



**THE EFFECT OF *ENGLISH GRAMMAR TEST* APPLICATION
ON STUDENTS' GRAMMAR MASTERY OF SIMPLE PAST
TENSE AT THE EIGHTH GRADE OF JUNIOR
HIGH SCHOOL**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as a Partial Fulfilment of the
Requirements for Degree of *Sarjana Pendidikan* (S-1) in the English
Education Department

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN**

2020



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Skripsi ini yang berjudul **"THE EFFECT OF ENGLISH GRAMMAR TEST APPLICATION ON STUDENTS' GRAMMAR MASTERY OF SIMPLE PAST TENSE AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL"** yang disusun oleh Dinda Dwi Tifani dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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Assalamualaikum Wr.Wb

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang Membuat Pernyataan



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ABSTRACT

Dinda Dwi Tifani. Registration Number: 0304161052. The Effect of English Grammar Test Application on Students' Grammar Mastery of Simple Past Tense at the Eighth Grade of Junior High School. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

The objective of this study is to find out whether there is a significant effect of English Grammar Test (EGT) application on students' grammar mastery of simple past tense at the eighth grade of Junior High School. Quantitative research method with quasi-experimental design was used in this research. It was conducted at the eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau. The population consisted of 60 students from two classes. Using saturation sampling method, the two classes namely VIII-A and VIII-B were selected as the sample of this study with each class consisted of 30 students. Furthermore, VIII-A class was selected as control class and VIII-B class as experimental. In collecting the data, multiple choice and "fill in the blank" test forms were used in this study. The tests were then distributed in two ways; 1. Pre-test was distributed before the treatment: 2. Post-test was distributed after the treatment. Furthermore, the data was analyzed by using statistical formulation and Microsoft Excel 2013 with 0,05 significance level. After the data was analyzed, it can be found that the value of t_{observed} was higher than t_{table} . It can be seen from $t_{\text{observed}} (3,839) > t_{\text{table}} (2,001)$ at the degree of freedom (df) = 58. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Therefore, it can be concluded that English Grammar Test application gives significant effect on students' grammar mastery of simple past tense at the eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau.

Key words: *English Grammar Test Application, Grammar Mastery, Junior High School*

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The title of this thesis is “**The Effect of English Grammar Test Application on Students’ Grammar Mastery of Simple Past Tense at the Eighth Grade of Junior High School**”. This thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatra Medan.

Writing a thesis is something miracle for the writer. There are so many difficulties that the writer found during collecting the data. The difficulties in arranging the thesis which include, finding suitable references, making a research in hard situation during pandemic of Covid-19, collecting the data, and analyzing the data are the things that the writer have to face. Therefore, beside of thank to Allah who has given blessing, the writer also would like to thank for all of people who given guidance, help and support to finish this thesis well. The writer would like to express her gratitude to:

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TABLE OF CONTENT

ABSTRACT.....	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of Problem.....	5
C. The Formulation of Problem.....	5
D. The Objectives of Study	6
E. The Significance of Study	6
CHAPTER II THEORETICAL REVIEW	8
A. Theoretical Framework.....	8
A.1 Grammar as an Element of Language	8
A.1.1 The Definition of Grammar.....	8
A.1.2 The Definition of Grammar Mastery.....	9
A.2 Tense as Basic Terms in English Grammar	10
A.2.1 The Definition of Tense	10
A.2.1.1 The Definition of Simple Past Tense	11
A.2.1.2 The Formulation of Simple Past Tense	12
A.2.2 Regular and Irregular Verbs	13
A.3 Technology Integration in Language Learning	14
A.3.1 Mobile Assisted Learning Language	17
A.4 English Grammar Test Application	18
A.4.1 The Definition of English Grammar Test Application.....	18
A.4.2 The Procedure of English Grammar Test.....	19
B. Conceptual Framework.....	22
C. Related Studies.....	23
D. Hypothesis.....	25

CHAPTER III RESEARCH METHODOLOGY	26
A. Place and Time of the Study	26
B. Research Design.....	26
C. Population and Sample	27
C.1 Population	27
C.2 Sample.....	28
D. Instrument of the Study.....	29
E. Validity and Reliability.....	30
F. Technique of Data Collecting	31
F.1 Pre-Test	31
F.2 Treatment	32
F.3 Post-Test	34
G. Technique of Data Analysis	35
G.1 Preliminary Analysis	35
a. Normality Test	35
b. Homogeneity Test	36
G.2 T-Test	36
G.3 Hypothesis Test	37
 CHAPTER IV RESEARCH FINDING AND DISCUSSION	 39
A. Description of Data	39
A.1 The Data of Pre-Test	39
A.2 The Data of Post-Test	41
A.3 The Gained Score.....	42
B. Data Analysis	44
B.1 Preliminary Analysis	45
a. Normality Test	45
b. Homogeneity Test.....	47
B.2 T-Test	48
B.3 Hypothesis Test	49
C. Discussion	49

CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion.....	53
REFERENCES	55
APPENDIX	61

LIST OF TABLES

Table 2.1. Forms of Simple Past Tense	12
Table 2.2. Example of Simple Past Tense	13
Table 2.3. Regular and Irregular Verbs	14
Table 3.1. Design of Research	27
Table 3.2. The Pupolation of Student	28
Table 3.3. The Sample of Research	29
Table 3.4 Learning Activities	32
Table 3.5 Score of Control Class	35
Table 3.6 Score of Experimental Class.....	35
Table 4.1 Normality test of Pre-Test	45
Table 4.2 Normality test of Post-Test.....	46

LIST OF FIGURES

Figure 2.1 Grammar Test Logo	18
Figure 2.2 The Level of Learning Topic	19
Figure 2.3 List of Topic in Learning Grammar	20
Figure 2.4 List of Sub-topic from Topic Learning	20
Figure 2.5 The explanation of Correct Answer	21
Figure 2.6 The Explanation of Wrong Answer	21
Figure 2.7 Click “Check Result“ Icon for the Score Information	21
Figure 2.8 The Display of Score Information that users have	22
Figure 4.1 Score of Pre-Test	40
Figure 4.2 Score of Post-Test.....	41
Figure 4.3 The Students’ Gained Score	43
Figure 4.4 The Mean Score of Pre-Test, Post-Test and Gained Score In Control Class and Experimental Class	44

CHAPTER I

INTRODUCTION

A. The Background of Study

English is one of the important languages that must be mastered by all people around the world as a way to create a wider communication in this globalization era. According to Fithriani, the globalization era has made English as the most widely spoken language for several aspects such as trade, education, business and tourism.¹ That means English must be mastered by everyone in order to able to follow the world developments in the term of communication.

In Indonesia, English is set as a foreign language and the way to master it is by making English as one of subject in education system. Learning English is provided at Junior High School, Senior High School and also at university level.² In learning English, there are some elements that learners have to master. Badger said that there are five elements in learning English namely pronunciation, spelling, grammar, vocabulary and discourse.³ One of the elements that learners have to master is grammar in order to can support their process in mastering English as foreign language.

Grammar is one of the significant elements to learn and master English as a foreign language. By learning grammar, it can help the learners to furnish the basis

¹ Rahmah Fithriani, (2018), "Discrimination behind Nest and Nnest Dichotomy in ELT Professionalism" in The 1st Annual International Conference on Language and Literature, KnE Social Science, pages-741-755. DOI 10.18502/KSS.V3i4.1982

² Aang Suwardi, (2010), *Students Difficulties in Learning Present Continuous Tense*, [Unpublished S-1 Program Thesis]. UIN Syarif Hidayatullah, Jakarta

³ Ricard Badger, (2018), *Teaching and Learning the English Language: A Problem-Solving Approach*, UK: Bloomsbury Publishing.

of the four language skills such as, listening, speaking, reading and writing.⁴ One of the significant terms in learning grammar is verb. As Bindra said that it's difficult to talk about English grammar without the terms, such as noun, verb, subject, object and etc.⁵ It means when the learners want to learn English, they have to learn all of the terms in grammar and one of them is verb.

Verb is defined as a word that describe an action.⁶ In learning about verb, the learners should learn about the use of verb related to the time of action called as tense. Hornby cited in Ovalina defined tense as an action, activity or state may occur in present, past or future.⁷ It means that tense refers to an action or statement related to the time when it occurred. Therefore, tenses defined as basic term in learning grammar.

In English syllabus, learning tenses at junior high school level consists of eight tenses determined based on the grade of class. According to Kurikulum 2013, there are 3 tenses that eighth grade of junior high school students have to learn about it, namely simple present tense, present continuous tense and simple past tense.⁸

According to Kementerian Pendidikan dan Kebudayaan, the student have to achieve some indicators in learning tenses that have been determined in basic and

⁴ Rahmah Fithriani, (2018), Communicative Game-Based Learning in EFL Grammar Class Suggested Activities and Students' Perception, *JEELS*, Volume 5, Number 2.

⁵ Annie Brinda, (2016), *English Grammar Rules and Usage*, Chennai: Notion Press. P. 21

⁶ Tien Rafida, (2017), *Integrated Basic English for Islamic College*, Medan: Perdana Publishing, P. 7

⁷ Ovalina, (2010), *Improving Students' Ability in Using the Simple Past Tense Through Contextual Teaching Learning (A Classroom Action Research at the 8th Grade Students of SMPN 17 Tangerang Selatan)*. [Unpublished S-1 Program Thesis. UIN Syarif Hidayatullah, Jakarta.

⁸ Indra Budiman, (2017), *Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris SMP/MTS*. Accessed at March 12th, 2020 from <https://docplayer.info/30501535-37-kompetensi-inti-dan-kompetensi-dasar-bahasa-inggris-smp-mts.html>

core competencies related to the existing curriculum. The students at high school level have to master about the language features, text structure and social function in learning tenses.⁹ Based on this statement, the eighth grade students of junior high school have to comprehend the language features, text structures and also the conjugation of verb in simple past tense.

But in reality, the students face some difficulties in learning tenses, especially in simple past tense. The factors that cause the difficulties in learning simple past are lack of practice and the limited time to learn in class. As Banu and Nishanthi mentioned that the difficulties in learning caused by the students who have limited time to learn in class and they still don't have enough encouragement to practice.¹⁰

Practically, using technology can be a solution to solve the problem about limited time and lack of practice in class. Pazilah, Hashim and Yunus said that using technology in class can stimulate the students' initiatives and economize class time.¹¹ It means that using technology can economize the learning time in class. In addition, the students can also use the technology to take advantages of their free time outside of school, because technology can be used easily inside and outside the classroom. With the ease of using technology, the students will indirectly feel attracted and increase their intensity in practicing more than before.

⁹ Kementerian Pendidikan dan Kebudayaan, (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013*. Cited January 7th, 2020, from <https://bsnp-indonesia.org/2016/08/24/peraturan-menteri-pendidikan-dan-kebudayaan-nomor-24-tahun-2016/>

¹⁰ S. Rasheedha Banu and Rajathurai Nishanthi, (2017), Difficulties Faced by College Student in Speaking English – A Sociological Refelection, *International Journal of Trend in Research and Development*, Volume 4(3), ISSN: 2394-9333

¹¹ Fetylyana Nor Pazilah, Harwati Hashim and Melor Md. Yunus, (2019), Using Technology in ESL Clasroom: Highlights and Challenges, *Creative Education*, 10, 3205-3212.

In this era, technology has been integrated with education and one of the emerging innovation is the use of technology as a medium in language learning process.¹² The one of technology integrations in teaching language is by using mobile device as a development on Mobile-Assisted Language Learning (MALL). MALL is an approach in language learning and teaching by using mobile devices.¹³

MALL can be used as a medium in learning to improve student mastery in grammar, especially in simple past tense. For instance, Mughti in her research found that English Grammar Application can effective as a medium to teach tenses especially Simple Past Tense on first grade of Senior High School.¹⁴ Gamlo found that there are the benefits of using mobile application in learning English as a foreign language. He said that the students can complete the questionnaire and revealed a positive attitude in learning grammar after using Learn English Grammar Application.¹⁵ Inayati and Damayanti mentioned that Johnny Grammar Word Challenge Application is suitable to be implemented in class as a way to improve students' grammar ability especially in learning simple past tense.¹⁶

¹² Mohammad Reza Ahmadi, (2018), The Use of Technology in English Language Learning: A Literature Review, *International Journal of Research in English Education (IJREE)*, 3(2), P. 115-125

¹³ Rahmah Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah, and Widia Fransiska, (2019), "Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective" in *The Second Annual International Conference on Language and Literature*, KnE Social Science, pages 634-645. DOI 10.18502/kss.v3i19.4892

¹⁴ Yunevika Mughti, (2019), The Effectiveness of English Grammar Application in Students English Grammar Achievement at the First Grade of Islamic Senior High School Kota Blitar in Academic Year of 2018/2019, [Unpublished S-1 Thesis Program], IAIN Tulungagung, Blitar.

¹⁵ Nada Gamlo, (2019). The benefits of integrating the "learn English grammar" application into the Saudi EFL pre-intermediate preparatory year classroom. *International Journal of English Language Education*, 7(1). P. 19-36.

¹⁶ Azizatul M. Inayati and Desy Damayanti, (2016) Improving students' grammar ability (simple past tense) using "johnny grammar word challenge" application in junior high school. *Proceeding the 2nd International Conference on Teacher Training and Education Sebelas Maret*, 2(1), 876-881.

Therefore, by the successful of the previous studies in using MALL as medium in learning and teaching language especially English, this research also would like to use one of mobile device or application as medium to learn grammar namely English Grammar Test. This application is chosen because the study that use this application is still in small numbers. In addition, this application is very simple and easy to use by the students.

According to the background of study above, this research will designate the title **“THE EFFECT OF ENGLISH GRAMMAR TEST APPLICATION ON STUDENTS’ GRAMMAR MASTERY OF SIMPLE PAST TENSE AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL”**.

B. The Identification of Problem

Based on the background of study above, the identification of the problems can be described as below:

1. The students face some difficulties in learning about simple past tense.
2. The students have limited time to learn simple past tense in the classroom.
3. The students lack of practice about simple past tense inside and outside of classroom.
4. The students need attractive medium in learning simple past tense.

