Suparno, S.Pd	Muhlisun, S. Pd	Sutarmanto, S.T

Head of TGB Program	Head of TKR Program	Head of TKJ Program
Rina T. Agustiah, S. Pd	Ida P. Sugiarta, S.T	Arif Rahman, S. Pd

L. Lab	Teacher	Homeroom Class	L. Lab	Teacher	Homeroom Class	L. Lab	Teacher	Homeroom Class
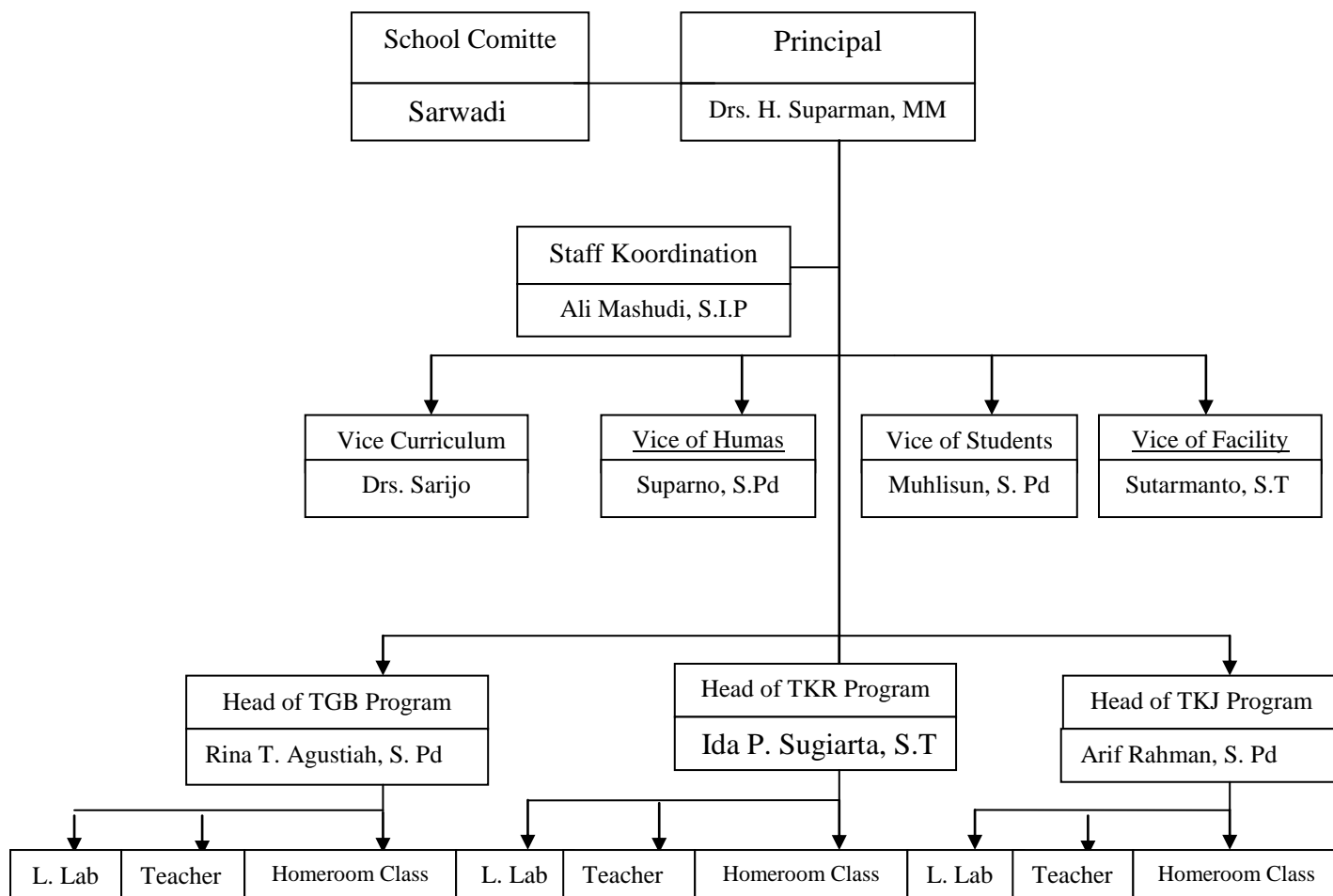
Source: The documentation result of organization structure of SMK N 1 Raman Utara in academic year of 2016/2017

f.   Location Sketch of SMK N 1 Raman Utara

Figure 4.2
Location Sketch of SMK N 1 Raman Utara

M		J²	J¹		TI		N

(Diagram of location sketch containing the following labeled blocks: M; J², J¹; TI; J³; JI¹; compass rose N/NE/E/SE/S/SW/W/NW; P; T; OI²; JI²; OI¹; JI³; JII¹; OII²; JI⁴; JII²; H; flag; G; PR; L; TR; O¹; K, W; OII¹; P; LC; GI, LG, GII, T; C; O²; LO; Sport Yard; C; TP)
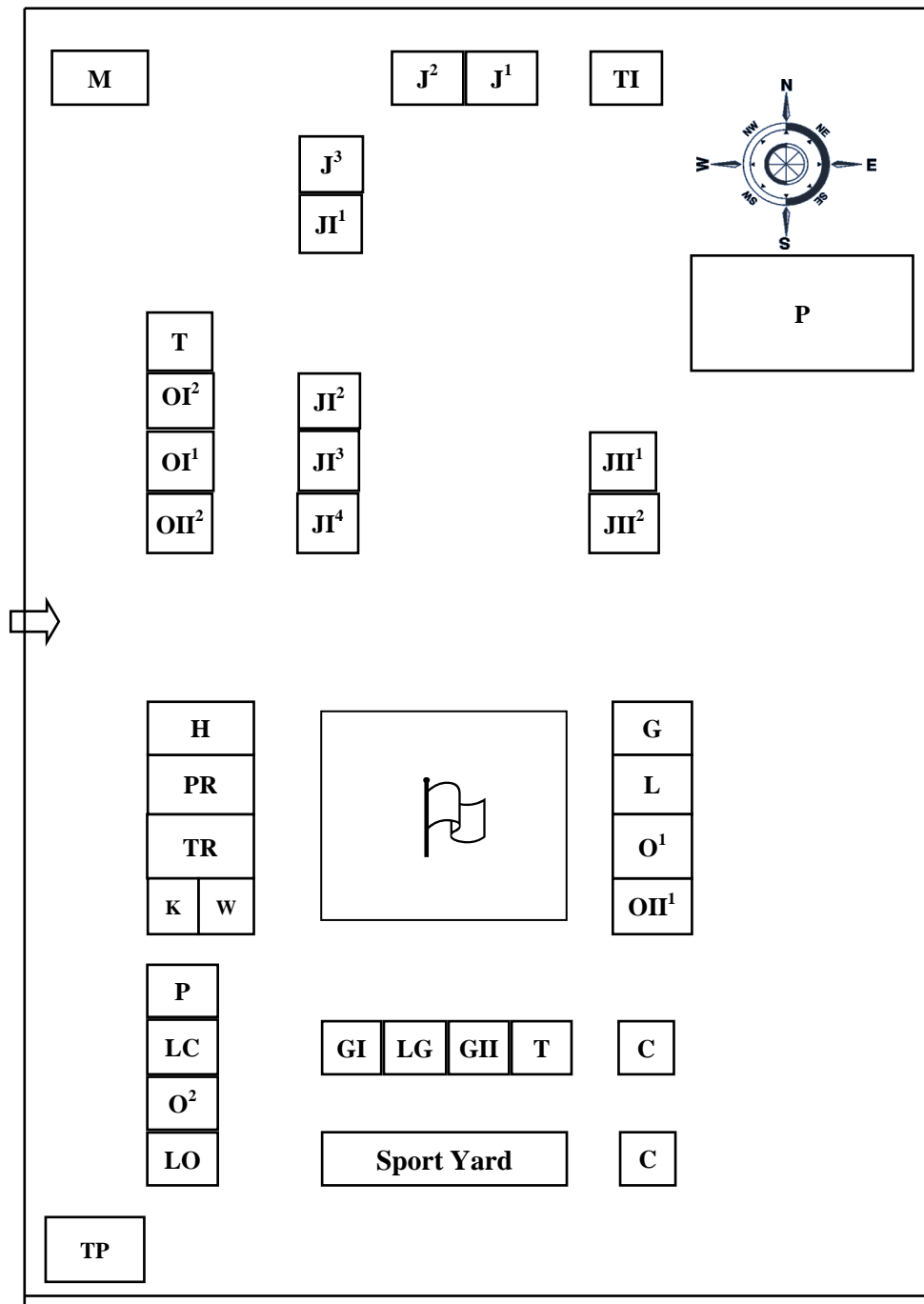
Source: The documentation result of location sketch of SMK N 1 Raman Utara in academic year of 2016/2017

Note:

M	Mosque	O^1	X TKR^1 Class
TP	Temple	O^2	X TKR^2 Class
H	Health Service Room	OI^1	XI TKR^1 Class
PR	Principals' Room	OI^2	XI TKR^2 Class
TR	Teachers' Room	OII^1	XII TKR^1 Class
P	Parking Area	OII^2	XII TKR^2 Class
L	Library	J^1	X TKJ^1 Class
LC	Laboratory of TKJ	J^2	X TKJ^2 Class
LO	Laboratory of TKR	J^3	X TKJ^3 Class
LG	Laboratory of TGB	JI^1	XI TKJ^1 Class
T	Toilet	JI^2	XI TKJ^2 Class
C	Canteen	JI^3	XI TKJ^3 Class
W	Warehouse	JI^4	XI TKJ^4 Class
K	Kitchen	JII^1	XII TKJ^1 Class
G	X TGB Class	JII^2	XII TKJ^2 Class
GI	XI TGB Class	TI	X TIPTL Class
GII	XII TGB Class		

2. Description of Data

a. First Conditions

This research used Classroom Action Research (CAR) that purposed to improve the students' simple past tense mastery and students' learning activities. The researcher would like to improve students' simple past tense mastery because from the result of pre survey the writer had information that the students' at the tenth grade of SMK N 1 Raman Utara had low in learning of simple past tense.

In this research, the researcher used board game as a media in learning process. The study result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation

when the learning activity was happened. As it is mentioned before, each cycle consist of planning, acting, observing, and reflecting.

b. Cycle 1

1) Planning

In this research, the researcher is as an English teacher with Mrs. Rina Widi Astuti, S.Pd as collaborator. Before the learning process began the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as a pre test and post test in the cycle I, prepared the material, made the observation sheet of the students' activity 1, and prepared a board game as a media that used in the learning activities.