C. The Formulation of Problem

Based on the research problems above, the formulation the research question can be seen as follow: “Is there any significant effect of using English Grammar Test application on students’ grammar mastery in simple past tense?”

D. The Objectives of Study

Based on the formulation of research above, the objective of the study is to find out the significant effect of using English Grammar Test application on students' grammar mastery in simple past tense.

E. Significance of Study

This research is expected can provide both theoretical and practical significances as follow:

1. Theoretical Significance

Theoretically, this research is expected can provide information and knowledge for the readers about the effect of English Grammar Test application on students' grammar mastery in learning simple past tense.

2. Practical Significance

a. For Students

The result of this research is expected can give a contribution to the students at eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau.

b. For Teachers

The result of this research is expected can build teachers' motivation in using innovative teaching and learning medium. Furthermore, if English Grammar Test application is effective to improve students' grammar mastery, the teachers can use this application as a medium in teaching and learning process.

c. For Researcher

This research is expected can provide great information and also can be one of reference to complete the further research from another researchers who want to create a research in the same field of study.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

A.1 Grammar as an Element of Language

A.1.1 The Definition of Grammar

As Badger said that there are five elements that learners have to master in learning language and one of them is learning grammar.¹⁷ It means that grammar is one of significant elements that students have to master, in order to can support their English learning process to achieve the benefits and significant things in using English as foreign language.

There are so many definitions of grammar proposed by different experts. Huddleston stated that grammar can be understood as a full description of the form and meaning of sentences in a language.¹⁸ It can be defined that grammar related to the sentences form or structure in a language. Based on that theory, it means that the learners have to know about the structure of sentence if they would like to master foreign language. Meanwhile, Batstone mentioned that how the way words can be combined together in a sentence of language is the part of grammar.¹⁹ It means that grammar explains about the rules of words combination into the

¹⁷ Badger, Ibid.

¹⁸ Rodney Huddlestone, (2000), *Introduction to the Grammar of English*. Cambridge: Cambridge University Press, P.1

¹⁹ Rob Batstone, (2003), *Grammar: Language Teaching; A Scheme for Teacher Education*, Oxford: Oxford University Press, P. 3

sentences form in a language. Similarly, Dalimunthe defined grammar as a role to change the words and combining them into sentences in language.²⁰

According to the theories above, it can be concluded that grammar is one of significant element in learning English as a way to combine the words and form them into sentence in language. Grammar has a correlation with the structure or form of sentence in a language by combining some words. We should master the structure or formulation of sentence if we want to master the language itself. By understanding the structure, the user of language can master the language easily.

A.1.2 The Definition of Grammar Mastery

Grammar mastery will help the students to organize the words.²¹ In other words, grammar mastery means the students able to use and combine the words into sentence by using the true way. After the students learn about grammar, the teachers have to make sure that they can understand about grammar that has been studied.

In learning language, using correct grammar caused by the development of grammar mastery to use the right rules in language as a way to communicate in verbal and non-verbal.²² It means that people will be a communicative language users and success in using the language, if they can use the correct grammatical of language in spoken and written. The ability of using correct grammar is a result from grammar mastery in learning language.

²⁰ Haniva Halim Dalimunthe, (2018), *The Difference of Grammatical Errors in Writing Recount Text by Natural Science Student and Social Science Studetns at Eleventh Grade of Madrasah Aliyah Tahfizil Qur'an Medan in Academic Year 2017/2018*. [Unpublished S-1 Program Thesis]. UIN Sumatera Utara, Medan

²¹ Jimmi, (2017), *The Effect Analysis of Grammar Mastery towards Writing English Skill*, Vol. IX No.2

²² Lestari, R. (2018). The Effect of Grammar Mastery and Learning Motivation toward English Descriptive Writing Skill. *PROGRESSIVE JOURNAL*, 13(2), 107-118. Retrieved from <https://ejournal.nusamandiri.ac.id/index.php/progressive/article/view/533>

Based on the experts' statements above, it can be concluded that grammar mastery refers to ability to comprehend and master the rules for forming word and makes it into sentence. In learning English, one of important part to master the language is understand the English grammar correctly.

A.2 Tenses as Basic Terms in English Grammar

A.2.1 The Definition of Tense

Brinda argued that difficult to talk about grammar without talk about verb and other terms in grammar.²³ Meanwhile, Hornby cited in Ovalina defined tense as an action, activity or state may occur in present, past or future.²⁴ Based on all of the theories above, it can be concluded that tense is one of significant terms that impossible for us to forget in learning English grammar where in this terms, we will learn about the classification of verb based on the time whether it occurs in present, past or future time.

There are sixteen tenses in English and they are divided into four basic tenses namely present tense, past tense, future tense and past future tense.²⁵ The four basic tenses are classified based in the time of action or statements and each basic tenses consist of four kinds of tenses. Present tense tells about actions which takes places in present time. Past tense tells about action which takes place in the past. Future tense tells about actions which takes place in later than now.²⁶

²³ Brinda, Ibid. p. 21

²⁴ Ovalina, Ibid.

²⁵ Darni, Anshari Syafar and Wahyudi, (2014), Teaching The Present Continuous Tense Through Short Dialogue, *e-Journal of English Language Teaching Society (ELTS)*, Vol.2 No.1, P.1-13

²⁶ T. Ramesh Babu and A. Phani Raj Raj Kumar, (2017), Teaching Tenses in a Simple Method for Non-Native Speakers, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Volume 22, Issues 12, P. 46-52

In conclusion, there are so many kinds that include in learning grammar where the student have to master and understand to support their English learning process. One of them is learning about tenses. This research will focus on simple past tense, because this topic related to their topic study in class for this semester at Junior High School level based on the curriculum.

A.2.1.1 The Definition of Simple Past Tense

Simple past tense is used to tell about activities or events that occurred in the past time, yesterday, last night or etc.²⁷ In simple past tense, actions, events or state happened or existed before now and they finished or completed in the past.²⁸ Similarly, Joshi mentioned that past tense is the verb expresses an action that happened in the past and it happened before present.²⁹

It can be concluded that simple past tense is an action done by someone in the past time before the present time and the action finished or completed in that time or it doesn't have a relation in the present time. For example, people can use simple past tense when they want to tell about their experience, something happened in the previous day, explain about research that has been done and so on. Simple past tense is a kinds of basic tense and often used by the learners in written or communication in English. In this kind of tenses, there is the conjugation or a change of verb.

Past time can also find in Holy Quran that describe about some changes which happen in human life. In the Huud verse 90 Allah says:

وَأَسْتَغْفِرُوا رَبَّكُمْ ثُمَّ تُوبُوا إِلَيْهِ إِنَّ رَبِّي رَحِيمٌ وَدُودٌ (٩٠)

²⁷ Rafida, Ibid, p. 68

²⁸ Nilam Pathak and Anshuman Sharma, (2019), *Story Tense: Learn English Tense through Stories*, India: Aegis Consulting (India) Private Limited

²⁹ Manik Joshi, (2014), *Using Tenses in English: Past, Present, Future Volume 15 from English Daili Use*, India: Manik Joshi, P.1

The Meaning:

“Seek the forgiveness of your Lord and turn to Him in repentance. Surely my Lord is Ever Merciful, Most Loving”³⁰

This meaning describe about Allah Merciful to forgive the human mistakes in past time. Based on the meaning above, it can be conclude that past time refers to the action or events that happened in past time before the present time. All of the action or events in past time will be a memory in the present time. There are some actions or event that happened and finish in that time and others have correlation until today. Specifically, simple past tense refers to all of things that happened in past time and finish in that time or there is no relation with the present time.

A.2.1.2 The Formulation of Simple Past Tense

There are some forms of simple past tense. According to McGraw, the tenses forms consist of three types such as affirmative, negative, and interrogative.³¹ The form of simple past tenses are provided in a table below:

Table 2.1
Forms of Simple Past Tense

Affirmative	Subject + V2 Subject + was/were
Negative	Subject + didn't + V1 Subject + wasn't/weren't

³⁰ Muhammad Mariduke Pickbull, (2007), *The Holy Quran*, New Delhi: Adam Publisher & Distributors, P. 520

³¹ McGraw-Hill, (2002), *Interaction 1 Grammar*, New York: McGraw-Hill Companies, Inc., P.106

Interrogative (WH Question)	Question + did + Subject + V1?
	Question + was/were + Subject
Interrogative (yes/no question)	Did + Subject + V1?
	Was/were + Subject
Interrogative (Negative)	Didn't + Subject + V1?
	Wasn't/weren't + Subject

Based on the table above, there are two types of sentence in each form of tenses. These types of sentence divided based on the sentence that use the verb or not (to be). This research will focus on affirmative, negative and interrogative (yes/no question) forms in accordance with the topic in English Grammar Test application. After the readers understand about the form of simple past tense, the example of each type that provided in the table below:

Table 2.2
Example of Simple Past Tense

<ul style="list-style-type: none"> • Subject + V2 • Subject + was/were 	<ul style="list-style-type: none"> • She went to the cinema last night • You were fat
<ul style="list-style-type: none"> • Subject + did+ not + V1 • Subject + was/were + not 	<ul style="list-style-type: none"> • You didn't call me yesterday • I was not in my village last Friday
<ul style="list-style-type: none"> • Question + did + Subject + V1? • Question + was/were + Subject? 	<ul style="list-style-type: none"> • What did you do? • Who was in my room last night?
<ul style="list-style-type: none"> • Did + Subject + V1? • Was/were + Subject? 	<ul style="list-style-type: none"> • Did you buy a new bag last week? • Was He handsome?
<ul style="list-style-type: none"> • Didn't + Subject + V1? • Wasn't/weren't + Subject 	<ul style="list-style-type: none"> • Didn't you see? • Weren't they sad?

A.2.2 Regular and Irregular Verb

Sihombing and Burton mentioned that the verb in simple past tense usually use –ed for regular verb and the other will change the spelling for irregular verb. They

also mentioned that the most of verb are regular, but there are so many irregular verb also.³² Regular and irregular verb have close relationship with simple past tense, because the learners will use them in learning simple past tense. Regular and irregular have a lot of verbs to memorize and understand. Some regular and irregular verbs will be provided in the table below:

Table 2.3
Regular and Irregular verbs

Regular		Irregular	
Infinitive	Past Tense	Infinitive	Past Tense
Accept	Accepted	Be	Was/were
Bake	Baked	Buy	Bought
Close	Closed	Do	Did
Follow	Followed	Eat	Ate
Invite	Invited	Go	Went
Open	Opened	Lose	Lost
Pass	Passed	See	Saw

A.3 Technology Integration in Language Learning

The integration of technology in education made the technology become an important part in teaching and learning activities. Davies defined the integration of technology as the effective implementation of educational technology to

³² Binsar Sihombing and Barbara Burton, (2008), *English Grammar Comprehension: Untuk Guru, Penulis dan Peminat Bahasa Inggris*, Jakarta: Grasindo, P.150

accomplish intended learning outcomes.³³ The use of technology in education is rapidly expanding and now seen worldwide as both necessity and opportunity in many country.³⁴

Technology development as happened in this era have been described in Holy Quran. In Al- Mujadilah verse 11 Allah says:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 اذْشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ
 (١١)

The meaning:

*“Believers, when you are told: 'Make room for one another in your assemblies,' then make room; Allah will bestow amplitude on you. And when it is said: 'Rise up,' then rise up; Allah will raise to high ranks those of you who believe and are endowed with knowledge. Allah is well aware of all that you do”*³⁵

This verse described about point of view from Islam about technology. The principles of technology development can be seen at this verse where Allah will give higher degree for people who can develop the knowledge include technology. Technology is one of result from the people who want to develop their knowledge. It means that technology is significant part in human life.

³³ Randall S. Davies, (2013), *Technology Integration in School: Handbook of Research on Educational Communications and Technology (4th edition)*, Provo: Brigham Young University, P. 6

³⁴ Fahri Haswani, (2014), The Role of Technology in EFL Classroom, *IJEE*, Vol. 1, No. 2, P. 107-118

³⁵ Haris Budiman, (2017), Peran Teknologi Informasi dan Komunikasi dalam Pendidikan, *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, Volume 8, No. 1. P. 31-43

Using technology in education can be defined as a proof of the technology development that can be integrated with the teaching and learning activity. In another words, it is an effort hoped able to solve the problem in teaching and learning by using innovative medium. One kind of teaching activity which integrated with the development of technology is language teaching and learning.

The American Council on the Teaching of Foreign Language noted that technology has been used to both assist and enhance language learning.³⁶ There are so many research about integration of technology in education which indicate that the use of technology in teaching and learning activity can give great benefits and good effect. As Larsen-Freeman and Anderson cited in Ahmadi stated that technology provides teaching resources and brings learning experiences for students.³⁷ While Ammade and friends argued that the use of technology can create new challenge and take the better step for better language teaching and learning activities.³⁸ In language teaching and learning, the use of technology defined as an effort to improve the level of education become the better one, because there are lot of benefits provided by using technology as an integrated medium in teaching and learning especially in language teaching and learning.

Based on all the theories above, it can be conclude that integration of technology is the use of technology as innovative medium in teaching and learning activity. Technology is hoped able to solve the problem in education especially in

³⁶ Ruxana Hossain Parvin and Shaikh Flint Salam, (2015), The Effectiveness of Using Technology in English Language Classroom in Government Primary School in Bangladesh, *Forum for International Research in Education (FIRE)*, Vol. 2, No. 1. P. 47-59

³⁷ Ahmadi, Ibid., p.115-125

³⁸ Salasiah Ammade, Murni Mahmud, Baso Jabu and Suradi Tahmir, (2018), Integrating Technology in English Language Teaching: Global Experiences and Lesson for Indonesia, *International Journal of English Linguistics (IJEL)*, Vol. 8, No. 6, P. 107-114

language learning, because using technology can improve the language teaching achievement and it is also can give the students some experiences in language learning itself.

A.3.1 Mobile Assisted Language Learning

Mobile Assisted Language Learning (MALL) is the example of technology development in education especially language learning. Fithriani defined MALL as an approach to enhance language learning by using mobile device.³⁹ Similarly with Kulkuskha-Hulme cited in Kwangsawad defined MALL as the use of mobile technologies in language learning.⁴⁰ It can be conclude that Mobile Assisted Language Learning (MALL) is the use of mobile devices as the technology development in this era as medium in language teaching and learning. The use of mobile device definitely have some benefits in order to support the language learning process.

There are some positive value of using mobile device in learning especially in language learning, such as mobile device can be used anywhere, anytime, including in class, at home or etc. And then, it is more possible to provide several mobile device in class than provide some computers.⁴¹ Some researchers also argued that using mobile device in learning can make it easy for users to create simple learning process.⁴²

³⁹ Fithriani, Ibid.

⁴⁰ Kwangsawad, Ibid.

⁴¹ Masoud Hashem, Masoud Azizinezhad, Vahid Najafi and Ali Jamali Nesari, (2011), What is Mobile Learning? Challenge and Capabilities, *Procedia-Social and Behavioral Science*, 30, P. 2477-2481

⁴² Rita Seroja Br Ginting, (2019), The Effect of Hello English Application on the Students' Vocabulary Mastery at The Eighth grade of Junior High School, [Unpublished S-1 Thesis Program], UIN Sumatera Utara, Medan

The use of mobile device in language learning is one way to improve the process in learning English as foreign language. MALL can be defined as an example of integrating technology in learning especially in language learning. MALL is the evidence of the development of technology in this era that can be integrated with education process. In using mobile device, there are some features that can be used by the users.

A.4 English Grammar Test Application

A.4.1 The Definition of English Grammar Test Application



Figure 2.1 English Grammar Test Logo

English Grammar Test is an easy and innovative mobile device of application in learning English especially in grammar. This application was developed by Truat'ss and released on November 18th, 2017. This application has been downloaded by one million users and received 11 thousand reviews in Google Play Store. Most of them give positive reviews in using this application. English Grammar Test application aims give a medium to learn English grammar easily for the learners or users. The developer claimed that this app is the best offline application to learn English especially in learning grammar.⁴³

This application consist of so many questions related to grammar, such as tenses, passive voice, preposition, adverb and adjective, article and so on. Grammar test app provided two learning level namely beginner and advanced. There is explanation in each question to give an understanding about the answer. The unique

⁴³ Truat'ss, (2017), *English Grammar Test*, accessed on March 10th, 2020 at 2p.m from <https://site.google.com/site/sleepmachineapp/privacy-policy/english-grammar-test>

one from this application is the users can check the score of their work in the last process. The score will be given in number and also star icon.

A.4.2 Procedure of Learning English through English Grammar Test Application

This application is easy to use by the learners who want to learn English grammar. The learners who want to learn through this application have to download this app in Google Play Store. After download process is complete, they can follow the procedure to learn in this application. The procedure to learn in this application will be explained as below:

- a. Firstly, the learners can choose the level that they want to learn whether in beginner or advanced level.

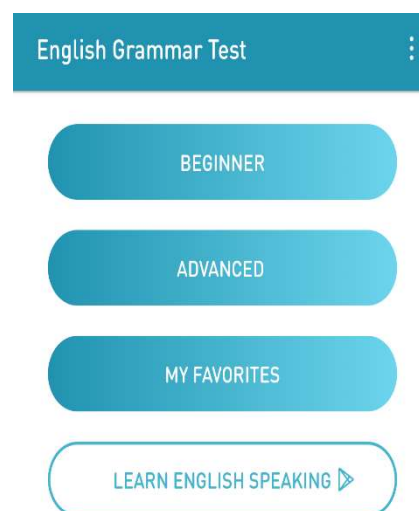


Figure 2.2 The level of learning topic

- b. Secondly, the learners can choose the learning topic that they want to learn in English grammar.

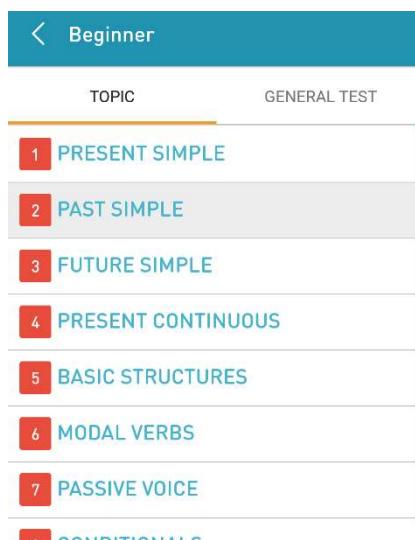


Figure 2.3 List of topic in learning grammar

- c. Thirdly, they can choose the sub-topic from the learning topic that they want to learn.

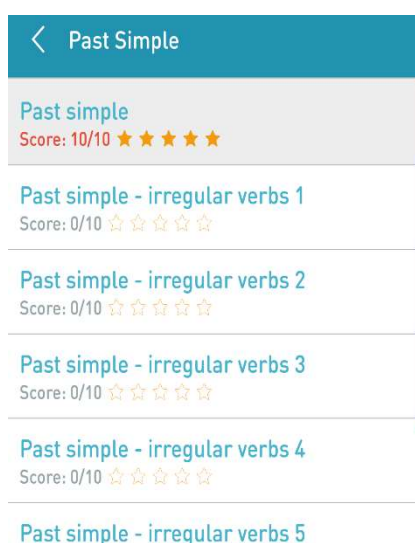


Figure 2.4 List of sub-topic from the topic learning

- d. Fourthly, they can start to answer the multiple choice question from number to 10. The learners also given an explanation about the question answer whether their answer is correct or wrong. (See figure 2.5 and 2.6)

← Past simple

1/10

He ___ to the party yesterday.

1. goes

2. went ✓

It's about the past. We need to use the second form of 'go' - went.

>

Figure 2.5 The explanation of correct answer

← Past simple

1/10

He ___ to the party yesterday.

1. goes ✗

2. went ✓

It's about the past. We need to use the second form of 'go' - went.

>

Figure 2.6 The explanation of wrong answer

- e. Fifthly, after answer all of the questions, the learners can click the “check result” icon and see the result.

← Past simple

10/10

___ she at the party yesterday?

1. Did

2. Was ✓

3. Were

Was he / she / it? We use 'did' with other verbs (not 'to be').

CHECK RESULT

Figure 2.7 Click “check result” icon for the score information

- f. And the last, the learners can see the score that they get. (See figure 2.8)

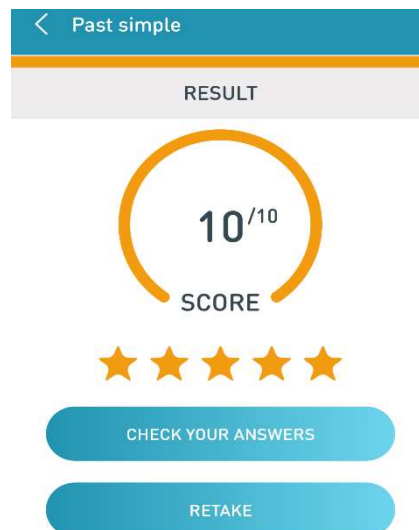


Figure 2.8 The display of score information that users have

B. Conceptual Framework

Grammar is one of significant part in learning English as foreign language. The students have to master about grammar if they want to master the language itself. In leaning grammar tenses become one topic that must be learned by the students. Learning tenses is also important, because tenses include in grammar learning topic as one of learning topic that students have to achieve. However, there are so many problem faced by the students in learning tense. Most of students feel difficult to determine the verb, language feature and also structure of sentence.

English teachers have to build their motivation to use innovative medium in teaching and learning process. By using unique medium in learning, it can attract students' attention to involve in learning process. The use of innovative medium can be one solution to overcome the problem in class. One of the media that can be used by the teacher is mobile device that support the learning process in accordance with the necessity of teacher and students. In learning grammar, one of suitable mobile device or application as a learning medium is English Grammar Test.

English Grammar Test application is a mobile device that can be downloaded in mobile phone as a learning medium. Beside, this application has easy procedure, so the student can operate it easily and funny. The students can learn by using this app when they want to practice in class and at their home.

Based on the explanation above, this research hoped can provide the significant effect of using English Grammar Test app on students' grammar mastery in learning simple past tense.

C. Related Studies

There are some studies that have same field with this research and it can be used as the related studies of this research. The same field refers to the studies that use same kind of application and same topic in learning.

Mughti in her research entitle "*The Effectiveness of English Grammar Application in Students English Grammar Achievement at the First Grade of Islamic Senior High School Kota Blitar in Academic Year of 2018/2019*" found that this mobile device or application can effective as a medium to teach tenses especially Simple Past Tense on first grade of Senior High School. She argued that it can be seen from the score after the treatment was higher than before the treatment.⁴⁴

Yusuf in his research entitle "*The Use of English Grammar Test of Android Game to Improve the Students' Grammar Competence on Phrasal Verbs*" found that English Grammar Test on android can improve the students' grammar

⁴⁴ Mughti, Ibid.

competence on phrasal verbs. He mentioned that there was significant difference profile between before and after teaching grammar by using this mobile device.⁴⁵

Inayati and Damayanti in their research entitle “*Improving Students’ Grammar Ability (Simple Past Tense) Using Johnny Grammar Word Challenge Application in Junior High School*” mentioned that this application is suitable to be implemented in class as a way to improve students’ grammar ability especially in learning simple past tense. The results of their research are students can enjoy the learning process and able to determine the appropriate verb in learning simple past tense.⁴⁶

Sahila in her research entitle “*The Effectiveness of English Tense Android Application to Improve Students’ Grammar on Simple Past Tense*” mentioned that giving material by using this medium can effective to improve the students’ grammar on simple past tense. The effectiveness can be seen from the score in experimental class that increase after giving the treatment.⁴⁷

After collected and read the related studies above, this research decided to analyze English Grammar Test application and students’ grammar mastery of simple past tense. All of these related studies is different with this research, because

⁴⁵ Faisal Abi Yusuf, (2016), The Use of English Grammar Test of Android Game to Improve the Students’ Grammar Competence on Phrasal Verbs (An Experimental Research of the Fourth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016), [Unpublished S-1 Thesis Program], IAIN Salatiga.

⁴⁶ Inayati and Damayanti, Ibid., p. 876-881

⁴⁷ Mannun Sahila, (2019), The Effectiveness of English Tense Android Application to Improve Students’ Grammar on Simple Past Tense (A Quasi-experimental Study on English Friendship Club of SMK NU Roudhotul Furqon Banyubiru in the Academic Year of 2018/2019), [Unpublished S-1 Thesis Program], IAIN Salatiga.

this research have different focus, but they have similarity in the research objectives and can give a lot on information related to this research.

D. Hypothesis

In this research, the hypothesis can be proposed as follow:

1. Null Hypothesis (H_0): There is no significant effect of using Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Tanjung Kasau.
2. Alternative Hypothesis (H_a): There is significant effect of using Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Tanjung Kasau.

CHAPTER III

METHODOLOGY

A. Place and Time of the Study

This research was conducted at MTs. Islamiyah Perkebunan Tanjung Kasau. The location of the school is at Jl. Sei Langgei, Perkebunan Tanjung Kasau village, Laut Tador subdistrict. Batubara district, North Sumatra. This school was chosen as the site of research because it is close and easy to reach by the researcher. In addition, from the result of a brief interview with the English teacher, there was no use of other medium in learning activities besides of books in this school. Thus, the English teacher hoped that research using application medium will help in bringing up the innovation in learning and teaching activities. This research was conducted in six meetings, consisted of one meeting for pre-test, four meetings for treatment and one last meeting for post-test. In addition, the research was conducted on July 15th to August 15th,2020.

B. Research Design

Quantitative research method was used in this research. Balnaves and Caputi said that quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.⁴⁸ Quasi experimental research design by using pre-test and post-test was used in this research. The purpose of this research design is to observe the effect of independent on the dependent variable.⁴⁹ This experimental design was appropriate with the

⁴⁸ Mark Balnaves and Peter Caputi, (2001), *Introduction to Quantitative Research Methods: An Investigating Approach*, London: Sage Publication, P. 16

⁴⁹ Bruce A. Thyer, (2012), *Quasi-Experimental Research Design*, New York: Oxford University Press, P.77

objective of this research that wanted to find out the effectiveness of Grammar Test application on students' grammar mastery in simple past tense.

Furthermore, in this design, the sample of the research were divided into two groups, namely experimental class and control class. In each group received a pre-test before the learning process. Afterward, these two groups received different treatment. The experimental class received a treatment in learning process by using English Grammar Test application. Meanwhile, control class obtained treatment in learning process by using common learning process without English Grammar Test application. After treatment process, all of them in experimental class and control class received a post-test in order to know the effect of English Grammar Test application on students' grammar mastery. According to Ary, Jacobs, Irvine and Walker said that the design of this research provided in the table below:⁵⁰

Table 3.1
Design of Research

Classes	Pre-test	Treatment	Post-test
Experimental	✓	Using English Grammar Test Application	✓
Control	✓	Using Print Medium (Student Worksheets)	✓

(Source: Donald Ary and friends *Introduction of Research in Education 10th edition*)

C. Population and Sample

C.1 Population

Population is the list of people who fit the conceptual definition.⁵¹ This research involved the eighth grade students in academic year 2019/2020. The reason for

⁵⁰ Donald Ary, Lucy Cheser Jacobs, Christine K. S. Irvine and David A. Walker, (2019), *Introduction to Research in Education: 10th Edition*, US: Cengage, P. 253

⁵¹ Donna M. Mertens, (2005), *Research and Evaluation in Education and Psychology*(2nd Edition), London: Sage Publication, P. 309

choosing this eighth grade was adjusted by the learning topic. Learning topic here means Simple Past Tense. According to Syllabus in Kurikulum 2013, Simple Past Tense is included in eighth grade of junior high school. In eighth grade, there are three topics about tenses namely simple present, present continuous and simple past tense. It means that the appropriate class for this research is eighth grade because this learning topic is only found in the eighth grade and does not provide in other grades.