2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

a) The First Meeting

The first meeting was conducted on Thursday, November 23th 2017, this meeting used as the pre-test for 1x45

minutes before the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the students to answer the pre test about simple past tense. The table below showed the data and frequency of student pre-test score:

Table 4.5
The Result of the Students' Score in Pre-Test

No.	Students' Code	Score	Note
1.	A N	80	Complete
2.	A D S	55	Incomplete
3.	A S	50	Incomplete
4.	A S	60	Incomplete
5.	A S	75	Complete
6.	A P L	70	Complete
7.	D F S	80	Complete
8.	D F	60	Incomplete
9.	D A	55	Incomplete
10.	D D M S	65	Incomplete
11.	D Y	65	Incomplete
12.	E K S	55	Incomplete
13.	F F U	60	Incomplete
14.	G S N R	55	Incomplete
15.	G A	50	Incomplete
16.	I P	50	Incomplete
17.	I B P	55	Incomplete
18.	J S	55	Incomplete
19.	L M S	55	Incomplete
20.	N M Y	70	Complete
21.	N A	55	Incomplete
22.	P	60	Incomplete
23.	R Y S	70	Complete
24.	R A P	55	Incomplete
25.	R S A	55	Incomplete
26.	R T R	60	Incomplete

27.	S A	70	Complete
28.	S K P	70	Complete
29.	T S R	50	Incomplete
30.	V A	60	Incomplete
Total Score		**1835**	
Average		**61.16**	
Highest Score		**80**	
Lowest Score		**50**	

Table 4.6

The Frequency of the Students' Score in Pre-Test

No	Students' Score	Frequency	Percentage	Explanation
1	≥70	8	26.67%	Complete
2	≤70	22	73.33%	Incomplete
Total		**30**	**100%**	

The result of the pre-test showed there were 22 students incomplete to achieve the minimum standard of mastery (MMC). There were only 8 students (26.67%) who gained score 70 or above, and 22 students (73.33%) who gained score under 70. The highest score in pre-test was 80 and the lowest score was 50.

Figure 4.3

The Result of the Students' Score at Pre-Test Cycle I
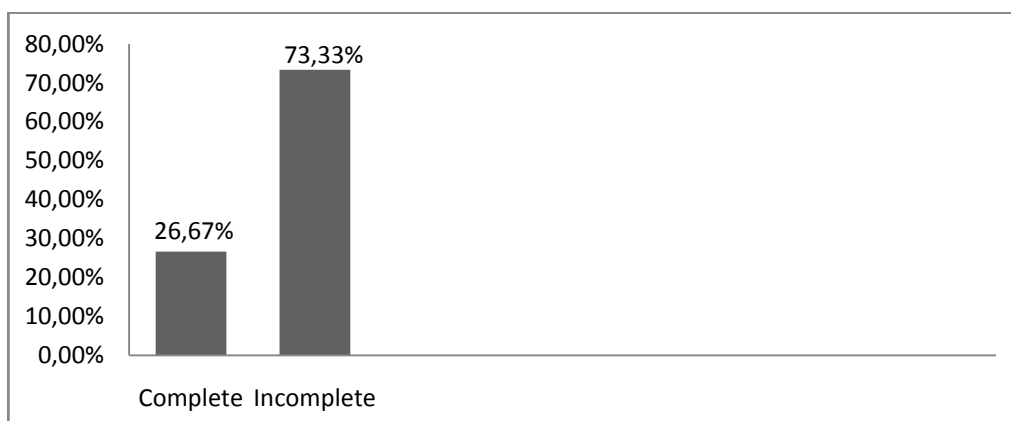
Based on the result of the pre-test above, it can be inferred that students still low in mastering a simple past tense. Furthermore, this condition was appropriate with the background problem in the chapter I that they need new media to improve their simple past tense mastery.

b) The Second Meeting

In the second meeting was conducted on Saturday, November 25th 2017 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they were going to learn and what to be reached. The teacher gave explanation about the material of simple past tense. The teacher gave an example of simple past tense. Then the teacher gave instruction for the students to make a group. Each groups consisted five members.

After that, the teacher gave the explanation about the rules of board game and the students understand the teachers' explanation. The teacher gave each group the dice, playing board and different counters for the students. Then the teacher asked the students to write a sentence about simple past tense while doing the board game with their groups. After the game finished the teacher asked the student what the problems were. The teacher

gave a chance to the students to asked question or opinion about simple past tense.

c) **The Third Meeting**

The third meeting was conducted on Thursday, November 30th 2017, this meeting used as the post-test 1 for 1x45 minutes, after the students were given the action. The result of the students' score in post-test 1 showed in the following table:

Table 4.7
The Result of the Students' Score in Post –Test 1

No.	Students' Code	Score	Note
1.	A N	90	Complete
2.	A D S	65	Incomplete
3.	A S	60	Incomplete
4.	A S	80	Complete
5.	A S	85	Complete
6.	A P L	65	Incomplete
7.	D F S	80	Complete
8.	D F	65	Incomplete
9.	D A	60	Incomplete
10.	D D M S	70	Complete
11.	D Y	75	Complete
12.	E K S	65	Incomplete
13.	F F U	70	Complete
14.	G S N R	75	Complete
15.	G A	70	Complete
16.	I P	65	Incomplete
17.	I B P	70	Complete
18.	J S	65	Incomplete
19.	L M S	65	Incomplete
20.	N M Y	80	Complete
21.	N A	60	Incomplete
22.	P	70	Complete
23.	R Y S	75	Complete
24.	R A P	65	Incomplete

25.	R S A	70	Complete
26.	R T R	75	Complete
27.	S A	75	Complete
28.	S K P	70	Complete
29.	T S R	65	Incomplete
30.	V A	70	Complete
Total Score		**2135**	
Average		**71.16**	
Highest Score		**90**	
Lowest Score		**60**	

Table 4.8
The Frequency of the Students' Score in Post-Test 1

No	Students' Score	Frequency	Percentage	Explanation
1	≥70	18	60%	Complete
2	≤70	12	40%	Incomplete
Total		**30**	**100%**	

The result of the post-test 1 showed that there were 12 students incomplete to achieve the minimum standard of mastery (MMC). There were 18 students (60%) who gained score 70 or above, and 12 students (40%) who gained score under 70.The highest score in post-test 1 was 100 and the lowest score was 60. But, the result of the students' test was better than the students' test before giving treatment.

Figure 4.4
The Result of Students' Score at Post Test I

Bar chart showing Complete 60,00% and Incomplete 40,00%.
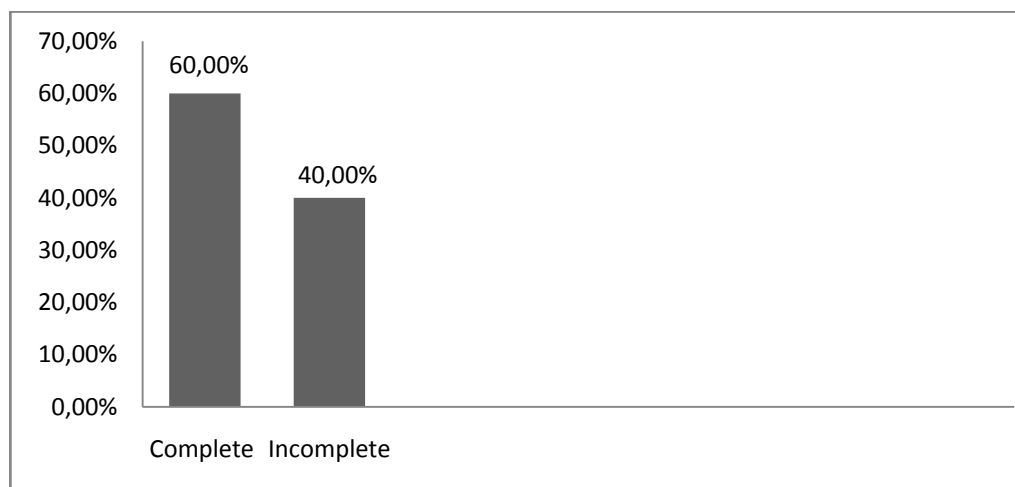
3) Observing

The observing was done by the researcher that presented about three meeting in cycle 1. The result of learning process to improve the students' simple past tense mastery in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. For the first meeting the teacher only gave the pre test for the students that have to do individually.

For the second meeting the teacher explained the material about simple past tense using board game in teaching learning. A highly appreciation came to their interest in learning activities and in doing the task because they found the media was very interesting. Then in the third meeting, the teacher gave the post test 1 for the students. In the post test of cycle 1 there were 18 students of 30 students who got 70 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table bellows:

Table 4.9

The Result of the Students' Activities in Cycle 1

No	Students' Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	15	50%
2	Giving respond to the teachers' explanation	10	33.33%
3	Asking and answering the question	8	26.66%
4	Playing game seriously	15	50%
5	Doing the Task	21	70%
Total		**30**	

The data above explained that there were 15 students who paid attention to the teachers' explanation, 10 students responded to the teacher explanation. Students were very inactive in asking or answering question, they were only 8 students and 15 students were played game seriously. Then, there were 21 students still did the task given from the teacher.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). Based on the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students' score increased from the average in the pre test and post test but it was not fulfill the completeness Standard at least must get score ≥70. The students also were interested enough in

learning process although the condition of learning process still uncontrolled.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2 because the indicator of success has not been achieved in the cycle 1. In the next cycle the researcher should manage class well more and should motivate the students to be more active in the class.

c. Cycle II

The action in the cycle I was not success enough, so the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, such as: prepared the lesson plan, the material and made the instrument that would be examined as a pre test and post test in the cycle I, made the observation sheet of the students' activity 2, prepared a board game as a media that used in the learning activities. The researcher made lesson plan better active than before. It means that the learning process could do effective more.

2) Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weakness on cycle 1 such as the students did not understand in the learning process, especially in simple past tense, so the researcher planned to combine the learning process by using board game.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The action in the cycle 2 consisted of two meetings, one meeting for the action, and one meeting for the post-test in the end cycle. They are:

a) The First Meeting

This meeting was conducted on Saturday, December 2th 2017 for 2x45 minutes. As usual, the teacher greeted the students, asking the condition of the students, checking attendance list, and remembering the students about the lesson yesterday. Before doing the next action, the teacher asked the students about the lesson yesterday.

In this meeting, the teacher gave explanation more about the material of simple past tense and the teacher brought different board game that related to the topic about simple past tense. The

teacher asked the students to make a group likes an activity of cycle 1, and then asked the students to write a sentence about simple past tense while doing the board game with their groups.

After the game was finished, the teacher and the students discussed the result of the game together. And the last the teacher and the students reviewed and made the conclusion about the subject material that was studied. The teacher closed the lesson with reflection of the lesson that day.

b) The Second Meeting

The second meeting was conducted on Thursday, December 7th, 2017. At the end of this meeting, the teacher gave post-test for the student. However, before the teacher gave the test, the teacher asked to the students whether they have any question about the material. Then, the r teacher gave feedback to the students about their question.