In this school, there are two classes of the eighth grade students and the information about the total number of the eighth grade student was provided in the table below:

Table 3.2
The Population of Students

No.	Class	Number of Students
1.	VIII-A	30
2.	VIII-B	30
Total		60

C.2 Sample

Sample is the small group or part of population.⁵² Saturation sampling method was used to choose the sample of this research. Saturation sampling method includes all of elements in a population.⁵³ Because of the limited number of the class, all population in this research automatically include as sample. Both of

⁵² Mertens, Ibid. P.309

⁵³ M. Rajamanickam, (2001), *Statistical Methods in Psychological and Educational Research*, New Delhi: Concept Publishing Company, P.84

classes consist of 30 students. The information about sample provided in the table below:

Table 3.3
The Sample of Research

No.	Class	Male	Female	Number of Students
1.	VIII-A (Control)	13	17	30
2.	VIII-B (Experimental)	15	15	30
Total				60

The class of research was divided into experimental and control class. Both of them received a pre-test and post-test. The selection of which class would be the control and experiment class was determined randomly. Random selection was made by using two small balls of paper containing the class name. After that, the English teacher was asked to take each paper with her both hands. The paper in the left hand would be the control class and the paper in the right hand as the experimental class. As the result, VIII-A was assigned as the control class and they did not receive a treatment to use the application in learning process. Meanwhile, VIII-B was assigned as the experimental class, received a treatment by using English Grammar Test application in learning process.

D. Instrument of the Study

In a research, instrument defined as a tool to collect the data.⁵⁴ The test was used as an instrument to collect the data in this research. The question of this test was adopted from two books entitled “*Referensi Bahan Ajar (Target): Bahasa*

⁵⁴ Neliwati, (2018), *Metodologi Penelitian Kuantitatif: Kajian Teori dan Praktek*, Medan: CV. Widya Puspita., P.161

Inggris untuk SMP/MTs Kelas VIII”⁵⁵ and “*Sarana Belajar Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas 8*”⁵⁶. These books were obtained from another school, in order to make sure that the questions were different and never seen before. The test was distributed in pre-test and post-test form. Pre-test was distributed before treatment or learning process, while post-test was distributed after the treatment or learning process in the class. The test was consisted of 20 multiple choice questions and 10 “fill in the blank” questions for each test. In doing the test, the students have to choose the correct answer by crossing the letter a, b, c or d (for multiple choice) and put the correct letter in blank space (for “fill in the blank” questions). The students had 60 minutes to answer the questions. The test assessment was based on the point of correct answer and the details of rubric score can be seen in appendix 2.

E. Validity and Reliability

Kerkendall and Frank cited in Susilawati stated that a test is valid if it can measure what you want to be measured.⁵⁷ It means that the test in this research can be categorized as a valid test, if that test can measure the students’ grammar mastery. Meanwhile, they stated that a test will be consider reliable if the result of test is consistent.⁵⁸ It means that a test is reliable if the test can provide consistent result when the test administrated in different time.

⁵⁵ Tim Penulis, *Referensi Bahan Ajar (Target): Bahasa Inggris untuk SMP/MTs Kelas VIII*, Surakarta: CV Surya Badra

⁵⁶ Tim Penulis, *Sarana Belajar Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas 8*, Surakarta: Indonesia Jaya

⁵⁷ Dewi Susilawati, (2018), *Tes dan Pengukuran*, Sumedang: UPI Sumedan Press, P. 20

⁵⁸ Susilawati. Ibid, P. 21

Multiple choice and “fill in the blank” questions were used as the instrument and it was adopted from two books and then transferred it into a question sheet. The tests were considered valid and reliable because the questions in book have been adjusted to the standardized of test. In addition, the questions that always provided in the book can be used regularly to train students’ mastery in order to obtain the consistent result.

Furthermore, as Ary stated that the test is valid and reliable if it is suitable with the standardized of test. He defined the standardized of test as published test that has been determined carefully by the experts and related to the academic objectives and school system.⁵⁹ It can be concluded that the questions in this research instrument were valid and reliable, because it was adopted from academic book that have been adjusted in advance related to the education objectives by the expert such as the government in education field and related to the school system.

F. Technique of Data Collecting

F.1 Pre-Test

Pre-test is the initial test aims to know how far the learning material to be taught is known by the students.⁶⁰ In this research, pre-test was conducted on July 15th, 2020. There were 30 questions about simple past tense in pre-test was distributed for the students. The questions consist of 20 multiple choice and 10 “fill in the blank” forms. The questions was adopted from book entitled “*Referensi Bahan Ajar (Target): Bahasa Inggris untuk SMP/MTs Kelas VIII*”. The questions and reference in pre-test were different with post-test. These two classes (experimental and

⁵⁹ Ary, Ibid., p. 217

⁶⁰ Djaali, Pudji Muljono and Sudarmanto, (2008), *Pengukuran dalam Bidang Pendidikan*, Jakarta: Grasindo, P. 10

control) received same form and characteristic of questions. Pre-test was distributed to know how far the students' knowledge about simple past tense before treatment in the classroom. The student obtained the score based on the correct answer and it was adjusted to the score rubric (See questions and rubric in Appendix 2).

F.2 Treatment

Treatment is a specific method to a group of people involved as subject in a research.⁶¹ Both of classes received different treatment. VIII-A class used conventional method in teaching and learning process without using application as a medium. Meanwhile, English Grammar Test application was used in teaching and learning process as an innovative medium in class VIII-B. The brief learning activities will be described in the table below:

Table 3.4
Learning Activities

Class Meeting	Control	Experimental
I (July 16 th , 2020)	<p>Learning material: Formulation of Simple Past Tense</p> <p>Treatment: The teacher explained about formulation of simple paste tense and asked the students to do the task in page 33 as assessment.</p> <p>Learning tools and media: Students' Worksheet, Whiteboard.</p>	<p>Learning material: Formulation of Simple Past Tense</p> <p>Treatment: The teacher explained about formulation of simple past tense and asked the students do the task by using EGT application in feature Past Simple 1 as assessment.</p> <p>Learning tools and media: Mobile phone, Students' Worksheet, Whiteboard.</p>

⁶¹ Wina Sanjaya, (2015), *Penelitian Pendidikan: Metode, Pendekatan dan Jenis*, Jakarta: Penerbit Kencana, P. 88

Class Meeting	Control	Experiment
II (July 22 th , 2020)	<p>Learning material: Formulation of Simple Past Tense</p> <p>Treatment: The teacher re-explained about learning topic in the previous meeting briefly and asked the students make 10 sentences of simple past tense in group as assessment.</p> <p>Learning tools and media: Students' Worksheet, Whiteboard</p>	<p>Learning material: Formulation of Simple Past Tense</p> <p>Treatment: The teacher re-explained about learning topic in the previous meeting briefly, asked the student to make 10 sentence of simple past tense as assessment and guided the students to do the task by using EGT application in feature Past Simple - Negative and Question.</p> <p>Learning tools and media: Mobile phone, Students' Worksheet, Whiteboard.</p>
III (July 23 th , 2020)	<p>Learning material: Regular and Irregular verb</p> <p>Treatment: The teacher re-explained about learning topic in previous meeting briefly, explained about regular and irregular verb and asked the students to do the task in page 34 as assessment.</p> <p>Learning tools and media: Students' Worksheet, Whiteboard</p>	<p>Learning material: Regular and Irregular verb</p> <p>Treatment: The teacher and students repeat the learning topic in previous meeting, the teacher asked the students to do the task about regular and irregular by using EGT application as assessment in feature Past Simple - Regular Verbs 1 and Irregular Verbs 1.</p> <p>Learning tools and media: Mobile phone, Students' Worksheet, Whiteboard.</p>

Class Meeting	Control	Experiment
IV (August 5 th , 2020)	<p>Learning Material: Paragraph using Simple Past Tense</p> <p>Treatment: The teacher re-explained about learning topics in the previous meeting briefly, and asked the students to arrange simple paragraph using simple past tense as assessment.</p> <p>Learning tools and media: Students' Worksheet, Whiteboard</p>	<p>Learning Material: Paragraph using Simple Past Tense</p> <p>Treatment: The teacher asked the students to arrange simple paragraph in simple past tense as assessment and guided the students to do the task by using EGT application in some features have been taught in previous meeting.</p> <p>Learning tools and media: Mobile phone, Students' Worksheet, Whiteboard.</p>

F.3 Post-Test

After the treatment process, post-test was distributed to the two classes. Post-test is the last test aims to know the students' understanding about the learning material that has been taught in class.⁶² Post-test was conducted on August 6th, 2020. Post-test consisted of 20 multiple choice question and 10 "fill in the blank" questions about simple past tense and both of classes obtained same questions. The questions were adopted from book entitled "*Sarana Belajar Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas 8*". In post-test, the question and reference were different with pre-test but they have same characteristic and form. The students obtained the score based on the correct answer and it was adjusted to the scoring rubric (See question and rubric in appendix 2).

⁶² Djaali, Pudji Muljono and Sudarmanto. Ibid, P. 10

G. Technique of Data Analyzing

Before the data was analyzed, the students' answer in pre-test and post-test was graded by using the answer key that has been prepared previously. After the grading stage, all of the scores in pre-test and post-test in each class was recorded in the table below:

Table 3.5
Score of Control Class

No.	Name of Students	Score	
		Pre-Test	Post-Test
1.			

Table 3.6
Score of Experimental Class

No.	Name of Students	Score	
		Pre-Test	Post-Test
1.			

After collecting the score, the data was analyzed. There were several parts of data analysis, and every part of them will be explained below:

G.1 Preliminary Analysis

Preliminary analysis was the first thing to do. The purpose of this analysis was to know whether the data was accepted or not as requirement for t-test and hypothesis test. This analysis consisted of normality and homogeneity test.

a. Normality Test

Normality test was used to know whether the research data is normal or not. Normality test aimed to know the normality of the data distribution from two classes (experimental and control class).⁶³ The normality test used Lilliefors (Lo) and it

⁶³ Henry C. Thode Jr,(2002), *Testing for Normality*, New York: Marcel Dekker Inc. P. 2

was supported by Microsoft Excel 2013 to calculate the score. After getting L_o , the data was compared to $L_t \alpha = 0,05$. The characteristics of Lilliefors can be seen as below:

- 1) If $L_o < L_t$ = data is normal
- 2) If $L_o > L_t$ = data is not normal

b. Homogeneity Test

This test determines if the research data have same distribution of a single categorical variable.⁶⁴ Homogeneity test aimed to know the homogenous of data from two classes (experimental and control class). This test used statistical formulation of variants homogeneity test to found the result of $F_{count} (F_o)$. After getting $F_{count} (F_o)$, the data was compared to $F_{table} (F_t)$ the level of $\alpha = 0,05$. The characteristics of this test can be seen below:

- 1) If $F_o < F_t$ = sample is homogenous
- 2) If $F_o > F_t$ = sample is heterogenous

This test used statistical formulation of homogeneity test by using two variants in pre-test and post-test. The statistical formulation can be seen as below:⁶⁵

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

G.2 T-Test

T-test is the statistical analysis to know the difference between two means.⁶⁶

After normality and homogeneity test as a requirement of t-test were completed, all

⁶⁴ W. R. Kennedy, *Sampling, Standards and Homogeneity*, Philadelphia: ASTM Special Technical Publication, P.116

⁶⁵ Aeng Muhidin, (2017), *Statistika Pendidikan: Pendekatan Berbasis Kinerja*, Pamulang: UNPAM Press, P. 41

⁶⁶ Sri Wahyuni Saragih, (2017), *Statistik Pendidikan*, Medan: Fakultas Tarbiyah UINSU, P.80

the data in pre-test and post-test from experiment and control class were collected in order to know the significant effect of Grammar Test application on students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau in academic year 2019/2020. The purpose of t-test was to know the hypothesis that will be accepted or even rejected. The formula of t-test can be seen as below:⁶⁷

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

t = T-test

\bar{X}_1 = The average of the experimental class

\bar{X}_2 = The average of the control class

S_1^2 = Variant of the experimental class

S_2^2 = Variant of the control class

n_1 = The sample of the experimental class

n_2 = The sample of the control class

G.3 Hypothesis Test

Hypothesis test was used to know the result of test observation about sample. This hypothesis was the statistical formulation to determine whether there was or not the significance effect of using English Grammar Test application as medium in learning simple past tense on students' grammar mastery. The criteria of statistical hypothesis as follows:

⁶⁷ Santoso, (2018), *Statistika Hospitalis: Edisi Revisi*, Yogyakarta: Deepublish, P.95

- a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted.
- b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

The hypothesis of this study is:

- a. Alternative Hypothesis (H_a): There is significant effect of using English Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Tanjung Kasau.
- b. Null Hypothesis (H_0): There is no significant effect of using English Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Tanjung Kasau.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of Data

In this research, the quantitative data were obtained by using quasi experimental design. The data were obtained from the pre-test and post-test scores of 30 students in the control class and 30 students in the experimental class. These data were then analyzed to find out the significant effect of using English Grammar Test application on students' grammar mastery in simple past tense. There were two classes as sample of research, namely VIII-A as control class and VIII-B as experimental class. The data of this research were obtained by giving pre-test on July 15th, 2020 and post-test on August 6th, 2020. All of the research findings are presented in a diagram of result from pre-test, post-test and gained score below.