The result of the students' score in post-test II could be seen in the following table:

Table 4.10

The Result of the Students' Score in Post-Test 2

No.	Students' Code	Score	Note
1.	A N	100	Complete
2.	A D S	70	Complete

No	Students' Name	Score	Explanation
3.	A S	65	Incomplete
4.	A S	85	Complete
5.	A S	95	Complete
6.	A P L	80	Complete
7.	D F S	100	Complete
8.	D F	80	Complete
9.	D A	65	Incomplete
10.	D D M S	75	Complete
11.	D Y	75	Complete
12.	E K S	65	Incomplete
13.	F F U	80	Complete
14.	G S N R	80	Complete
15.	G A	80	Complete
16.	I P	65	Incomplete
17.	I B P	75	Complete
18.	J S	70	Complete
19.	L M S	80	Complete
20.	N M Y	90	Complete
21.	N A	80	Complete
22.	P	65	Incomplete
23.	R Y S	80	Complete
24.	R A P	75	Complete
25.	R S A	75	Complete
26.	R T R	85	Complete
27.	S A	80	Complete
28.	S K P	70	Complete
29.	T S R	80	Complete
30.	V A	65	Incomplete
Total Score		**2330**	
Average		**77.66**	
Highest Score		**100**	
Lowest Score		**65**	

Table 4.11

The Frequency of the Students' Score in Post-Test 2

No	Students' Score	Frequency	Percentage	Explanation

1	≥70	24	80%	Complete
2	≤70	6	20%	Incomplete
Total		**30**	**100%**	

The result of the post-test II showed that there were 6 students failed to achieve the minimum standard of mastery (MMC). There were 24 students (80%) who gained score 70 or above, and 6 students (20%) who gained score under 70. The highest score in post-test was 100 and the lowest score was 65. But, the result of the students' test was better than the students' post test in cycle I.

Figure 4.5
The Students Result at Post Test II
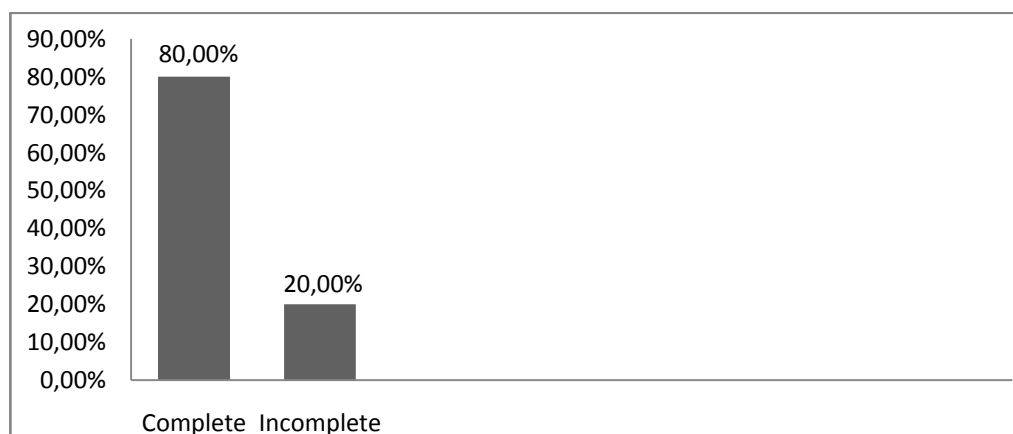
3) Observing

In this step, the researcher presented the material by using board game in learning process, there were also five indicators used to know the students' activities like in learning process previously. An observation was conducted with the same in cycle II. After doing

the treatment and observation, the researcher got the result of the students' learning activities as follows:

Table 4.12

The Result of the Students' Activities in Cycle 2

No	Students' Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	25	83.33%
2	Giving respond to the teachers' explanation	20	66.66%
3	Asking and answering the question	17	56.66%
4	Playing game seriously	21	70%
5	Doing the Task	28	93.33%
Total		**30**	

The table above showed that the students' activities in cycle 2 were improved. There were 25 students paid attention of teacher's explanation, 20 students who gave respond to the teacher explanation, 17 students were active to ask/answer the question then 21 students played game seriously, and the last 28 students are able to do the task.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >75% of students passed the examination. It means the students' simple past tense mastery and the students learning activities had improved.

From the result above, the researcher concluded that this research was successful and would be not continued in the next

cycle. The students score on writing skill from pre-test I to post-test

II could be seen on the table below:

Table 4.13

The Result of Students' Score at Post-Test I and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improvement	Explanation
1.	A N	90	100	10	Improved
2.	A D S	65	70	5	Improved
3.	A S	60	65	5	Improved
4.	A S	80	85	5	Improved
5.	A S	85	95	10	Improved
6.	A P L	65	80	15	Improved
7.	D F S	80	100	20	Improved
8.	D F	65	80	15	Improved
9.	D A	60	65	5	Improved
10.	D D M S	70	75	5	Improved
11.	D Y	75	75	0	Constant
12.	E K S	65	65	0	Constant
13.	F F U	70	80	10	Improved
14.	G S N R	75	80	5	Improved
15.	G A	70	80	10	Improved
16.	I P	65	65	0	Constant
17.	I B P	70	75	5	Improved
18.	J S	65	70	5	Improved
19.	L M S	65	80	15	Improved
20.	N M Y	80	90	10	Improved
21.	N A	60	80	20	Improved
22.	P	70	65	-5	Not Improved
23.	R Y S	75	80	5	Improved
24.	R A P	65	75	10	Improved
25.	R S A	70	75	5	Improved
26.	R T R	75	85	10	Improved
27.	S A	75	80	5	Improved
28.	S K P	70	70	0	Constant
29.	T S R	65	80	15	Improved
30.	V A	70	65	-5	Not Improved
Total		**2135**	**2330**		
Average		**71.16**	**77.66**		

From the table above, it could be inferred that board game

as a media in learning process could improve the students' simple

past tense mastery because there was improvement from average in post-test I was 71.16 became 77.66 in post-test II. In the cycle II,. It means that cycle II was successful. Therefore, the researcher concluded that this research was successful and would be not continued in the next cycle.

Furthermore, based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process was successful. The table was to describe the comparison of the students' activities in cycle I and cycle II, as follow:

Table 4.14

The Result of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	Giving attention to the teachers' explanation	15	50%	25	83.33%
2	Giving respond to the teachers' explanation	10	33.33%	20	66.66%
3	Asking and answering the question	8	26.66%	17	56.66%
4	Playing game seriously	15	50%	21	70%
5	Doing the Task	21	70%	28	93.33%

Based on the table, there were improvement of the students' activities from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased 50% became 83.33%. The students who gave respond to the teachers' explanation has increased 33.33% became 66.66%. The students who interested in asking-answering the question has increased from 26.66% up to 56.66%.

The students' active in playing game seriously has reached out from 50% up to 70%. And the most increasing reached out of almost students from 93.33% became 70% was in giving contribution in doing task.

4) Reflecting

The result of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in learning simple past tense. It happened because the teacher used board game as a media in teaching and learning process.

In the cycle II, the students were also active to do assignment than before. They also enjoyed in learning simple past tense. The researcher also found there was significant improvement in students' score in simple past tense. It means that board game is effective media to improve the students' simple past tense mastery. The comparison between the students' scores at pre-test, post-test I, and post-test II has taken. In this cycle, most of students got a good score. Therefore, the research did not continue to the next cycle because this research was successful.

B. Interpretation

1. The Result of Action and Learning Result in Cycle I and Cycle II

The treatment on cycle I and II have been done, it can be seen on the result of pre test, post test I and post test II. In the pre test, there were 8 students (26.67%) who passed and 22 students (73.33%) who failed the pre test. Moreover, in the post test I there were 18 students (60%) who passed and 12 students (40%) students were failed in the post-test I, and in the post test II there were 24 students (80%) passed the test because they got score ≥ 70.

Furthermore, from the average score of pre test was 61.16, the average of post test in cycle I was 71.16, and the average post test in cycle II was 77.66. The students' score could achieve the target (Minimum Completeness Criteria). It means the students could achieve the target which is 75% students gained score 70 or more.

Based on the result of the students' score above, it can be concluded that the achievement of students had improved enough and the indicator of successful was reached, so the research was successful and could be stopped in cycle II. It means that using board game as a media can increase the students' simple past tense mastery and the students' learning activities. So, it could be conclude that board game could improve the learning process, especially in learning simple past tense.

The result of the students' score in pre-test, post test 1 and post test 2 could be seen in the following table:

Table 4.15

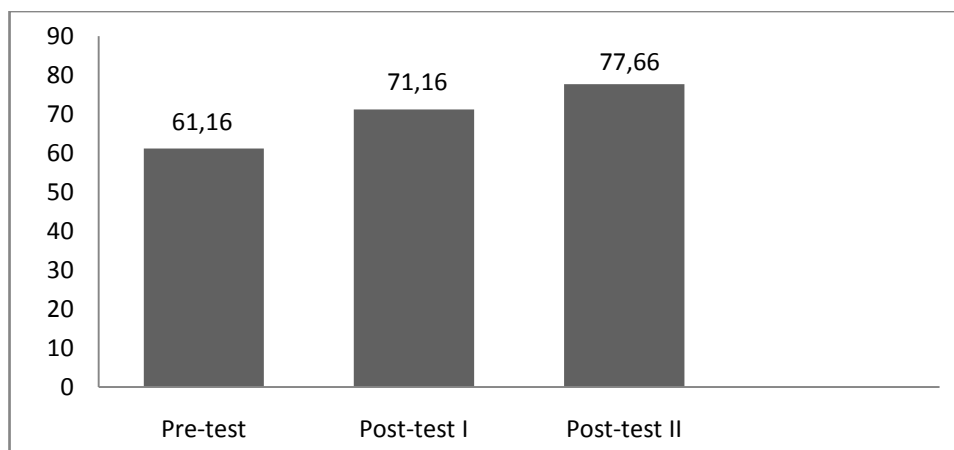**The Result Score of Students' Pre test, Post-test 1 and Post test 2**

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-Test	Post-Test I		Post test II		
1	A N	80	90	18.7	100	11.1	Increased
2	A D S	55	65	18.1	70	7.69	Increased
3	A S	50	60	20	65	8.33	Increased
4	A S	60	80	33.3	85	6.25	Increased
5	A S	75	85	13.3	95	11.7	Increased
6	A P L	70	65	-7.14	80	23.0	Increased
7	D F S	80	80	0	100	25	Increased
8	D F	60	65	8.33	80	23.0	Increased
9	D A	55	60	9.09	65	8.33	Increased
10	D D M S	65	70	7.69	75	7.14	Increased
11	D Y	65	75	15.3	75	0	Constant
12	E K S	55	65	18.1	65	0	Constant
13	F F U	60	70	16.6	80	14.2	Increased
14	G S N R	55	75	36.3	80	6.66	Increased
15	G A	50	70	40	80	14.2	Increased
16	I P	50	65	30	65	0	Constant
17	I B P	55	70	27.2	75	7.14	Increased
18	J S	55	65	18.1	70	7.69	Increased
19	L M S	55	65	18.1	80	23.0	Increased
20	N M Y	70	80	14.2	90	12,5	Increased
21	N A	55	60	9.09	80	33.3	Increased
22	P	60	70	16.6	65	-7.14	Decreased
23	R Y S	70	75	7.14	80	6.66	Increased
24	R A P	55	65	18.1	75	5.3	Increased
25	R S A	55	70	27.2	75	7.14	Increased
26	R T R	60	75	15.3	85	13.3	Increased
27	S A	70	75	7.14	80	6.66	Increased
28	S K P	70	70	0	70	0	Constant
29	T S R	50	65	30	80	23.0	Increased
30	V A	60	70	16.6	65	-7.14	Decreased
	Total	1835	2135		2330		
	Average	61.16	71.16		77.66		

Based on the result above, there was improvement of each cycle. It could be inferred that using board game could improve the students' simple past tense mastery. It can be seen from the average 71,16% from the data become 77,66% in the cycle II. It means the students' simple past tense mastery had improved. So, the research was successful and would be stopped in the second cycle.

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Figure 4.6
Comparison of score average at Pre-test, Post-test I and Post-test II

Based on the graph above, it can be concluded that the using of board game can be improved the students' simple past tense mastery. It can be seen from the chart, there were significant improvement of students' average score from the pre-test, post-test 1, and post-test 2. The average of students' score was increased from 61.16 up to 71.16 and finally became 77.66. It can be inferred that the result of students score in

pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

Furthermore, the researcher showed the graph of the percentage of pre-test, post-test I and post-test II, as follows:

Figure 4.7

The Percentage of Students' Pre-test, Post-test I and Post-test II
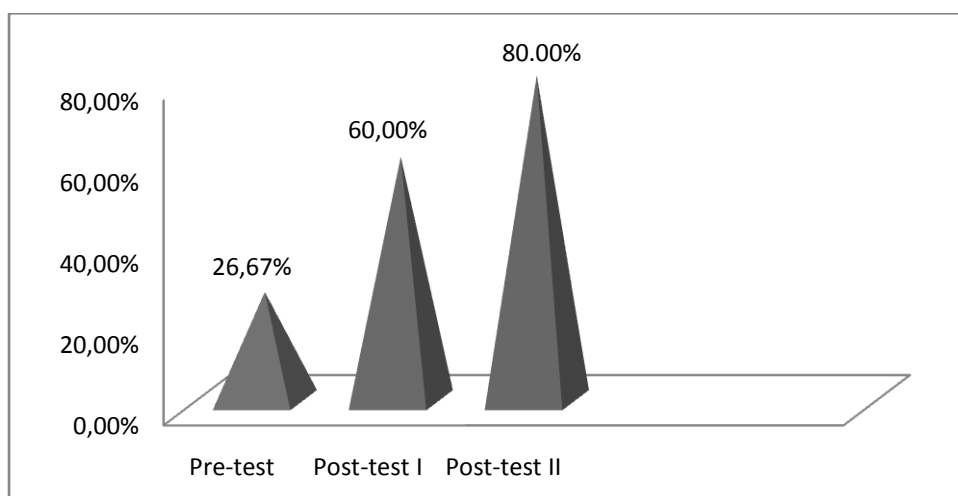
Based on the graph above, it can be inferred that using board game as a media in learning process could improve the students' simple past tense mastery. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II. The percentage score of students' score was increased from 26.67% up to 60% and finally became 80%. It means the students' simple past tense mastery had improved. Therefore, the researcher concluded that the research was successful and would not be continued in the next cycle.

2. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.14
The Improvement of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Giving attention to the teachers' explanation	15	50%	25	83.33%	33.33%
2	Giving respond to the teachers' explanation	10	33.33%	20	66.66%	33.33%
3	Asking and answering the question	8	26.66%	17	56.66%	30%
4	Playing game seriously	15	50%	21	70%	20%
5	Doing the Task	21	70%	28	93.33%	23.33%

Based on the table, there were improvement of the students' activities from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 15 students (50%) became 25 students (83.33%). The students who gave respond to the teachers' explanation has increased from 10 students (33.33%) became 20 students (66.66%). Then there were only 8 students (26.66%) who interested in asking-answering the question has increased up to 17 students (56.66%). The students' active in playing game seriously has reached out from 15

students (50%) up to 21 students (70%). The most increasing reached out of almost students or 28 students (93.33%) from 21 students (70%) was in giving contribution in doing task.

From the explanation above, it could be concluded that the students felt enjoyable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used board game to teach the students' simple past tense mastery in cycle I and cycle II. Therefore, this research was finished and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

C. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Board Game could improve the students' simple past tense mastery. There was a progress average score from pre-test was 61.16, post-test I was 71.16 and become 77.66 in post-test II. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, the students at the tenth grader of SMK N 1 Raman Utara especially in class of TKJ 2 have low mastery in simple past tense. So, the researcher has to be more enjoyable and make students more active in learning process. It was the reason why the researcher chose board game as a media to improve the students' simple past tense mastery because this media could make the students felt easy and enjoyable in learning process. Board

game made the students more active to learning with their friends so that the students' simple past tense mastery could improve after applied a board game in learning process.

Moreover, the researcher used a board game which contained of some steps in order to improve the students' simple past tense mastery. In this chance the researcher explained first the material about simple past tense to the students. Then the researcher made some groups consist of 5 until 6 students in each groups. The researcher gave each group the dice, a playing board and different counters for each player. The researcher asked the students to play a game with their groups own.

Afterward, the researcher asked the students to write a sentence about simple past tense while doing a game. In this chance the students should write a sentence based on a board game which they have. In the last of learning process, the researcher gave exercises for the students and asked students to answer the question individually. After did the cycle I, and cycle II the students' simple past tense mastery was improved. Therefore, the researcher concluded that this research was not continued to the next cycle. It means this research was successful because the students' simple past tense mastery and students' learning activities was improved by using board game.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of board game as a media in learning process, it could be concluded that there was an improvement of the students' simple past tense mastery by using a board game among the tenth grader of SMK N 1 Raman Utara East Lampung.

The used of board game could be an effective media to be applied in learning process and it could be used as an alternative media in teaching simple past tense because it have very beneficial one. Moreover, by applying this game could help the students feel enjoyable and fun in the learning, it also could involve actively in the process of learning. In addition, it made the students more easier to understand the material, so the students' simple past tense mastery was also improved.

It was supported by the improvement of the students' average score at the tenth grader of SMK N 1 Raman Utara in pre-test was 61.16, in post test 1 was 71.16, and in post test 2 was 77.66. In the cycle I, there were 8 students who passed the pre test, and 18 students who passed the post test 1. Meanwhile in the cycle II, there were 24 students who got score $\geq$ 70 in the post test II. It means that the result of cycle II had already reached the indicator of success that was $\geq$ 75% of the students who fulfiled the MMC. It was clear enough to state that board game could be used to improve the

students' simple past tense mastery at the tenth grader of SMK N 1 Raman Utara East Lampung.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

1. For English Teacher

It would be better for the English teacher to use a board game as a media to train the students' simple past tense mastery because it can improve the students' simple past tense mastery and also other subject of English.

2. For Students

The students are expected to be more active in learning English. Therefore, the students can understand and comprehend the material which teacher has given and improve their knowledge especially in grammar mastery so that the students' simple past tense mastery will be improved.

3. For The Headmaster

It is suggested for the headmaster in order to persuade the teachers to use this media because it is very effective media to be applied for the teacher in teaching and delivering the material.

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APPENNDICES

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 RAMAN UTARA
Jl. SMK Negeri1 Desa Raman Endra, Kecamatan Raman Utara, Kabupaten Lampung Timur, Kode Pos. 34154
NPSN: *69760882* **NIS:** *400500* **NSS:** *401120811050*
Email :*smkn1raman@yahoo.com* Website : *www.smkn1ramanutara.sch.id* Hp. *0813 6940 0970*

SILABUS SMK

Nama Sekolah   **: SMK N 1 Raman Utara**
Mata Pelajaran   **: Bahasa Inggris**
Kelas   **: X**

Kompetensi Inti :

KI 1   **: Menghayati dan mengamalkan ajaran agama yang dianutnya**

KI 2   **: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia**

KI 3   **: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.**

KI 4   **: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan**

Kompetensi Dasar	Materi Pokok	Materi Pembelajaran	Alternatif Pembelajaran	Pengetahuan		Keterampilan	
				Indikator	Penilaian	Indikator	Penilaian
3.6. Menganalis is fungsi sosial, struktur teks, dan unsur kebahasaa n pada pernyataan dan pertanyaan tindakan/k ejadian yang dilakukan/t erjadi di waktu lampau, sesuai dengan konteks penggunaa nnya. 4.7.Menyusun teks lisan dan tulis untuk	Tindakan/kejadi an yang dilakukan/terjad i di waktu lampau (Simple Past Tense) *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	Fakta Struktur teks: *I hollered farewells to my friends and poured myself into the car* Konsep Fungsi sosial: Menyatakan dan menanyakan tentang tindakan/kejad ian yang dilakukan/terja di di waktu lampau Prosedur Unsur kebahasaan: (1)Simple Past	Mengamati 1. Siswa menirukan contoh-contoh kalimat *Simple Past Tense* 2. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Simple Past Tense* (fungsi sosial, struktur teks, dan unsur kebahasaan). Menanya Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *Simple Past Tense* yang ada dalam bahasa Inggris, dan	KD 3.6 1) Mengidentifikas i struktur teks pada pernyataan dan pertanyaan tindakan/kejadi an yang dilakukan/terja di di waktu lampau, sesuai dengan konteks penggunaannya . 2) Menyimpulkan fungsi sosial dari pernyataan dan pertanyaan tindakan/kejadi an yang dilakukan/terja di di waktu lampau, sesuai dengan konteks penggunaannya KD 4.7 1) Membuat	Tes Tulis	KD 4.7 Mempresenta sikan di depan kelas secara lisan paragraph yang menggunakan paling sedikit 5 kalimat untuk menyatakan dan menanyakan tentang tindakan/keja dian yang dilakukan/ter jadi di waktu lampau, dengan memperhatik an fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar	Unjuk kerja

menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.		Tense (2) **Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.**	perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** 1. Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris **Mengasosiasi** 1. Siswa membandingkan kalimat *Simple Past tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. 2. Siswa	kalimat dengan menggunakan pola kalimat untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks. 4) Menyusun sebuah paragraph yang mengandung paling sedikit 5 kalimat untuk		dan sesuai konteks.	

			membandingkan antara kalimat *Simple Past tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** 1. Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dengan bahasa Inggris, di dalam dan di luar kelas.	menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.			