A.1 The Data of Pre-Test

Before giving a treatment in the class, pre-test was distributed to the control and experimental class to find out how far the students' understanding about the learning topic. After distributing the pre-test, the scores of students as the result of pre-test were obtained. The figure below shows the scores of pre-test in control and experimental class. Both of classes consists of 30 students and the score can be seen as follows:

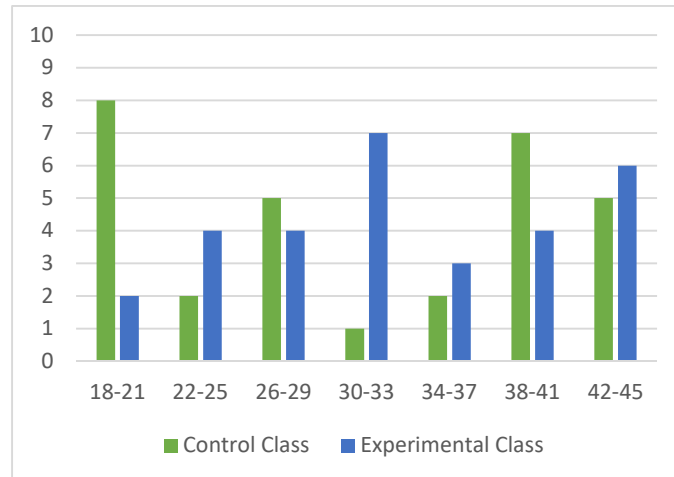


Figure 4.1 Score of Pre-Test

According to the figure above, it can be seen that in control and experimental class have same range of score in pre-test. The range of score in pre-test around 18-45, it means that the lowest and the highest score in these two class are same, but they have different number of students in each range. In the figure above, it can be seen that in range of score 18-21 has a huge difference in the number of students. This range of score becomes the range with the highest number of students in control class, meanwhile in experimental class, it becomes the range with the lowest number of students. In control class, there are 8 students who obtain that score, meanwhile experimental class obtain the lower number of students around 2 students. On the other hand, experimental class has a huge different number of students with the control class in range of score 30-33. In this range of score, the experimental class consists of 7 students, meanwhile the control class obtain a lower number, consisting of only 1 student. This range of score becomes the range which obtain the highest number of students in experimental class, meanwhile it becomes the range with the lowest number of students in control class. In the rest range, there is no huge difference because the difference number is only around 1-3 number of students. (See the complete data about the students' score in appendix 4).

According to the data above, it can be seen that between control and experimental class have similar score, it means that they have same level of understanding about the learning topic before the treatment. The similarity of these two classes is they are categorized have low score because they only have score around 18 to 45.

A.2 The Data of Post-Test

After giving a treatment in the classroom, the post-test was distributed to the control and experimental class to measure the students' understanding about learning topic that has been taught in the classroom. After distributing the post-test, the scores of students were obtained as the result of post-test. The figure below shows the scores of post-test in control and experimental class and the result of score can be seen as follows:

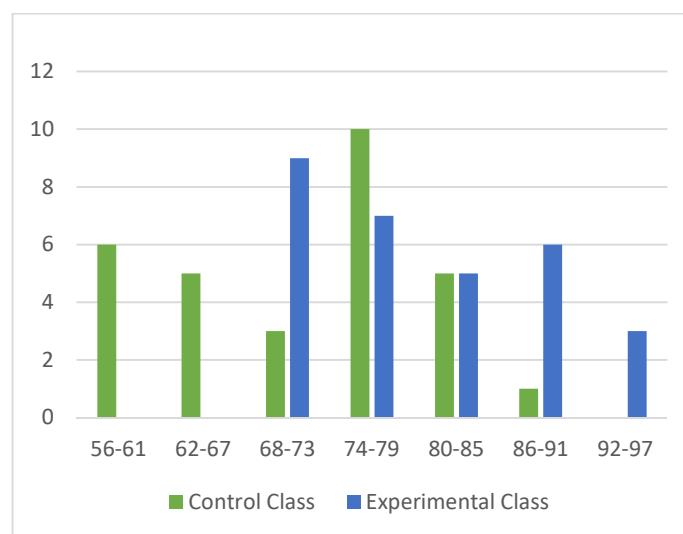


Figure 4.2 Score of Post-Test

According to the figure above, it can be seen that in control class and experimental class have the difference in the lowest and highest range of score. In control class, the lowest range of score is the range of 56-61, meanwhile the experimental class has the lowest range of score in the range of 68-73. Same as the

lowest score, the highest range of score is also different. In control class, the highest range of score is the range of 86-91, meanwhile the experimental class has the highest range of score in the range of 92-97. In the figure above, it can be seen there is a huge difference number of students in experimental class in range of score 68-73. In this range, the number of students in control class is 3 students, meanwhile in experimental class consists of 9 students. This range of score becomes the range with the highest number of students in experimental class. In control class, the range of score with the highest number of students occurs in range of 74-79. In this range, the control class obtain 10 students, meanwhile the experimental class consist of 7 students (See the complete data about students' score in appendix 4).

According to the data above, it can be seen between control and experimental class have significant differences score which shown by the highest score around 92-97 is only obtained by the students in experimental class who learn by using application. In addition, the lowest score in experimental class is higher than the lowest score in control class. Therefore, it can be concluded that there is significant effect of using application or mobile device in learning.

A.3 The Gained Score

According to Ary, gained score is the difference score between post-test and pre-test.⁶⁸ Gained score aims to know the effectiveness of using a method or treatment in research. Thus, the objective of gained score related to the objective of this research such as find out the effect of using English Grammar Test application as medium in learning. Therefore, gained score obtain the data by using the decrease

⁶⁸ Ary, Ibid., p. 318

of number between post-test and pre-test. The figure below shows the gained score of post-test and pre-test in control and experimental class.

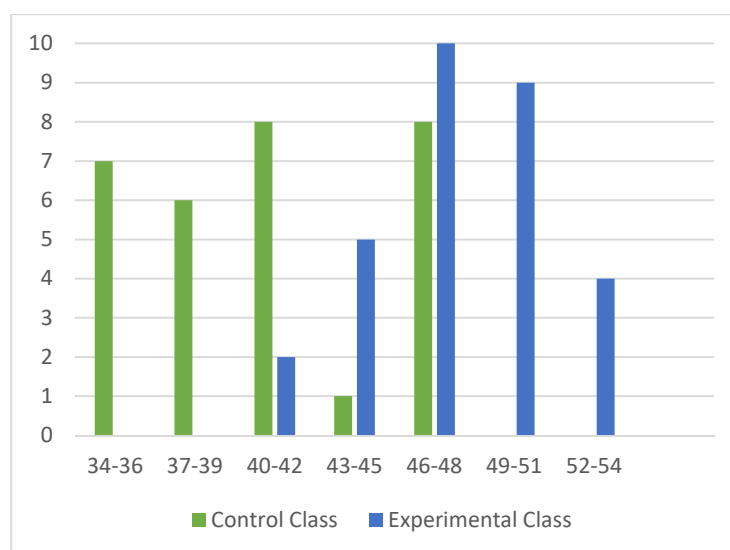


Figure 4.3 The Students' Gained Score Table

According to the figure above, it can be seen that the lowest range between control and experimental class are different. The lowest range of gained score in control class is 34-36, meanwhile the lowest range of gained score in experimental class is 40-42. The highest range between these two classes are also different. The highest range of score in control class is 46-48, meanwhile the highest range of gained score in experimental class is 52-54. These two classes are also have the differences in the highest and lowest number of students in each range. The highest number of student in control class is 8 students in range of score 40-42, meanwhile the lowest number of students is in the range of score 43-45 which consist of 1 student. In addition, the highest number of student in experimental class is 10 student in range 46-48, meanwhile the lowest is 2 students in range of score 40-42 (See the complete data of gained score in appendix 4).

According to the data above, it can be seen that there is an improvement of score in experimental class. The improvement of score is shown by the

improvement of score after the students in experimental class obtained the treatment to learn by using application in the classroom. The students in the experimental class obtained the score higher than the control class. It can be concluded that there is a significant effect of using application as medium in learning.

After gather the data of gained score, all of the result about the improvement of score is drawn by using chart. The improvement score consists of the score of pre-test, post-test and gained score. The chart can be seen below:

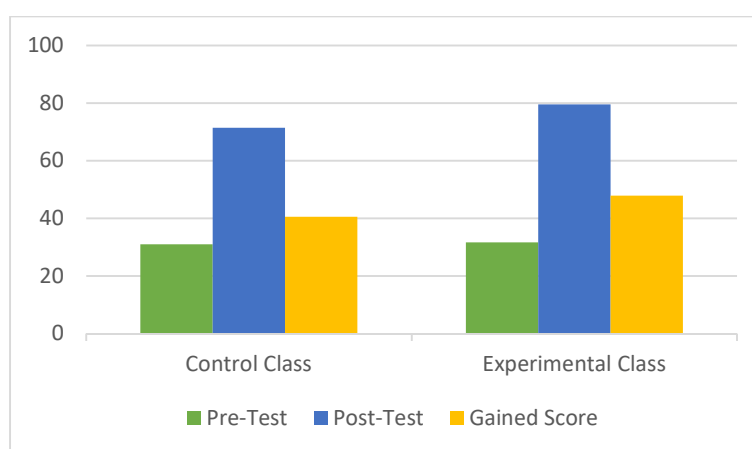


Figure 4.4 Mean Score of Pre-Test, Post-Test and Gained Score in Control and Experimental Class

According to the figure above, it can be seen that there is an improvement in control and experimental class. It is shown from the difference mean score of pre-test, post-test and gained score in control and experimental class. The mean score of pre-test in control class is 30,93 while in experimental class is 31,67. The mean score of post-test in control class is 71,47 while in experimental class is 79,60. Therefore, the gained score of control class is lower (40,53) than the experimental class (47,93).

B. Data Analysis

There are some parts of data analysis aim to know the significant effect of using English Grammar Test application in this research. The first step to analyze the data

is Preliminary Analysis. Preliminary Analysis is conducted to know whether the data is accepted or not as requirement for t-test and hypothesis test. It consists of Normality and Homogeneity test. After that, the next step is T-test aims to know the hypothesis that will be accepted or even rejected. Finally, the last part is hypothesis test. In this step, the result and conclusion are made by using statistical hypothesis. Hypothesis test aims to determine whether there is the significance effect of using English Grammar Test Application on students' grammar mastery or not. To complete the requirement for t-test and hypothesis test, the first step to analyze the data is Preliminary Analysis.

B.1 Preliminary Analysis

The purpose of Preliminary Analysis is to know whether the data is accepted or not as requirement for t-test and hypothesis test. Preliminary Analysis consist of normality and homogeneity test.

a. Normality Test

In this research, normality test was checked by using statistical form of Liliefors test and Microsoft Excel 2013 to calculate the score. Normality test is one of requirements in preliminary analysis step. The purpose of normality test is to know whether all of the pre-test and post-test data are normally distributed or not. The result of normality test can be read in the table below:

Table 4.1
Normality Test of Pre-Test

	Lilliefors Test ($\alpha= 0,05$)		Result
	Lo	Lt	
Control Class	0,156	0,161	Normal
Experimental Class	0,116	0,161	Normal

According to the table above, it can be seen that in control class, the Liliefors observation (L_o) shows the result around 0,156 meanwhile Liliefors observation (L_o) in experimental class is 0,116 (See the detail data of normality in appendix 5). With the total number of data (n) around 30 samples of pre-test in each class and at the level of α in 0,05, it was found that the result of Liliefors table (L_t) is 0,161 (See in appendix 7). It means that coefficient of Liliefors observation in control and experimental class are smaller than Liliefors table ($L_o < L_t$). Therefore, it can be concluded that the data of pre-test in control and experimental class are **normal**.

Table 4.2
Normality Test of Post-Test

	Lilliefors Test ($\alpha=0,05$)		Result
	L_o	L_t	
Control Class	0,138	0,161	Normal
Experimental Class	0,140	0,161	Normal

According to the table above, the result of control class shows the Liliefors observation (L_o) is 0,138 meanwhile experimental class shows the result in 0,140 (See the detail data of normality test in appendix 5). With the total number of data (n) around 30 samples of post-test in each class and at the level of α in 0,05, it was found that the result of critical value of Liliefors table (L_t) is 0,161 (See in appendix 7). It means that the coefficient of Liliefors observation in control and experimental class are smaller than Liliefors table ($L_o < L_t$). Therefore, it can be concluded that the data of post-test in control and experimental class are **normal**.

According to all normality test result above, all of the data in pre-test and post-test from these two classes are normally distributed. After the normality test data were obtained, another test to check the significant of data in preliminary test as the requirement of t-test and hypothesis test is homogeneity test.

b. Homogeneity Test

In this research, the test used statistical formulation to check the homogeneity of data in pre-test and post-test. The statistical formulation of homogeneity test used variant in pre-test and post-test from control and experimental class (See the detail data of variant from control and experimental class in appendix 4).

The result of homogeneity test in pre-test can be seen as follows:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{79,92644}{56,57471} = 1,412$$

According to the calculation of statistical above, it can be seen that coefficient of F_{count} (F_o) is 1,412. At the level of α in 0,05 and degree of freedom between the data of these two classes, it was found that the critical value of F_{tabel} (F_t) is 1,850 (See in Appendix 7). It means that coefficient of F_{count} is smaller than F_{table} ($F_o = 1,412 < F_t = 1,850$). It can be concluded that the variant data of pre-test in control and experimental class are **homogenous**.

Meanwhile, the result of homogeneity test in post-test can be seen as follows:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{71,15402}{64,38620} = 1,105$$

According to the calculation of statistical above, it can be seen that coefficient of F_{count} (F_o) is 1,105. At the level of α in 0,05 and degree of freedom between the data of these two classes, it was found that the critical value of F_{tabel} (F_t) is 1,850 (See in Appendix 7). It means that coefficient of F_{count} is smaller than F_{table} ($F_o =$

1,105 < Ft = 1,850). It can be concluded that the variant data of post-test in control and experimental class are **homogenous**.

Based on the result of homogeneity test above, it can be concluded that all of the data in pre-test and post-test from these two classes are homogenous. After the result of homogeneity test was obtained, it means that all of the requirement of t-test was complete and the next step to make hypothesis is t-test.

B.2 T-Test

After checked the normality and homogeneity of data, the next step to make a hypothesis is t-test. In this research, t-test is calculated by using statistical formulation. T-test is used to know the significant effect of using English Grammar Test Application as medium in learning. The statistical formulation and the result of t-test can be seen as below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{79,60 - 71,46}{\sqrt{\frac{64,38}{30} + \frac{71,17}{30}}}$$

$$t = \frac{8,14}{\sqrt{\frac{135,53}{30}}}$$

$$t = \frac{8,14}{\sqrt{4,52}}$$

$$t = \frac{8,14}{2,12}$$

$$t = \mathbf{3,839}$$

According to the calculation above, it can be seen that the result of t observed is 3,839. In this testing hypothesis, the calculation of t table with the degree of

freedom 58 ($df = N_1 + N_2 - 2$) and at the level of significant 0,05 shows that the critical value is 2,001 (See the t table in appendix 7). After calculate the score, it shows that in this research t observed is higher than t table ($t_{\text{observed}} = 3,839 > t_{\text{table}} = 2,001$).