LESSON PLAN I

School   : SMK N 1 Raman Utara

Subject   : English

Class   : X

Subject   : Simple Past Tense

Time Allocation   : 2 x 45 minutes

A. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiousity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

B. Basic Competence

3.6 Analyze the social function, text structure, and linguistic elements of statements and actions which conducted / happened in the past, according to the context of its use.
4.7 Arrange oral and written texts to state and inquire about actions / events occurring in the past, taking into account the social function, text structure, and linguistic elements correctly and in appropriate context.

C. Indicators

1. Analyze the social function, text structure, and linguistic elements of statements and actions which conducted / happened in the past,
2. Make oral and written text to state and inquire about actions / events occurring in the past, with linguistic elements correctly and in appropriate context.

D. Learning Aims

1. Students are able to make positive, negative, and interrogative sentences simple past tense in verbal form.

2. Students are able to fill the sentence in the sentence simple past tense.
3. Students are able to analyze social function, text structure, and linguistic element in simple past tense sentence.

E. Material

SIMPLE PAST TENSE

Simple past tense is a term of time that is used to express a certain event in the past. We use the simple past tense when a definite event happened in the past and the event is completely finished. There two categories form of simple past tense such as action verb an action be.

1. **Formula of Action Verb (Verbal Sentence)**

   Subject + Verb II + Object/Complement.

   Subject + Did Not + Verb I + Object/Complement.

   Did + Subject + Verb I + Object/Complement?

   Example;

   +   Alia drank a tea.   + They went to school.

   -   Alia did not drink a tea.   - They did not go to school.

   ?   Did Alia drink a tea?   ? Did they go to school?

2. **Adverb In Simple Past Tense;**

   o   Yesterday, yesterday afternoon, morning, etc.

   o   A Long Ago, Last Month, Week etc.

3. **Example of Irregular and Regular Verb**

   The example of regular an irregular verb;

Irregular verb	Regular verb
Began	Played
Made	Stoped
Ate	Tried
Sang	Finished
Wrote	Started
Came	Walked
Gave	Prayed

I	
You	
They	**Did**
We	
He	
She	
It	

Note ;
   • Did used in the question sentence.
   • Did NOT used in negative sentences.
   • Ed/d ending is added to the positive verb's regular verb.

F. Teaching Method

1. *Method*   *: grammar translation method*
2. *Technic*   *: Observing, Discussion, Asking-question, Pacticing*

G. Media

1. White Board, Board marker, Paper, and Board Game

H. Sources of Material

1. Sources   :http://www.englishindo.com/2012/01/simple   past   tense-contoh.html

I. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.	5 minutes

Main Activity	a. Observing
	  1. Students observe sample of simple past tense given by teacher.
	  2. Students observe how to make positive, negative, and simple past tense sentences
		35 minutes

	in verbal form	

	b. Questioning
	    1. Teacher gives chance to students to ask questions if they still confuse related to simple past tense
	    2. Students are given the opportunity to respond or respond to teacher's inquiries / statements.
	c. Exploring
	    1. Students in groups make simple simple past tense sentences by playing board games.
	    2. Students are given a worksheet in the form of multiple choice.
	d. Associating
	    1. Students change simple past tense sentences into forms (-) and (?) in verbal form
	    2. Students analyze simple past tense sentences in verbal form.
	e. Communicating
	    1. Each student try to answer the questions related to the text that given by teacher.
	    2. Teacher asks the students about the comprehension of the material.	

Post Activity	a. Students with teacher conclude the learning. b. Students reflect on the activities that have been carried out c. Students answer the questions given by the teacher	5 minutes

J. Instrument

1. Technique   : Written Test

2. Test   : Multiple Choice

3. Instrument   :

A. Choose the correct answer a, b, c, or d!
    1. My mother ... a new dress last week.
        a. Bought
        b. Buys
        c. Buy

d. Buying
2. Which sentence is correct!
   a. Did you bought the expensive blouse?
   b. Did you buy the expensive blouse?
   c. Did you have bought the expensive blouse?
   d. Did you were buying the expensive blouse?
3. Yesterday we did not ... our grandfather in village.
   a. Visite
   b. Visit
   c. Visited
   d. Visiting
4. She ... beautiful girls in her class.
   a. Is
   b. Was
   c. Were
   d. Are
5. They ... late to school, so the teacher was not angry.
   a. Did not
   b. Was not
   c. Does not
   d. Do not
6. Did Rayhana bought the red bag in Ramayana. The negative sentence is……
   a. Rayhana is not buy the red bag in Ramayana
   b. Rayhana did not buy the red bag in Ramayana
   c. Rayhana did not bought the red bag in Ramayana
   d. Rayhana was not buy the red bag in Ramayana
7. Alya … all of her friends to come at her birthday party last week.
   a. Do not invite
   b. Did not invite
   c. Did not invited
   d. Was not invite
8. The students did not ….. holiday?
   a. Have
   b. Had
   c. Has
   d. Has been
9. My sister ... on the beach yesterday.
   a. Swam
   b. Swim
   c. Swimming
   d. Swimed
10. Sabrina did not …… in her home last night.
   a. Stayed
   b. Stay
   c. Stays

d. Was stayed

11. Arrange the jumbled words in to good sentence.
    a. They - grade - were - in - my - second - friend
    b. grade - They - were - in - my - friend second
    c. my - second - grade - were - friend - in – They
    d. They - were - my - friend - in - second - grade

12. The professor taught five classes last Monday. The verb form is...
    a. Regular
    b. Irregular
    c. Participle
    d. Gerund

13. He did not ...... about the last test.
    a. Worry
    b. Worried
    c. Worries
    d. Worrying

14. You ......the best job last monday.
    a. Got
    b. Gotten
    c. Get
    d. Getting

15. You did not walk three miles on Tuesday. The verb form is...
    a. Participle
    b. Irregular
    c. Gerund
    d. Regular

16. She left home early in the morning. The verb form is...
    a. Irregular
    b. Regular
    c. Gerund
    d. Participle

17. The waiter ...... the glass at lunchtime.
    a. Broken
    b. Broke
    c. Break
    d. Was break

18. Which sentences is correct!
    a. They made a good cake for his birthday.
    b. They was make a good cake for his birthday.
    c. They make a good cake for his birthday.
    d. They making a good cake for his birthday.

19. We ...... to ride the train yesterday.
    a. Chose
    b. Choosed
    c. Choose
    d. Chosen

20. They felled while skating together. The negative sentence is?
    a. They did not felt while skating together.
    b. They did not fall while skating together.
    c. They was felt while skating together.
    d. They felted while skating together
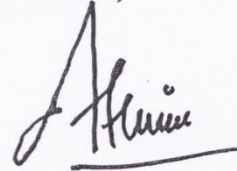
Metro,　November 2017

English Teacher,

RINA WIDI ASTUTI, S. Pd
NIP. 19810526 200903 2 002

Researcher,

ROFIKOTUL AZIZAH
St. ID: 13108307

Head of SMK N 1 Raman Utara

Drs. H. SUPARMAN, MM.
NIP. 19630108 198303 1 005

LESSON PLAN II

School : SMK N 1 Raman Utara

Subject : English

Class : X

Subject : Simple Past Tense

Time Allocation : 2 x 45 minutes

A. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiousity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

B. Basic Competence

3.7 Analyze the social function, text structure, and linguistic elements of statements and actions which conducted / happened in the past, according to the context of its use.
4.8 Arrange oral and written texts to state and inquire about actions / events occurring in the past, taking into account the social function, text structure, and linguistic elements correctly and in appropriate context.

C. Indicators

1. Analyze the social function, text structure, and linguistic elements of statements and actions which conducted / happened in the past,
2. Make oral and written text to state and inquire about actions / events occurring in the past, with linguistic elements correctly and in appropriate context.

D. Learning Aims

1. Students are able to make positive, negative, and interrogative sentences simple past tense in nominal form.

2. Students are able to fill the sentence in the sentence simple past tense.

1. Students are able to analyze social function, text structure, and linguistic element in simple past tense sentence.

E. Material

SIMPLE PAST TENSE

Simple past tense is a term of time that is used to express a certain event in the past. We use the simple past tense when a definite event happened in the past and the event is completely finished. There two categories form of simple past tense such as action verb an action be.

1. **Formula of Action Be (Nominal)**

Subject + Tobe (was, were) + Noun/Adjective/Adverb
Subject + Tobe (was, were) +Not +Noun/Adjective/Adverb
Tobe (was, were) +Subject +Noun/Adjective/Adverb
Example;

+ Susi was a doctor.	+ You were a beautiful.
- Susi was not a doctor.	- You were not a beautiful.
? Was Susi a doctor?	? Were you a beautiful?

2. **Adverb In Simple Past Tense;**

o Yesterday, yesterday afternoon, morning, etc.

o A Long Ago, Last Month, Week etc.

I	**Was**
You	**Were**
They	
We	
He	**Was**
She	
It	

Note ;
   • Was used for subject She, He, It
   • Were used for subject I, You, They, We.

F. Teaching Method

1. Method   : grammar translation method
2. Technic   : Observing, Discussion, Asking-question, Pacticing

G. Media

1. White Board, Board marker, Paper, and Board Game

H. Sources of Material

2. Sources   :http://www.englishindo.com/2012/01/simple   past   tense-contoh.html

I. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	e. Teacher greets the students using English in order to create English Environment. a. Teachers and students pray together b. Teacher checks the student's attendance c. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.	5 minutes

Main Activity	a. Observing
	  1. Students observe sample of simple past tense given by teacher.
	  2. Students observe how to make positive, negative, and simple past tense sentences in nominal form
	b. Questioning
	  1. Teacher gives chance to students to ask questions if they still confuse related to simple past tense
	  2. Students are given the opportunity to respond or respond to teacher's inquiries / statements.
		35 minutes

	c. Exploring
	   1. Students in groups make simple simple past tense sentences by playing board games.
	   2. Students are given a worksheet in the form of multiple choice.
	d. Associating
	   1. Students change simple past tense sentences into forms (-) and (?) in nominal form
	   2. Students analyze simple past tense sentences in nominal form.
	e. Communicating
	   1. Each student try to answer the questions related to the text that given by teacher.
	   2. Teacher asks the students about the comprehension of the material.	

Post Activity	a. Students with teacher conclude the learning. b. Students reflect on the activities that have been carried outStudents answer the questions given by the teacher	5 minutes

J. Instrument

1. Technique   : Written Test

2. Test   : Multiple Choice

3. Instrument   :

A. Choose the correct answer a, b, c, or d!
   1. They ... when their team lost.
      e. Cry
      a. Cryed
      b. Cried
      c. Crying
   2. Eddy lived at Rumbia city last year. The interrogative sentence is?
      a. Does Eddy live at Solo city last year?
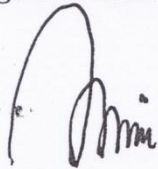
b. Was Eddy lived at Solo city last year?
c. Did Eddy live at Solo city last year?
d. Did Eddy lived at Solo city last year?