B.3 Hypothesis Test

Hypothesis test was used to know the significant of research by using criteria of statistical hypothesis that can be seen as follow:

- a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted.
- b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

According to the calculation of t-test, it is found that t-test is higher than t table ($t_{\text{observed}} = 3,839 > t_{\text{table}} = 2,001$). Thus, it can be conclude that H_a is accepted and it means that there is significant effect of using English Grammar Test application on the students' grammar mastery in simple past tense at eighth grade of junior high school.

C. Discussion

According to the results above, it shows that there is an effect of using English Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau. It can be seen from the result or score in experimental class which has higher score than control class.

Further, the result of this research validates some theories and related studies. As the American Council on the Teaching of Foreign Language argued about technology integration in learning that technology can be used to assist and enhance

language learning.⁶⁹ The use of mobile device as medium in teaching and learning is the example of technology integration in teaching and learning language as the way to improve the students mastery in language learning and this research found that the integration of technology such as using an application can improve the students' mastery in language learning, for example the improvement in grammar mastery.

Moreover, as Pazilah et al said that using technology in class can stimulate the students' initiatives and economize class time.⁷⁰ Along with it, Fithriani et al said that using mobile device can be a solution to solve the problem about time and place in language teaching and learning.⁷¹ It can be related to the result of this study which shows that using English Grammar Test application in the classroom can build the students' participation actively and make it easier for them to practice about their grammar mastery whenever and wherever they want when outside of school.

The result of this study is also related to Mughti who found that English Grammar Test Application is effective to teach grammar especially Simple Past based on the result of this research shows that the computation of P-value is smaller than α ($0,000 < 0,005$).⁷² In accordance with Yusuf who mentioned that the research by using English Grammar Test as medium can improve the students' grammar competence based on the result of research which shows that $t_{\text{observation}}$ is higher than t_{table} ($t_o = 6,67 > t_t = 2,01$).⁷³ Same as the result of this research which found that

⁶⁹ Parvin and Salam, Ibid., p. 47-59

⁷⁰ Pazilah et al, Ibid., p. 3205-3212.

⁷¹ Fithriani et al, Ibid., p. 634-645

⁷² Mughti, Ibid., p.49

⁷³ Yusuf, Ibid., p.77

t_{observed} is higher than t_{table} ($t_o = 3,839 > t_t = 2,001$), it means that in this research English Grammar Test application is also effective to improve students' grammar mastery of simple past tense.

According to data above, it can be seen that all of the research have similar result which show the increase of score. It can be concluded that this application is effective as medium in teaching and learning grammar, because this application can improve the students' mastery in learning and increase the students' score in test.

Apart from this application, Inayati, et al. and Sahila found that the use of another medium or mobile device can also solve the problem in language teaching and learning. Inayati, et al used Johnny Grammar Word Challenge Application and they argued that this application is suitable to be implemented in learning and teaching English in an interesting way.⁷⁴ Meanwhile, Sahila used English Tenses Application and she mentioned this application is effective to improve the students' grammar on simple past tense. She mentioned that the result in experimental class that use this application as medium is better than control class.⁷⁵ It can be concluded that there are some alternative applications can be used as medium in teaching and learning in order to the process of teaching and learning become more interesting and it also shows that using mobile device can solve the problem in language teaching and learning.

The significant effect of the result is supported by several things such as the simple operation of application for students. It can be seen from the students who able to use it without difficulty. Another thing that can be seen is the amount of

⁷⁴ Inayati et al, Ibid., p. 876-881

⁷⁵ Sahila, Ibid., p. 56

enthusiasm of the students in using this application such as good participation in learning and collecting score in the application. As an impact, the student score in experimental class which got a treatment by using this application can be better than control class. It was proven from the difference score of these two class where the experimental class got the score higher than control class.

In the last part as a conclusion of this research, the result of this research proved that there is significant effect of using English Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of Junior High School as an innovative and attractive medium to solve the problem in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the result and discussion of this research, it can be conclude that English Grammar Test application gives positive effect on the students' grammar mastery at eighth grade of Junior High School, especially at MTs Islamiyah Perkebunan Tanjung Kasau. The significant effect of this research can be seen from the average of students' post-test which has different score where the experimental class can obtain 79,60, meanwhile the control class only can obtain 71,47. Afterwards, the significant also can be seen from the analysis of data that shows $t_{\text{observed}} (t_o)$ is higher than $t_{\text{table}} (t_t)$ in the significant level of 0,05 ($3,839 > 2.001$).

Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there is significant effect of English Grammar Test Application on students' grammar mastery. In another word, English Grammar Test Application can improve students' grammar mastery.

The successful of using this mobile device as a medium in teaching and learning is supported by the simple operation and some interesting features of this application which can attract the students' attention. It is showed from the great enthusiasm and actively involvement in teaching and learning process because they can use this medium easily.

B. Suggestion

According to the result of this research, there are some suggestions to people who are involved in this research in order to the teaching and learning process will be better. The suggestions are as follows:

1. For the students:
 - a. They have to build their encouragement and motivation in learning English, for example they have to learn about grammar in order to their mastery in learning English are also improve.
 - b. English Grammar Test application is suggested to be used in language learning because this mobile device can be one of innovative medium in learning as the way to build the students' encouragement and motivation in language learning such as learning grammar.
2. For English teachers, they have to be able to find out an attractive and innovative medium which easy to be used by the students. Therefore, English Grammar Test Application is suggested to be used in teaching and learning process because this medium can be a solution in find out the innovative medium to solve the problem about students' grammar mastery.
3. For the further researchers, it is advisable to continue this research to become more extensive. The further researchers can also make this research become one of related study to support the idea of using mobile device as medium in teaching and learning language process, because in this research was found that using mobile device in learning can build the good participation and great enthusiasm from the students in the classroom as a way to give more reason why mobile device can improve the students mastery in learning.

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APPENDIX 1

LESSON PLAN (CONTROL CLASS)

School	: MTs. Islamiyah Tg. Kasau
Subject	: English
Class/Semester	: VIII/1
Topic	: Simple Past Tense
Time Allocation	: 4 x 40 Minutes (2 Meetings)

A. Core Competencies (KI)

- KI.1 Respect and appreciate the teaching of the religion they hold
- KI.2 Respect and appreciate the honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
- KI.3 Understand and apply the knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related on the phenomenon and visible incident
- KI.4 Cultivate, serve, and reasoning in concrete field (to use, to analyze, to string up, to modify, and create) and abstract field (writing, reading, calculate, drawing, and composing) in accordance with what have been learned in school and other sources are same in point of view/theory

B. Basic Competencies

- 1.1 Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning
- 2.1 Show polite and caring behavior in carrying out interpersonal communication with teachers and friends.

- 3.10 Applying the social functions, text structure and language features of oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context of its use. (Simple Past Tense).
- 4.10 Composing very short and simple oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context

C. Indicators

- 3.10.1 Identifying the text structure in giving and requesting information in simple past tense form
- 3.10.2 Identifying regular and irregular verb
- 3.10.3 Identifying the adverb of time in simple past time
- 4.10.1 Arranging the simple sentences about simple past tense
- 4.10.2 Arranging a simple paragraph in simple past tense
- 4.10.3 Explaining the sentences or simple paragraph

D. Learning Objectives

After learning the topic, the students are expected to be able to:

1. Use correct grammar of simple past tense.
2. Comprehend the formulation of simple past tense
3. Comprehend the function and structure of simple past tense.
4. Memorize regular and irregular verbs.
5. Compose sentences or short dialogue about simple past tense.
6. Confident to explain in front of class.
7. Use correct spelling, pronunciation, intonation in the front of class.

E. Learning Materials

Oral and written text to state and asking the acts/events in past time

1. Social Function

- a. State the acts/events done/occur in past time

- b. Keep the interpersonal relation with teachers and friends

2. Text Structures

- a. She went to the cinema last night
- b. You were fat
- c. You didn't call me yesterday
- d. I was not in my village last Friday
- e. What did you do?
- f. Who was in my room last night?
- g. Did you buy a new bag last week?
- h. Was He handsome?
- i. Didn't you see?
- j. Weren't they sad?

3. Language Features

Utterance, word stress, intonation, vocabulary (question word: *when*, *where*, *while*, conjunction: *before*, *after*) and grammar (*simple past tense*)

F. Learning Method

Group Discussion Method

G. Learning Media

- 1. Media : Students Worksheets
- 2. Tools : Whiteboard, Marker

H. Learning Resources

- 1. Students Worksheet "Bahan Ajar Pendamping Panduan Siswa Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas VIII" Kartasura: Putra Angkasa 2017

I. Learning Steps

First Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the topic learning.
- f. The teacher asks the students' knowledge about the learning topic.

2. Core Activities (60 minutes)

- a. The teacher asks the student about the learning topic in page 32 (*simple past tense*).
- b. The teacher asks about the students' knowledge in simple past tense briefly.
- c. The teacher gives a guidance for the students to ask about the learning topic.
- d. The teacher starts to explain about simple past tense completely.
- e. The teachers asks the students to find some sentences of simple past tense in page 33.
- f. The teacher and students make a discussion about task together.
- g. The teacher guides the students to make a discussion about topic learning.

3. Closing Activities (10 minutes)

- a. The teacher asks students whether they understand the learning topic or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or learning topic in the next meeting.
- d. Greeting

Second Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the topic learning.
- f. The teacher asks the students' knowledge about the learning topic.

2. Core Activities (60 minutes)

- a. The teacher divides the students in class into 10 group.

- b. The teacher asks students to make 10 sentences of simple past tense in group.
- c. The teacher controls the students during do the assignment in class.
- d. The teacher asks the students to present their assignment in front of class.
- e. The teacher asks the other students to listen.
- f. The teacher asks the other students to give a comment.
- g. The teacher helps to explain and correcting the students' assignment.

3. Closing Activities (10 minutes)

- a. The teacher asks the students whether they understand the topic learning or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or topic learning in the next meeting.
- d. Greeting

J. Assessment

1. Knowledge (In first meeting)
 - a. Assessment Technic : Written test
 - b. Forms of Instrument : Essay
 - c. Assessment Instrument : Find out some sentences of simple past tense in page 33
2. Skill (In second meeting)
 - a. Assessment Technique : Written Test
 - b. Form of Instrument : Essay
 - c. Assessment Instrument : Make 10 sentences of simple past tense and explain it in front of class!
 - d. Rubric :

No.	Name of Students	Elements			Total
		Arrangement	Pronunciation	Performance	
1.					
2.					

Excellent = 5
Good = 3

Poor = 1

Tg. Kasau, 15 July 2020

Aggred by,
English Teacher



Ade Arrabiyah Noer, S.Pd
NIP. -

Researcher



Dinda Dwi Tifani
NIM. 0304161052

Approved by

Headmaster of Mts. Islamiyah Tanjung Kasau



H. Marausman Harahap, S.Ag
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LESSON PLAN
(CONTROL CLASS)

School : MTs. Islamiyah Tg. Kasau
Subject : English
Class/Semester : VIII/1
Topic : Simple Past Tense
Time Allocation : 4 x 40 Minutes (2 Meetings)

A. Core Competencies (KI)

- KI.1 Respect and appreciate the teaching of the religion they hold
- KI.2 Respect and appreciate honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
- KI.3 Understand and apply the knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related on the phenomenon and visible incident
- KI.4 Cultivate, serve, and reasoning in concrete field (to use, to analyze, to string up, to modify, and create) and abstract field (writing, reading, calculate, drawing, and composing) in accordance with what have been learned in school and other sources are same in point of view/theory

B. Basic Competencies

- 1.1 Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning
- 2.1 Show polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 3.10 Applying the social functions, text structure and language features of oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context of its use. (Simple Past Tense).

- 4.10 Composing very short and simple oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context

C. Indicators

- 3.10.1 Identifying the text structure in giving and requesting information in simple past tense form
- 3.10.2 Identifying regular and irregular verb
- 3.10.3 Identifying the adverb of time in simple past time
- 4.10.1 Arranging the simple sentences about simple past tense
- 4.10.2 Arranging a simple paragraph in simple past tense
- 4.10.3 Explaining the sentences or simple paragraph

D. Learning Objectives

After learning the topic, the students are expected to be able to:

1. Use correct grammar of simple past tense.
2. Comprehend the formulation of simple past tense
3. Comprehend the function and structure of simple past tense.
4. Memorize regular and irregular verbs.
5. Compose sentences or short dialogue about simple past tense.
6. Confident to explain in front of class.
7. Use correct spelling, pronunciation, intonation in the front of class.

E. Learning Materials

Oral and written text to state and asking the acts/events in past time

1. Social Function

- a. State the acts/events done/occur in past time
- b. Keep the interpersonal relation with teachers and friends

2. Text Structures

- a. She went to the cinema last night
- b. You were fat
- c. You didn't call me yesterday
- d. I was not in my village last Friday

- e. What did you do?
- f. Who was in my room last night?
- g. Did you buy a new bag last week?
- h. Was He handsome?
- i. Didn't you see?
- j. Weren't they sad?

3. Language Features

Utterance, word stress, intonation, vocabulary (question word: *when*, *where*, *while*, conjunction: *before*, *after*) and grammar (*simple past tense*)

F. Learning Method

Group Discussion Method

G. Learning Media

- 1. Media : Students Worksheets
- 2. Tools : Whiteboard, Marker

H. Learning Resources

- 1. Students Worksheet "Bahan Ajar Pendamping Panduan Siswa Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas VIII" Surakarta: Putra Angkasa 2017

I. Learning Steps

Third Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the topic learning.
- f. The teacher asks the students' knowledge about the learning topic

2. Core Activities (60 minutes)

- a. The teacher asks the student about the previous learning material in page 32 (*simple past tense*).
- b. The teacher guides the students to memorize the previous learning material in simple past tense.
- c. The teacher explains about regular and irregular verb.