3. The students did not …… their home work.
   a. Collect
   b. Collected
   c. Collectted
   d. Was collecteed

4. The gardener ... the grass yesterday.
   e. Cutting
   f. Cuted
   g. Cuts
   h. Cut

5. Which sentence is correct!
   a. We was not spend our vacation at Bali Beach
   b. We do not spend our vacation at Bali Beach
   c. We did not spent our vacation at Bali Beach
   d. We did not spend our vacation at Bali Beach

6. Last night I ... a strange voice from the kitchen.
   e. Hear
   f. Heared
   g. Hearing
   h. Heard

7. …. were diligent and innovative employers in my office 5 years ago.
   a. she
   b. they
   c. he
   d. I

8. Did the boy …… the cigarette last morning?
   e. Smoked
   f. Smoke
   g. Was smoke
   h. Smoking

9. Alexa studied harder last night. The negative sentence form is....
   e. Alexa did not study harder last night
   f. Alexa did not studied harder last night
   g. Alexa do not study harder last night
   h. Alexa was not studied harder last night

10. Mrs. Angel ... her husband's last birthday. Passed
    a. Forget
    b. Forgot
    c. Forgeted
    d. Forgotten

11. They ...... to get the ball back.
    a. Try

b. Tried
c. Tried
d. Trying

12. She ...... her new coach on Monday. (Regular / Irregular)
   a. Met
   b. Meet
   c. Meeting
   d. Meted

13. Arrange the jumbled words in to good sentence.
   a. They- my – were - friend - in - Australia – last – year
   b. They- were - my - friend- in - Australia – last – year
   c. Last – year – They - were - my - friend - in - Australia
   d. They- were - my - friend - last - in - Australia - year

14. My sister hung the picture on Saturday. The verb form is....
   a. Irregular
   b. Regular
   c. Gerund
   d. Participle

15. I began the new project last week. The verb form is....
   a. Regular
   b. Irregular
   c. Participle
   d. Gerund

16. She ...... the profits for himself.
   a. Kept
   b. Keep
   c. Keeping
   d. Keeped

17. The librarian told him to fill out a form. The verb form is....
   a. Regular
   b. Irregular
   c. Gerund
   d. Participle

18. Mr. John did not lay the tile in our old house. The positive sentence is....
   a. Mr. John lay the tile in our old house.
   b. Mr. John laying the tile in our old house.
   c. Mr. John laid the tile in our old house.
   d. Mr. John was laid the tile in our old house.

19. Did he work in Jakarta? The negative sentence is...
   a. He does not work in Jakarta
   b. He did not work in Jakarta
   c. He did not worked in Jakarta
   d. He was not work in Jakarta

20. Which sentence is correct
   a. Did you bought the expensive blouse?

b. Did you buy the expensive blouse?
c. Do you have bought the expensive blouse?
d. Did you were buying the expensive blouse?

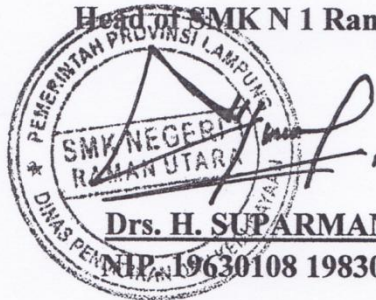Metro,   November 2017

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Pre-Test Instrument of Simple Past Tense

Name :   Day / Date   :
Class :   School   : SMK N 1 Raman Utara

Direction!
1. Write your name and class on your answer sheet!
2. Read the questions before and answer the question carefully!
3. Answer the questions bellow!
4. Write the answer in your answer sheet!
5. Give the answer sheet and question sheet back to your teacher after finish doing the test!

A. Choose the correct answer a, b, c, or d!

1. Three days ago they ... use the computer here.
   a. Was
   b. Does
   c. Were
   d. Did not
2. ... you come to Angel's party on last Sunday?
   a. Do
   b. Did
   c. Do not
   d. Was
3. Yesterday I ... a beautiful rainbow on the sky.
   a. See
   b. Saw
   c. Seed
   d. Seen
4. Last Monday I ... my friend in mall.
   a. Meet
   b. Meeted
   c. Met
   d. Meeting
5. I ... the room floor an hour ago.
   a. Sweeping
   b. Sweeped
   c. Sweeps
   d. Swept
6. Did you ... that Angel's father passed away?
   a. Know
   b. Knew
   c. Knowed

d. Knowing
7. Thom wrote a letter for his girlfriend. The interrogative sentence form is ……
   a. Does Thom write a letter for his girlfriend?
   b. Do Thom wrote a letter for his girlfriend?
   c. Did Thom wrote a letter for his girlfriend?
   d. Did Thom write a letter for his girlfriend?
8. ... your sister here four days ago?
   a. Was
   b. Were
   c. Is
   d. Will
9. My uncle ... sand castle yesterday.
   a. Built
   b. Build
   c. Building
   d. Will build
10. Selena sang a song beautifully last night. The negative sentence is…….
   a. Selena did not sang a song beautifully last night
   b. Selena does not sang a song beautifully last night
   c. Selena did not sing a song beautifully last night
   d. Selena do not sing a song beautifully last night
11. My sister took the picture on Saturday. The verb form is...
   a. Participle
   b. Regular
   c. Irregular
   d. Gerund
12. Her tomatoes <u>died</u> last year before they grew very much. The verb form is...
   a. Regular
   b. Irregular
   c. Participle
   d. Gerund
13. The store ......a lot of books in March.
   a. Sold
   b. Sell
   c. Selled
   d. Seeling
14. You ...... the birds that we saw yesterday.
   a. Fed
   b. Feed
   c. Feet
   d. Feeded
15. Yesterday the artist .... a cartoon quickly.
   a. Drew
   b. Draw

c. Drawn

d. Drewed

16. She left home early in the morning. Negative sentence is...

a. She did not left home early in the morning

b. She did not leave home early in the morning

c. She did not leaved home early in the morning

d. She was not left home early in the morning

17. The police man did not see the beggar in the book store. The positive sentence is...

a. The police man see the beggar in the book store.

b. The police man saw the beggar in the book store.

c. The police man was saw the beggar in the book store.

d. The police man seen the beggar in the book store.

18. You studied last night. The interrogative sentence is...

a. Did you study last night?

b. Was you study last night?

c. Did you studied last night?

d. Do you study last night?

19. Which sentence is correct!

a. Jessica was the best badminton woman player last time.

b. Jessica is the best badminton woman player last time.

c. Jessica were the best badminton woman player last time.

d. Jessica played the best badminton woman player last time.

20. Which sentence is correct!

a. They came to Mr. Deni's home last night.

b. They come to Mr. Deni's home last night

c. They comed to Mr. Deni's home last night

d. They was come to Mr. Deni's home last night

Post-Test Instrument I of Simple Past Tense

Name :   Day / Date   :
Class :   School   : SMK N 1 Raman Utara

Direction!
6. Write your name and class on your answer sheet!
7. Read the questions before and answer the question carefully!
8. Answer the questions bellow!
9. Write the answer in your answer sheet!
10. Give the answer sheet and question sheet back to your teacher after finish doing the test!

A. Choose the correct answer a, b, c, or d!

1. My mother ... a new dress last week.
    a. Bought
    b. Buys
    c. Buy
    d. Buying
2. Which sentence is correct!
    e. Did you bought the expensive blouse?
    f. Did you buy the expensive blouse?
    g. Did you have bought the expensive blouse?
    h. Did you were buying the expensive blouse?
3. Yesterday we did not ... our grandfather in village.
    a. Visite
    b. Visit
    c. Visited
    d. Visiting
4. She ... beautiful girls in her class.
    a. Is
    b. Was
    c. Were
    d. Are
5. They ... late to school, so the teacher was not angry.
    a. Did not
    b. Was not
    c. Does not
    d. Do not
6. Did Rayhana bought the red bag in Ramayana. The negative sentence is……
    a. Rayhana is not buy the red bag in Ramayana
    b. Rayhana did not buy the red bag in Ramayana
    c. Rayhana did not bought the red bag in Ramayana

     d. Rayhana was not buy the red bag in Ramayana

7. Alya … all of her friends to come at her birthday party last week.
    a. Do not invite
    b. Did not invite
    c. Did not invited
    d. Was not invite

8. The students did not ….. holiday last week.
    a. Have
    b. Had
    c. Has
    d. Has been

9. My sister ... on the beach yesterday.
    a. Swam
    b. Swim
    c. Swimming
    d. Swimed

10. Sabrina stayed in her home last night. The interrogative sentence is...
    a. Does Sabrina stay in her home last night?
    b. Did Sabrina stay in her home last night?
    c. Did Sabrina stayed in her home last night?
    d. Was Sabrina stay in her home last night?

11. Arrange the jumbled words in to good sentence.
    a. They - grade - were - in - my - second - friend
    b. grade - They - were - in - my - friend second
    c. my - second - grade - were - friend - in – They
    d. They - were - my - friend - in - second - grade

12. The professor taught five classes last Monday. The verb form is...
    a. Regular
    b. Irregular
    c. Participle
    d. Gerund

13. He did not ...... about the last test.
    a. Worry
    b. Worried
    c. Worries
    d. Worrying

14. You ......the best job last monday.
    a. Got
    b. Gotten
    c. Get
    d. Getting

15. You did not walk three miles on Tuesday. The verb form is...
    a. Participle
    b. Irregular
    c. Gerund
    d. Regular

16. She left home early in the morning. The verb form is...
    a. Irregular
    b. Regular
    c. Gerund
    d. Participle
17. The waiter ...... the glass at lunchtime.
    a. Broken
    b. Broke
    c. Break
    d. Was break
18. Which sentences is correct!
    a. They made a good cake for his birthday.
    b. They was make a good cake for his birthday.
    c. They make a good cake for his birthday.
    d. They making a good cake for his birthday.
19. We ...... to ride the train yesterday.
    a. Chose
    b. Choosed
    c. Choose
    d. Chosen
20. They fell while skating together. The negative sentence is?
    a. They did not felt while skating together.
    b. They did not fall while skating together.
    c. They was felt while skating together.
    d. They felted while skating together.

CYCLE II
Post-Test Instrument II of Simple Past Tense

Name :   Day / Date   :

Class :   School   : SMK N 1 Raman Utara

Direction!

11. Write your name and class on your answer sheet!
12. Read the questions before and answer the question carefully!
13. Answer the questions bellow!
14. Write the answer in your answer sheet!
15. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

A. Choose the correct answer a, b, c, or d!

1. They ... when their team lost.
   a. Cry
   b. Cryed
   c. Cried
   d. Crying

2. Eddy lived at Rumbia city last year. The interrogative sentence form is ……
   a. Does Eddy live at Solo city last year?
   b. Was Eddy lived at Solo city last year?
   c. Did Eddy live at Solo city last year?
   d. Did Eddy lived at Solo city last year?

3. The students did not …… their home work.
   a. Collect
   b. Collected
   c. Collectted
   d. Was collecteed

4. The gardener ... the grass yesterday.
   a. Cutting
   b. Cuted
   c. Cuts
   d. Cut

5. Which sentence is correct!
   a. We was not spend our vacation at Bali Beach
   b. We do not spend our vacation at Bali Beach
   c. We did not spent our vacation at Bali Beach
   d. We did not spend our vacation at Bali Beach

6. Last night I ... a strange voice from the kitchen.
   a. Hear

b. Heared
c. Hearing
d. Heard

7. …. were diligent and innovative employers in my office 5 years ago.
   a. she
   b. they
   c. he
   d. I

8. Did the boy …… the cigarette last morning?
   a. Smoked
   b. Smoke
   c. Was smoke
   d. Smoking

9. Alexa studied harder last night. The negative sentence form is....
   a. Alexa did not study harder last night
   b. Alexa did not studied harder last night
   c. Alexa do not study harder last night
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    a. Forget
    b. Forgot
    c. Forgeted
    d. Forgotten

11. They ...... to get the ball back.
    a. Try
    b. Tried
    c. Tried
    d. Trying

12. She ...... her new coach on Monday.
    a. Met
    b. Meet
    c. Meeting
    d. Meted

13. Arrange the jumbled words in to good sentence.
    a. They- my – were - friend - in - Australia – last – year
    b. They- were - my - friend- in - Australia – last – year
    c. Last – year – They - were - my - friend - in - Australia
    d. They- were - my - friend - last - in - Australia - year

14. My sister spent her holiday last week.. The verb form is....
    a. Irregular
    b. Regular
    c. Gerund
    d. Participle

15. I began the new project last week. The verb form is....
    a. Regular
    b. Irregular

c. Participle
d. Gerund

16. She ...... the profits for himself.
    a. Kept
    b. Keep
    c. Keeping
    d. Keeped

17. The librarian told him to fill out a form. The verb form is....
    a. Regular
    b. Irregular
    c. Gerund
    d. Participle

18. Mr. John did not lay the tile in our old house. The positive sentence is....
    a. Mr. John lay the tile in our old house.
    b. Mr. John laying the tile in our old house.
    c. Mr. John laid the tile in our old house.
    d. Mr. John was laid the tile in our old house.

19. Did he work in Jakarta? The negative sentence is...
    a. He does not work in Jakarta
    b. He did not work in Jakarta
    c. He did not worked in Jakarta
    d. He was not work in Jakarta

20. Which sentence is correct
    a. Did you bought the expensive blouse?
    b. Did you buy the expensive blouse?
    c. Do you have bought the expensive blouse?
    d. Did you were buying the expensive blouse?

ANSWER SHEET OF PRE-TEST

Name   : Della fitri Setiani

Class   : X Tkj 2

Score

80

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	C	**X**
2.	A	**X**	C	D
3.	A	**X**	C	D
4.	A	B	**X**	D
5.	A	B	C	**X**
6.	**X**	B	C	D
7.	A	B	**X**	D
8.	A	**X**	C	D
9.	A	**X**	C	D
10.	A	B	**X**	D

11.	A	B	**X**	D
12.	**X**	B	C	D
13.	**X**	B	C	D
14.	**X**	A	**X**	C	D
15.	**X**	B	C	D
16.	**X**	B	C	D
17.	A	**X**	C	D
18.	**X**	B	C	D
19.	**X**	B	C	D
20.	**X**	B	C	D

B = 16

GOOD LUCK !!!

ANSWER SHEET OF PRE-TEST

Name   : GITA AGUSTINA

Class   : X TKJ 2

Score

50

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	X	D
2.	A	X	C	D
3.	A	X	C	D
4.	X	B	C	D
5.	A	B	X	D
6.	X	B	C	D
7.	A	B	X	D
8.	X	B	C	D
9.	X	B	C	D
10.	X	B	C	D

11.	A	X	C	D
12.	X	B	C	D
13.	X	B	C	D
14.	A	X	C	D
15.	X	B	C	D
16.	A	X	C	D
17.	A	X	C	D
18.	X	B	C	D
19.	A	B	C	X
20.	A	X	C	D

B = 10

GOOD LUCK !!!

ANSWER SHEET OF POST-TEST I

Name   : ANGGA SAPUTRA

Class   : X TKJ 2

Score

60

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

X1.	A	B	C	X
2.	A	X	C	D
X3.	A	B	X	D
4.	A	X	C	D
X5.	A	X	C	D
6.	A	X	C	D
7.	A	X	C	D
X8.	A	X	C	D
9.	X	B	C	D
10.	A	X	C	D

X11.	X	B	C	D
12.	A	X	C	D
13.	X	B	C	D
14.	X	B	C	D
15.	A	B	C	X
X16.	A	X	C	D
17.	A	X	C	D
X18.	A	X	C	D
19.	X	B	C	D
X20.	X	B	C	D

B = 12

GOOD LUCK !!!

ANSWER SHEET OF POST-TEST I

Name   : Ahmad Nabil

Class   : X TKJ 2

Score

90

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	☒	B	C	D
2.	A	☒	C	D
3.	A	☒	C	D
4.	A	☒	C	D
5.	☒	B	C	D
6.	A	☒	C	D
7.	A	☒	C	D
☒	A	B	☒	D
9.	☒	B	C	D
10.	A	☒	C	D

11.	A	B	C	☒
12.	A	☒	C	D
13.	☒	B	C	D
14.	☒	B	C	D
15.	A	B	C	☒
16.	☒	B	C	D
17.	A	☒	C	D
18.	☒	B	C	D
☒	A	B	☒	D
20.	A	☒	C	D

B = 18

GOOD LUCK !!!

ANSWER SHEET OF POST-TEST II

Name : Ahmad Nabil

Class : X TKJ 2

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	⊠ C	D
2.	A	B	⊠ C	D
3.	⊠ A	B	C	D
4.	A	B	C	⊠ D
5.	A	B	C	⊠ D
6.	A	B	C	⊠ D
7.	A	⊠ B	C	D
8.	A	⊠ B	C	D
9.	⊠ A	B	C	D
10.	A	⊠ B	C	D

11.	A	⊠ B	C	D
12.	⊠ A	B	C	D
13.	A	⊠ B	C	D
14.	⊠ A	B	C	D
15.	A	⊠ B	C	D
16.	⊠ A	B	C	D
17.	A	⊠ B	C	D
18.	A	B	⊠ C	D
19.	A	⊠ B	C	D
20.	A	⊠ B	C	D

B = 20

GOOD LUCK !!!

ANSWER SHEET OF POST-TEST II

Name   : Vanisa Aprilia

Class   : X Tkj 2

Score

65

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

X 1.	A	X(B)	C	D
X 2.	A	B	C	X(D)
3.	X(A)	B	C	D
4.	A	B	C	X(D)
5.	A	B	C	X(D)
X 6.	A	X(B)	C	D
7.	A	X(B)	C	D
8.	A	X(B)	C	D
X 9.	A	X(B)	C	D
10.	A	X(B)	C	D

X 11.	A	B	X(C)	D
12.	X(A)	B	C	D
13.	A	X(B)	C	D
14.	X(A)	B	C	D
X 15.	X(A)	B	C	D
16.	X(A)	B	C	D
17.	A	X(B)	C	D
X 18.	X(A)	B	C	D
19.	A	X(B)	C	D
20.	A	X(B)	C	D

B : 13

GOOD LUCK !!!

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Class   : X TKJ^2
Day / Date   : Saturday, November 25th 2017

No.	Name	Students' Activity					Total
		A	**B**	**C**	**D**	**E**	
1.	Ahmad Nabil	√	√	√	√	√	5
2.	Angga Dian Saputra	√				√	2
3.	Angga Saputra		√				1
4.	Anggun Sariani	√		√	√		3
5.	Arif Saputra	√	√	√	√	√	5
6.	Ayu Puji Lestari					√	1
7.	Della Fitri Setiani	√		√	√	√	4
8.	Dena Fratika						0
9.	Desi Ambarsari		√			√	2
10.	Devinta Dwiayu M. S	√				√	2
11.	Dwi Yodistira	√		√	√	√	4
12.	Esti Kurnia Sari		√				1
13.	Finda Feni Utami					√	1
14.	Galuh Setyo Neng Ratri				√	√	2
15.	Gita Agustina	√					1
16.	Indriyani Putri					√	1
17.	Irvan Bagus Pambudi				√	√	2
18.	Jagat Satria		√			√	2
19.	Lia Mayang Sari	√			√	√	3
20.	Ni Made Yuliana	√	√	√	√	√	5
21.	Novi Andriani						0
22.	Prihatini	√					1
23.	Rara Yulyana Sari	√			√	√	3
24.	Riski Ade Prabowo	√	√			√	3
25.	Riza Syaiful Anam	√		√	√	√	4
26.	Rosma Tri Rizki				√	√	2
27.	Sella Anggraini	√		√			2
28.	Septia Karlina Putri		√			√	2
29.	Tiwi Sulistya Rini					√	1
30.	Vanisa Aprilia				√		1
	Total	15	10	8	15	21	
	Percentage (%)	50%	33,33%	26,66%	50%	70%	

NOTES :

Indicators of the students's activities that observed are:
f.   Giving attention to the teacher's explanation
g.   Giving the respond to the teacher's explanation
h.   Asking and answering the question
i.   Playing game seriously
j.   Doing the task

Direction :
   •   Give a tick (√) for the active students
   •   Let it empty for unactive students

Collaborator (English Teacher)	Researcher
RINA WIDI ASTUTI, S. Pd	ROFIKOTUL AZIZAH
NIP. 19810526 200903 2 002	St. ID 13108307

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Class   : X TKJ²
Day / Date   :

No.	Name	Students' Activity					Total
		A	**B**	**C**	**D**	**E**	
1.	Ahmad Nabil	√	√	√	√	√	5
2.	Angga Dian Saputra	√					1
3.	Angga Saputra	√				√	2
4.	Anggun Sariani	√	√	√		√	4
5.	Arif Saputra	√	√	√	√	√	5
6.	Ayu Puji Lestari	√		√	√	√	4
7.	Della Fitri Setiani		√	√	√	√	4
8.	Dena Fratika	√	√			√	3
9.	Desi Ambarsari	√		√	√	√	4
10.	Devinta Dwiayu M. S	√	√			√	3
11.	Dwi Yodistira		√	√	√	√	4
12.	Esti Kurnia Sari	√			√	√	3
13.	Finda Feni Utami	√		√		√	3
14.	Galuh Setyo N. Ratri	√	√		√	√	4
15.	Gita Agustina	√	√		√	√	4
16.	Indriyani Putri	√			√	√	3
17.	Irvan Bagus Pambudi	√	√			√	3
18.	Jagat Satria		√	√	√		3
19.	Lia Mayang Sari	√	√		√	√	4
20.	Ni Made Yuliana	√	√	√	√	√	5
21.	Novi Andriani	√	√		√	√	4
22.	Prihatini	√	√		√	√	4
23.	Rara Yulyana Sari			√	√	√	3
24.	Riski Ade Prabowo	√	√	√	√	√	5
25.	Riza Syaiful Anam		√		√	√	3
26.	Rosma Tri Rizki	√	√		√	√	4
27.	Sella Anggraini	√	√	√	√	√	5
28.	Septia Karlina Putri	√		√		√	3
29.	Tiwi Sulistya Rini	√	√	√	√	√	5
30.	Vanisa Aprilia	√				√	2
	Total	25	20	17	21	28	
	Percentage (%)	83,33%	66,66%	56,66%	70%	93,33%	