- d. The teacher asks the students to put the verb into simple past tense in page 34.
- e. The teacher controls the students while doing the assignment.
- f. The teacher and students make a discussion to discuss about the assignment.
- g. The teacher guides the students to ask about this assignment.

3. Closing Activities (10 minutes)

- a. The teacher asks the students whether they understand the learning material or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or learning topic in the next meeting.
- d. Greeting

Fourth Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the learning topic.
- f. The teacher asks the students' knowledge about the learning topic

2. Core Activities

- a. The teacher divides the students in the class into 10 group.
- b. The teacher determines the number of each member from 1 to 4.
- c. The teachers asks the students to arrange the simple paragraph using simple past in group.
- d. The teacher controls each group during do the assignment.
- e. The teacher asks the students who get number 1 and 2 to explain the result of their task in the next group.

- f. The teacher asks the students move to the next group until all the student get their turn to explain in each group.
- g. The teacher asks the students who get number 3 and 4 to stay in group.
- h. The teacher asks the students who stay in group to listen and comment.
- i. The teacher guides the students back to their own group.

3. Closing Activities (10 minutes)

- a. The teacher asks the students whether they understand the learning topic or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or topic learning in the next meeting.
- d. Greeting

J. Assessment

1. Knowledge (In Third Meeting)

- a. Assessment Technic : Written test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Put the verbs into of simple past tense in page 33
- d. Rubric :

$$\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

Correct Answer	Final Score	Value
5	100	Excellent
3-4	60-80	Good
0-2	0-40	Poor

2. Skill (In Fourth Meeting)

- a. Assessment Technique : Written Test
- b. Form of Instrument : Essay

c. Assessment Instrument : Arrange the simple paragraph using simple past tense and explain it in front of class!

d. Rubric :

No.	Name of Students	Elements			Total
		Arrangement	Pronunciation	Performance	
1.					
2.					
3.					

Excellent = 5

Good = 3

Poor = 1

Tg. Kasau, 15 July 2020

Aggred by,
English Teacher



Ade Arrabiyah Noer, S.Pd
NIP. -

Researcher



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Approved by

Headmaster of Mts. Islamiyah Tanjung Kasau



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NIP. -

LESSON PLAN
(EXPERIMENT CLASS)

School : MTs. Islamiyah Tg. Kasau
Subject : English
Class/Semester : VIII/1
Topic : Simple Past Tense
Time Allocation : 4 x 40 Minutes (2 Meetings)

A. Core Competencies (KI)

- KI.1 Respect and appreciate the teaching of the religion they hold
- KI.2 Respect and appreciate honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
- KI.3 Understand and apply the knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related on the phenomenon and visible incident
- KI.4 Cultivate, serve, and reasoning in concrete field (to use, to analyze, to string up, to modify, and create) and abstract field (writing, reading, calculate, drawing, and composing) in accordance with what have been learned in school and other sources are same in point of view/theory

B. Basic Competencies

- 1.1 Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning
- 2.1 Show polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 3.10 Applying the social functions, text structure and language features of oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context of its use. (Simple Past Tense).

- 4.10 Composing very short and simple oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context

C. Indicators

- 3.10.1 Identifying the text structure in giving and requesting information in simple past tense form
- 3.10.2 Identifying regular and irregular verb
- 3.10.3 Identifying the adverb of time in simple past time
- 4.10.1 Arranging the simple sentences about simple past tense
- 4.10.2 Arranging a simple paragraph in simple past tense
- 4.10.3 Explaining the sentences or simple paragraph

D. Learning Objectives

After learning the topic, the students are expected to be able to:

- b) Use correct grammar of simple past tense.
- c) Comprehend the formulation of simple past tense
- d) Comprehend the function and structure of simple past tense.
- e) Memorize regular and irregular verbs.
- f) Composing sentences or short dialogue about simple past tense.
- g) Confident to explain in front of class.
- h) Use correct spelling, pronunciation, intonation in the front of class.

E. Learning Materials

Oral and written text to state and asking the acts/events in past time

1. Social Function

- a. State the acts/events done/occur in past time
- b. Keep the interpersonal relation with teachers and friends

2. Text Structures

- a. She went to the cinema last night
- b. You were fat
- c. You didn't call me yesterday
- d. I was not in my village last Friday

- e. What did you do?
- f. Who was in my room last night?
- g. Did you buy a new bag last week?
- h. Was He handsome?
- i. Didn't you see?
- j. Weren't they sad?

3. Language Features

Utterance, word stress, intonation, vocabulary (question word: *when*, *where*, *while*, conjunction: *before*, *after*) and grammar (*simple past tense*)

F. Learning Method

Group Discussion Method

G. Learning Media

- 1. Media : English Grammar Test Application
- 2. Tools : Mobile phone, Whiteboard, Marker

H. Learning Resources

- 1. Students Worksheet "Bahan Ajar Pendamping Panduan Siswa Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas VIII" Kartasura: Putra Angkasa 2017

I. Learning Steps

First Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the learning topic.
- f. The teacher asks the students' knowledge about the learning topic.

2. Core Activities (60 minutes)

- a. The teacher asks the student about the learning topic in page 32 (*simple past tense*).
- b. The teachers asks about the students' knowledge in simple past tense briefly.

- c. The teacher gives a guidance for the students to ask about the learning topic.
- d. The teacher starts to explain about simple past tense briefly.
- e. The teacher divides the class into 10 group.
- f. The teacher asks the students open English Grammar Test Application in part Simple Past Tense at Beginner level.
- g. The teacher asks the students to do the task in past simple part.
- h. The teacher guides the students to collect their score in the last part.

3. Closing Activities (10 minutes)

- e. The teacher asks the students whether they understand the learning topic or not.
- f. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- g. The teacher gives a description about material or topic learning in the next meeting.
- h. Greeting

Second Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the learning topic.
- f. The teacher ask the students' knowledge about the learning topic.

2. Core Activities (60 minutes)

- a. The teacher divides the students in the class into 10 group.
- b. The teacher guides the students to ask about learning material.
- c. The teacher and students make a discussion based on the discussion part in EGT Application.

- d. The teacher asks the students to make 10 sentences of simple past tense in group.
- e. The teacher guides the student to make the sentences by using Application.
- f. The teacher controls the class during do their assignment.
- g. The teacher asks the representative from each group to explain 5 sentences of their assignment.
- h. The teacher and students make a discussion together.

3. Closing Activities (10 minutes)

- a. The teacher asks students whether they understand the learning topic or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or learning topic in the next meeting.
- d. Greeting

J. Assessment

1. Knowledge (In First Meeting)

- a. Assessment Technic : Written test
- b. Forms of Instrument : Multiple Choice
- c. Assessment Instrument : Do the task in past simple part

2. Skill (In Second Meeting)

- a. Assessment Technique : Written Test
- b. Form of Instrument : Essay
- c. Assessment Instrument : Make 10 sentences of simple past tense and explain it in front of class!
- d. Rubric :

No.	Name of Students	Elements			Total
		Arrangement	Pronunciation	Performance	
1.					

2.					
3.					

Excellent = 5

Good = 3

Poor = 1

Tg. Kasau, 15 July 2020

Aggred by,
English Teacher

Researcher



Ade Arrabiyah Noer, S.Pd
NIP. -



Dinda Dwi Tifani
NIM. 0304161052

Approved by
Headmaster of Mts. Islamiyah Tanjung Kasau



H. Marausman Harahap, S.Ag
NIP. -

LESSON PLAN
(EXPERIMENT CLASS)

School : MTs. Islamiyah Tg. Kasau
Subject : English
Class/Semester : VIII/1
Topic : Simple Past Tense
Time Allocation : 4 x 40 Minutes (2 Meetings)

A. Core Competencies (KI)

- KI.1 Respect and appreciate the teaching of the religion they hold
- KI.2 Respect and appreciate honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in interacting effectively with the social and natural environment within the reach of association and its existence
- KI.3 Understand and apply the knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related on the phenomenon and visible incident
- KI.4 Cultivate, serve, and reasoning in concrete field (to use, to analyze, to string up, to modify, and create) and abstract field (writing, reading, calculate, drawing, and composing) in accordance with what have been learned in school and other sources are same in point of view/theory

B. Basic Competencies

- 1.1 Grateful for the opportunity to learn English as international communication language manifested in the spirit of learning
- 2.1 Show polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 3.10 Applying the social functions, text structure and language features of oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context of its use. (Simple Past Tense).

- 4.10 Composing very short and simple oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ events that is carried out/occurs routinely or not routinely or becomes a general truth in the past, according to the context

C. Indicators

- 3.10.1 Identifying the text structure in giving and requesting information in simple past tense form
- 3.10.2 Identifying regular and irregular verb
- 3.10.3 Identifying the adverb of time in simple past time
- 4.10.1 Arranging the simple sentences about simple past tense
- 4.10.2 Arranging a simple paragraph in simple past tense
- 4.10.3 Explaining the sentences or simple paragraph

D. Learning Objectives

After learning the topic, the students are expected to be able to:

- 1. Use correct grammar of simple past tense.
- 2. Comprehend the formulation of simple past tense
- 3. Comprehend the function and structure of simple past tense.
- 4. Memorize regular and irregular verbs.
- 5. Composing sentences or short dialogue about simple past tense.
- 6. Confident to explain in front of class.
- 7. Use correct spelling, pronunciation, intonation in the front of class.

E. Learning Materials

Oral and written text to state and asking the acts/events in past time

1. Social Function

- a. State the acts/events done/occur in past time
- 2. Keep the interpersonal relation with teachers and friends

2. Text Structures

- a. She went to the cinema last night
- b. You were fat
- c. You didn't call me yesterday
- d. I was not in my village last Friday

- e. What did you do?
- f. Who was in my room last night?
- g. Did you buy a new bag last week?
- h. Was He handsome?
- i. Didn't you see?
- j. Weren't they sad?

3. Language Features

Utterance, word stress, intonation, vocabulary (question word: *when*, *where*, *while*, conjunction: *before*, *after*) and grammar (*simple past tense*)

F. Learning Method

Group Discussion Method

G. Learning Media

- 1. Media : English Grammar Test Application
- 2. Tools : Mobile phone, Whiteboard, Marker

H. Learning Resources

- 1. Students Worksheet "Bahan Ajar Pendamping Panduan Siswa Berprestasi: Bahasa Inggris untuk SMP/MTs Kelas VIII" Kartasura: Putra Angkasa 2017

I. Learning Steps

Third Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the learning topic.
- f. The teacher asks the students' knowledge about the learning topic.

2. Core Activities (60 minutes)

- a. The teacher and students repeat the previous learning material in the previous meeting.
- b. The teacher explains about regular and irregular verb
- c. The teacher divides the students in the class into 10 group.

- d. The teacher asks the students to open the English Grammar Test Application.
- e. The teacher asks the students to do the task about irregular verbs in simple past part.
- f. The teacher guides the students do the task based on their group number from 1 to 10.
- g. The teacher asks the students to collect their score in the last session of task.
- h. The teacher and students make a discussion and discuss about task.

3. Closing Activities (10 minutes)

- a. The teacher asks the students whether they understand the learning topic or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or topic learning in the next meeting.
- d. Greeting

Fourth Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. The teacher prepares the class and ask the students' condition.
- d. The teacher checks the students' attendance list.
- e. The teacher delivers the learning topic.
- f. Teachers asks the students' knowledge about the learning topic.

3. Core Activities (60 minutes)

- a. The teacher divides the students in the class into 10 group.
- b. The teacher asks the students to open the English Grammar Test Application.
- c. The teacher asks the students to arrange the simple paragraph using simple past tense.

- d. The teacher guides the students to do the task by using EGT Application.
- e. The teacher controls the class during do the task.
- f. The teacher guides the students to choose the two students in their group as representative.
- g. The teacher asks the representative to explain their result of task in the next group.
- h. The teacher guides the students who stay in group to listen and comment.
- i. The teacher guides the students back to their own group.
- j. The teacher and students make a discussion together.

4. Closing Activities (10 minutes)

- a. The teacher asks the students whether they understand the learning topic or not.
- b. The students with the guidance from the teacher, try to conclude the material that has been learned in this meeting.
- c. The teacher gives a description about material or topic learning in the next meeting.
- d. Greeting

J. Assessment

1. Knowledge (In Third Meeting)

- a. Assessment Technic : Written test
- b. Forms of Instrument : Multiple Choice
- c. Assessment Instrument : Do the task about irregular verbs in pas simple part

2. Skill (In Fourth Meeting)

- a. Assessment Technique : Written Test
- b. Form of Instrument : Essay
- c. Assessment Instrument : Arrange simple paragraph using simple past tense and explain it in front of class!
- d. Rubric :

No.		Elements	Total
-----	--	----------	-------

	Name of Students	Arrangement	Pronunciation	Performance	
1.					
2.					
3.					

Excellent = 5

Good = 3

Poor = 1

Tg. Kasau, 15 July 2020

Aggred by,
English Teacher

Researcher



Ade Arrabiyah Noer, S.Pd
NIP. -



Dinda Dwi Tifani
NIM. 0304161052

Approved by

Headmaster of Mts. Islamiyah Tanjung Kasau



H. Marausman Harahap, S.Ag
NIP. -

APPENDIX 2

Pre – Test

Name :

Class :

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

Complete the following text is for questions number 1 to 5!

On Sunday evening I (1) ... very tired after hanging out the whole day with my friend at the mall. As soon as I arrived home, I hug my jacket on a hanger and got ready to take a rest. Suddenly, I remember that I had to call a friend. I (2) ... for my cellular everywhere but couldn't find it, I was getting panicky. I asked everyone in the house whether they (3) ... where my cellular was but no one knew it. Well, I (4) ... it I thought. Then, I had an idea. I asked my brother to call my cellular. To my surprise, I (5) ... it ringing in my jacket. The cellular was there.

1. a. feel
b. feeling
c. felt
d. feelingly
2. a. look
b. looked
c. looking
d. to look
3. a. know
b. known
c. knew
d. to know
4. a. lose
b. lost
c. loses

- d. losing
5. a. heard
b. hear
c. hearing
d. to hear
6. She ... a book last night.
a. buys
b. buyed
c. bought
d. buy
7. Gilang and Surya ... bikes to the book store the day before yesterday.
a. performed
b. fried
c. smoked
d. rode
8. Did Rhaka (shoot) that bird yesterday?
a. shooting
b. showing
c. shot
d. shoot
9. He ... me an orange last week.
a. give
b. gave
c. gives
d. given
10. I ... to Semarang last month.
a. went
b. go
c. goes
d. gone

11. She (sing) a song yesterday morning.

- a. sung
- b. sang

- c. sings
- d. songs

12. You didn't ... the dictionary.

- a. bring
- b. bringing
- c. brought
- d. bought

Complete the following text is for questions number 13 to 17!

When I was in junior high school, I really (13) ... football. Every Sunday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana (14) ... a kind person. But, while he was coaching us, he was very discipline. He would punished anyone who came late and not obeyed the team's rules.

With Mr. Sentana, our team (15) ... many tournament in many big cities. Our team (16) ... after our school time, and we had many trophy too. Now, I still love football and have a team too. But, my parents (17) ... me to pay attention more to my study and football just for hobby.

13. a. love

b. loves

c. loved

d. loving

14. a. is

b. was

c. are

d. were

15. a. winning

b. win

c. winner

d. won

16. a. practiced

b. performed

c. showed

d. taken

17. a. argued

b. asked

c. request

d. suggest

18. She ... her aunty yesterday.

a. meet

b. met

c. meet up

d. meeting

19. We (do) the test last week.

a. does

b. done

c. did

d. don't

20. Did your father ... the coffee?

a. drink

b. drinking

c. drunk

d. drinks

II. Read the following text and fill in the blank space with the appropriate answer!

Last Saturday, I (1) ... up early, but I didn't get up because there was no school. Suddenly, my telephone was (2) ... It was my friend Fanny, she (3) ... me to go out at 10.00 o'clock. She (4) ... to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with the colour, I (5) ... it, the Fanny and I read this out. We were fully (6) ..., it was a receipt of four nights tour to Lombok! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in (7) ... to the address of the tour agency that issued the coupon. The tour agency took care of everything. We (8) ... home and still could not believe what was going on. Two days later, we were on the Senggigi Beach, (9) ... in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also (10) ... some presents for our family and friends.

- | | | | |
|------------|------------|-----------|-----------|
| a. took | d. woke | g. went | j. wanted |
| b. hurried | e. asked | h. bought | |
| c. lied | f. shocked | i. rung | |

Answer Key:

I.

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. B | 12. A |
| 3. C | 13. C |
| 4. B | 14. B |
| 5. A | 15. D |
| 6. C | 16. A |
| 7. D | 17. B |
| 8. D | 18. B |
| 9. B | 19. C |
| 10. A | 20. A |

II.

- | | |
|--------------|---------------|
| 1. d. woke | 6. f. shocked |
| 2. i. rung | 7. b. hurried |
| 3. e. asked | 8. g. went |
| 4. j. wanted | 9. c. lied |
| 5. a. took | 10. h. bought |

Score Rubric:

1 correct answer in Multiple Choice = 2 point

1 correct answer in Fill in the blank = 6 point

$$\frac{\textit{Score}}{\textit{Highest Score}} \times 100 = \textit{Final Score}$$

Post-Test

Name :

Class :

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

1. Only last night, my roommate and I ... some free time.
 - d. has
 - e. have
 - f. had
 - g. having
2. My uncle ... a new car a week ago.
 - a. buy
 - b. was buying
 - c. has bought
 - d. bought
3. Indra and Yoko ... bikes to the book store the day before yesterday.
 - a. ride
 - b. rode
 - c. were riding
 - d. ridden
4. Dina ... her report a week ago.
 - a. did not finish
 - b. doesn't finish
 - c. didn't finished
 - d. did not finished
5. Did she ... her English homework last night?
 - a. do
 - b. did

The following text is for questions number 6 to 10!

On Wednesday evening, I (6) ... to the Town Hall. It (7) ... the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike 12 in 20 minutes' time. 15 minutes passed and then, at 11.55, the clock stopped. The big minute hand (8) ... move. Everyone there waited and waited, but nothing happened. I (9) ... my watch and then shouted, 'It's 12:02! The clock has stopped!' Others looked at their watch too. The big clock (10) ... to welcome the New Year! At the moment, everybody began to laugh and sing!

6. a. goes
3.11 go
3.12 went
3.13 gone
7. a. is
b. are
c. were
d. was
8. a. didn't
b. weren't
c. doesn't
d. wasn't

9. a. looking for
b. look
c. looked
d. have looked
10. a. refuse
b. refusing
c. has refused
d. refused
11. I ... you a letter two months ago.
a. sent
b. send
c. saw
d. see
12. My mother ... fried chicken last night.
a. cook
b. cooked
c. cooking
d. cooks
13. I ... see your book at class yesterday.
a. do
b. did
c. didn't
d. doesn't
14. Where ... you last month?
a. was
b. is
c. were
d. are
15. Did you ... some places last night?
a. visit
b. visiting
c. visited
d. have visit

Last night, I read an article about adolescence in a magazine. I (16) ... that it was a time of change between childhood and adulthood. After I finished reading the article from magazine, I remembered my own adolescence. I (17) ... fourteen at the time. I felt very emotional about everything. But, I tried to learn more about myself. I (18) ... to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I (19) ... many extracurricular activities. I (20) ... piano lessons, English course, extra math lesson and play basketball.

16. a. learned
e. learning
f. learn
g. have learned
17. a. am
c. was
d. have
e. do
18. a. try
b. trying
c. tries
d. tried
19. a. take
b. took
4 taken
5 takes
20. a. take
b. took
c. taken
d. takes

Complete the following text is for questions number 16 to 20!

II. Read the following text and fill in the blank space with the appropriate answer!

Ryan, my roommate, and I had a great weekend. Last Saturday, we (1) ... up early and had a big breakfast. Then we (2) ... the bus to go downtown and (3) ... to an art museum. The museum (4) ... at nine o'clock and we stayed there all morning.

We (5) ... some beautiful paintings. We had a guide who (6) ... everything to us. I like all the art, but Ryan didn't like the modern art very much. I (7) ... copies of two paintings. I'm going to put them on the wall of my bedroom.

At nine o'clock, we were hungry so we had lunch at the museum cafeteria. After lunch, we took a walk in the park near the museum. We went home five o'clock. We were very (8) ..., but we had a good time. On Sunday, we (9) ... home and (10)

- | | | | |
|------------|----------|--------------|-----------|
| A. studied | d. took | g. stayed | j. opened |
| B. bought | e. got | h. explained | |
| C. saw | f. tired | i. went | |

Answer Key:

I.

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. D | 12. B |
| 3. B | 13. C |
| 4. A | 14. C |
| 5. A | 15. A |
| 6. C | 16. A |
| 7. D | 17. C |
| 8. A | 18. D |
| 9. C | 19. B |
| 10. D | 20. B |

II.

- | | |
|--------------|-----------------|
| 1. e. got | 6. h. explained |
| 2. d. took | 7. b. bought |
| 3. i. went | 8. f. tired |
| 4. j. opened | 9. g. stayed |
| 5. c. saw | 10. a. studied |

Score Rubric:

1 correct answer in Multiple Choice = 2 point

1 correct answer in Fill in the blank = 6 point

$$\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

APPENDIX 3

INITIAL NAME OF STUDENTS

1. Initial Name of Students in Control Class (VIII-A)

No.	Name
1.	AH
2.	AWP
3.	AA
4.	ADT
5.	DP
6.	DJP
7.	FS
8.	FD
9.	HSD
10.	MAP
11.	NA
12.	N
13.	NCS
14.	ODR
15.	PAR
16.	RWR
17.	RA
18.	SNA
19.	SWR
20.	SA
21.	SI
22.	SNA
23.	SO
24.	SYA
25.	SM
26.	TR
27.	TNN
28.	VA
29.	W
30.	WS

2. Initial Name of Students in Experimental Class (VIII-B)

No.	Name
1.	ANH
2.	ATH
3.	AFN
4.	BU
5.	FFS
6.	FS
7.	FS
8.	GSA
9.	IDK
10.	KRA
11.	KS
12.	LR
13.	MDA
14.	MCP
15.	NF
16.	PR
17.	RRP
18.	RS
19.	R
20.	RZR
21.	S
22.	SFA
23.	SB
24.	SN
25.	TFI
26.	TIA
27.	TIS
28.	VI
29.	ZA
30.	ZD

APPENDIX 4

TABLE OF SCORE

1. The table of Score in Control Class (VIII-A)

No.	Initial Name of Students	Score	
		Pre-Test	Post-Test
1.	AH	24	60
2.	AWP	26	66
3.	AA	20	66
4.	ADT	40	88
5.	DP	42	80
6.	DJP	20	58
7.	FS	40	80
8.	FD	20	58
9.	HSD	34	80
10.	MAP	40	76
11.	NA	20	60
12.	N	26	72
13.	NCS	42	78
14.	ODR	20	66
15.	PAR	38	78
16.	RWR	20	60
17.	RA	20	58
18.	SNA	20	68
19.	SWR	28	64
20.	SA	28	74
21.	SI	42	78
22.	SNA	38	78
23.	SO	40	76
24.	SYA	30	74
25.	SM	42	78
26.	TR	22	68
27.	TNN	28	66
28.	VA	36	76
29.	W	42	80
30.	WS	40	80
Σ		928	2144
Mean		30,93	71,47
Deviation Standard (S)		8,94016	8,43528
Variant		79,92644	71,15402

2. The Table of Score in Experimental Class (VIII-B)

No.	Initial Name of Students	Score	
		Pre-Test	Post-Test
1.	ANH	32	82
2.	ATH	22	70
3.	AFN	26	76
4.	BU	42	90
5.	FFS	20	70
6.	FS	36	86
7.	FS	42	94
8.	GSA	22	70
9.	IDK	30	82
10.	KRA	40	88
11.	KS	28	72
12.	LR	36	86
13.	MDA	20	70
14.	MCP	24	72
15.	NF	26	74
16.	PR	40	80
17.	RRP	42	94
18.	RS	32	82
19.	R	30	78
20.	RZR	38	90
21.	S	28	72
22.	SFA	42	82
23.	SB	32	76
24.	SN	28	72
25.	TFI	42	92
26.	TIA	22	70
27.	TIS	30	78
28.	VI	32	76
29.	ZA	42	90
30.	ZD	24	74
Σ		950	2388
Mean		31,67	79,60
Deviation Standard (S)		7,521616	8,024101
Variant		56,57471	64,38620

3. The table of Gained Score in Control and Experimental Class

No.	Students	Score	
		Control Class	Experimental Class
1.	S1	36	50
2.	S2	40	48
3.	S3	46	50
4.	S4	48	48
5.	S5	38	50
6.	S6	38	50
7.	S7	40	52
8.	S8	38	48
9.	S9	46	52
10.	S10	36	48
11.	S11	40	44
12.	S12	46	50
13.	S13	36	50
14.	S14	46	48
15.	S15	40	48
16.	S16	40	40
17.	S17	38	52
18.	S18	48	50
19.	S19	36	48
20.	S20	46	52
21.	S21	36	44
22.	S22	40	40
23.	S23	36	44
24.	S24	44	44
25.	S25	36	50
26.	S26	46	48
27.	S27	38	48
28.	S28	40	44
29.	S29	38	48
30.	S30	40	50
Σ		1216	1438
Mean		40,53333333	47,93333333

APPENDIX 5

NORMALITY TEST TABLE

1. Normality testing of Pre-Test in Control Class

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	20	-1,22295	0,110675	0,033333	0,077342
2	20	-1,22295	0,110675	0,066667	0,044008
3	20	-1,22295	0,110675	0,1	0,010675
4	20	-1,22295	0,110675	0,133333	0,022658
5	20	-1,22295	0,110675	0,166667	0,055992
6	20	-1,22295	0,110675	0,2	0,089325
7	20	-1,22295	0,110675	0,233333	0,122658
8	20	-1,22295	0,110675	0,266667	0,155992
9	22	-0,99924	0,15884	0,3	0,14116
10	24	-0,77553	0,219014	0,333333	0,114319
11	26	-0,55182	0,290537	0,366667	0,07613
12	26	-0,55182	0,290537	0,4	0,109463
13	28	-0,32811	0,371415	0,433333	0,061918
14	28	-0,32811	0,371415	0,466667	0,095251
15	28	-0,32811	0,371415	0,5	0,128585
16	30	-0,1044	0,458427	0,533333	0,074907
17	34	0,343022	0,634209	0,566667	0,067542
18	36	0,566731	0,714552	0,6	0,114552
19	38	0,790441	0,785365	0,633333	0,152031
20	38	0,790441	0,785365	0,666667	0,118698
21	40	1,014151	0,844745	0,7	0,144745
22	40	1,014151	0,844745	0,733333	0,111411
23	40	1,014151	0,844745	0,766667	0,078078
24	40	1,014151	0,844745	0,8	0,044745
25	40	1,014151	0,844745	0,833333	0,011411
26	42	1,23786	0,892116	0,866667	0,025449
27	42	1,23786	0,892116	0,9	0,007884
28	42	1,23786	0,892116	0,933333	0,041217
29	42	1,23786	0,892116	0,966667	0,074551
30	42	1,23786	0,892116	1	0,107884
Lo: 0,156					
Lt: 0,161					

2. Normality testing of Pre-Test in Experimental Class

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	20	-1,55109	0,060441	0,033333	0,027107
2	20	-1,55109	0,060441	0,066667	0,006226
3	22	-1,28518	0,099364	0,1	0,000636
4	22	-1,28518	0,099364	0,133333	0,033969
5	22	-1,28518	0,099364	0,166667	0,067303
6	24	-1,01928	0,154034	0,2	0,045966
7	24	-1,01928	0,154034	0,233333	0,079299
8	26	-0,75338	0,22561	0,266667	0,041057
9	26	-0,75338	0,22561	0,3	0,07439
10	28	-0,48748	0,312958	0,333333	0,020376
11	28	-0,48748	0