NOTES :

Indicators of the students's activities that observed are:
A. Giving attention to the teacher's explanation
B. Giving the respond to the teacher's explanation
C. Asking and answering questions
D. Playing game seriously
E. Doing the task

Direction :
- Give a tick (√) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)	Researcher
RINA WIDI ASTUTI, S. Pd	ROFIKOTUL AZIZAH
NIP. 19810526 200903 2 002	St. ID 13108307

BOARD GAME I

43 GROW	44 SEE	45 PREPARE	46 GIVE	47 MOVE	48 KNOW	49 FINISH
42 DRAW	41 SIT	40 SING	39 FEEL	38 FORGET	37 OPPEN	36 BRING
29 USE	30 EXPLAIN	31 CONTINUE	32 MAKE	33 STEAL	34 EAT	35 TALK
28 SPEAK	27 WEAR	26 FALL	25 SELL	24 LOSE	23 RUN	22 TELL
15 WAKE	16 BREAK	17 LEARN	18 THINK	19 WALK	20 SIT	21 CRY
14 LEAVE	13 CHOOSE	12 SAY	11 BECOME	10 WAIT	9 SPEND	8 SEND
START	2 GET	3 CLEAN	4 STOP	5 FAIL	6 WIN	7 WRITE

BOARD GAME II

43 VISIT (+)	44 SEE (+)	45 COME (+)	46 ASK (+)	47 COMBINE (+)	48 KNOW (+)	49 FINISH (+)
42 WASH (-)	41 GO (-)	40 LEAVE (+)	39 FEEL (-)	38 LIVE (+)	37 DRINK (?)	36 COOK (+)
29 CHANGE (+)	30 STUDY (?)	31 PLAY (-)	32 INTEREST (+)	33 SWEEP (+)	34 COLLECT (+)	35 WALK (+)
28 SPEAK (+)	27 PRAY (+)	26 SHOW (+)	25 SELL (+)	24 LOSE (-)	23 CUT (+)	22 DELAY (+)
15 MEET (-)	16 BUILD (+)	17 GIVE (+)	18 SWIM (+)	19 BEGIN (+)	20 FIND (+)	21 READ (-)
14 TRUST (-)	13 CHOOSE (+)	12 DRIVE (-)	11 BELIEVE (+)	10 WATCH (-)	9 SLEEP (-)	8 PAY (+)
1 START (+)	2 GET (+)	3 BUY (+)	4 DIVIDE (+)	5 PASS (+)	6 DO (?)	7 LISTEN (-)

DOCUMENTATION OF ENGLISH LEARNING

The First Meeting
The teacher gave pre test for the students

The Second Meeting
The teacher gave treatment for the students

The Third Meeting
The teacher gave the post test 1

The Fourth Meeting
The teacher gave the treatment more for students

The Fifth Meeting
The teacher gave the post test II

No   : Sti.06/JST/PP.00.9/13108307/2016
Lamp   : -
Perihal : **IZIN *PRA SURVEY***

Kepada Yth,

Kepala Sekolah SMKN 1 Raman Utara

Di-

    Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiraanya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : Rofikotul Azizah

NPM   : 13108307

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

Judul   : THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADE OF SMK N 1 RAMAN UTARA

Untuk melakukan para survey di SMKN 1 Raman Utara.

Demikian permohonan disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu^alaikum Wr. Wb

Metro, 09 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 RAMAN UTARA
Jl. SMK Negeri1 Desa Raman Endra, Kecamatan Raman Utara, Kabupaten Lampung Timur, Kode Pos. 34154
NPSN: *69760882* NIS: *400500* NSS: *401120811050*
Facebook: www.facebook.com/smkn 1 ramanutara Twitter : @SMKN1Ramura Hp. *0813 6940 0970*
Email :smkn1raman@yahoo.com Website : www.smkn1ramanutara.sch.id

SURAT KETERANGAN PRA-SURVEY
Nomor: 800/046/SMKN-01/RU/2017

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor: Sti.06/JST/PP.00.9/13108307/2016, Tanggal 9 Mei 2017, Perihal **Izin Pre-Survey**, dengan ini selaku kepala sekolah SMK N 1 Raman Utara menerangkan bahwa:

Nama   : **ROFIKOTUL AZIZAH**
NPM   : 13108307
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris

Bahwa yang bersangkutan telah mengadakan Pre-Survey di sekolah kami selama 1 (satu) hari dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi dengan judul: **"THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADE OF SMK N 1 RAMAN UTARA"** Hingga selesai.

Demikian Surat Keterangan ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Raman Utara, 18 Juli 2017
Kepala SMK N 1 Raman Utara

Drs. H. SUPARMAN, MM.
NIP. 19650108 198303 1 005

Nomor : B-2653/In.28.1/J/TL.00/11/2017   15 November 2017
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani Utih, M.Pd.
2. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
Di –
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Rofikotul Azizah
NPM   : 13108307
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Kepala Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

S U R A T   T U G A S

Nomor: B-2711/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ROFIKOTUL AZIZAH**

NPM : 13108307

Semester : 9 (Sembilan)

Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMK N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 November 2017

Mengetahui,
Pejabat Setempat
SMK N 1 Raman Utara

Drs. H. SUPARMAN, MM.
NIP 19630108 198303 1 005

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-2712/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK N 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2711/In.28/D.1/TL.01/11/2017, tanggal 17 November 2017 atas nama saudara:

Nama	:	**ROFIKOTUL AZIZAH**
NPM	:	13108307
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADER OF SMK N 1 RAMAN UTARA EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 RAMAN UTARA
JL SMK Negeri1 Desa Raman Endra, Kecamatan Raman Utara, Kabupaten Lampung Timur, Kode Pos. 34154
NPSN: *69760882* NIS: *400500* NSS: *401120811050*
Facebook: www.facebook.com/smkn 1 ramanutara Twitter : @SMKN1Ramura Hp. *0813 6940 0970*
Email :*smkn1raman@yahoo.com* Website : *www.smkn1ramanutara.sch.id*

SURAT PERSETUJUAN IZIN RESEARCH
Nomor: 800/076/SMKN-01/RU/2017

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor: B-2712/In.28/D.1/TL.00/11/2017, Tanggal 17 November 2017, Perihal **Izin Research**, dengan ini selaku kepala sekolah SMK N 1 Raman Utara menerangkan bahwa:

Nama	: **ROFIKOTUL AZIZAH**
NPM	: 13108307
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Memberikan izin kepada nama tersebut diatas untuk melakukan penelitian di SMK N1 Raman Utara dengan judul: **"THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADE OF SMK N 1 RAMAN UTARA EAST LAMPUNG"** mulai dari tanggal 20 November s/d 7 Desember 2017.

Demikian Surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Raman Utara, 20 November 2017
Kepala SMK N 1 Raman Utara

Drs. H. SUPARMAN, MM.
NIP. 19630108 198303 1 005

SURAT KETERANGAN PENELITIAN
Nomor: 800/084/SMKN-01/RU/2017

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor: B-2712/In.28/D.1/TL.00/11/2017, Tanggal 17 November 2017, Perihal **Izin Research**, dengan ini selaku kepala sekolah SMK N 1 Raman Utara menerangkan bahwa:

Nama   : **ROFIKOTUL AZIZAH**

NPM   : 13108307

Semester   : 9 (Sembilan)

Jurusan   : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah selesai mengadakan penelitian di SMK N 1 Raman Utara dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi dengan judul: **"THE USE OF BOARD GAME TO IMPROVE THE STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADE OF SMK N 1 RAMAN UTARA EAST LAMPUNG"** mulai dari tanggal 20 November s/d 7 Desember 2017.

Demikian Surat Keterangan ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Raman Utara, 8 Desember 2017
Kepala SMK N 1 Raman Utara

Drs. H. SUPARMAN, MM.
NIP. 19630108 198303 1 005

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : Rofikotul Azizah   Jurusan   : TBI
NPM   :13108307   Semester   : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal Yang Dikonsultasikan	Tanda Tangan Mashasiswa
1.	Thursday 28/12/17	✓		Revise Answer sheet	
2	04/01 2018	✓		Revise Chapter I U L V	
3	08/01 2018	✓		ACC Mengajuan	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili (0725) 47296:
Website: www.metrouniv.ac.id E-Mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Rofikotul Azizah   Jurusan   : TBI
NPM   :13108307   Semester/TA   : IX/2017

No	Hari/ Tanggal	Pembimbing		Hal Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 15th /2017		✓	Revise chapter III Revise chapter V	
2.	Thursday 21 /12 2017		✓	Revise Grammar	
			✓		

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Rofikotul Azizah   Jurusan : TBI
NPM :13108307   Semester/TA : IX/2017

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal Yang Dikonsultasikan	Tanda Tangan Mashasiswa
1.	Kamis 8 - 6 - 2017	✓		Revise footnote & Bibliografi	
2.	Selasa 12/6 2017	✓		Revise chapter I	
3.	Kamis 15/6 2017	✓		Revise Chapter I	
4.	Senin 11/9 2017	✓		Revise Chapter II	
5.	Senin 18/9 2017	✓		Revise Chapter III	
6	Sen 25 9 2017	✓		Acc seminar .	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : Rofikotul Azizah   Jurusan   : TBI
NPM   :13108307   Semester/TA   : IX/2017

No	Hari/ Tanggal	Pembimbing		Hal Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday 4th May 2017		✓	- Revise Footnote - Chapter I - Chapter II - Chapter III	
2.	Monday 15th May 2017		✓	- Revise Cover - Chapter 1 - Objective of study - Chapter III - Research Instrument	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE

The full name of the researcher is Rofiqotul Azizah. She was born in Sendang Rejo, June 4th, 1995. She is the last child of H. Ahmad Zainuddin and Siti Sholihah. She was lived in Sendang Rejo, Central Lampung. The researcher had studied at MIN 1 Sendang Rejo and finished her study in 2007.

After that she continued her study in Junior High School for 3 years in MTs Ma'arif 03 Sendang Rejo and finished her study in 2010. Then she continued her study in the Senior High School at MA Darul A'mal Kota Metro for 3 years and finished her study in 2013. And the last she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro.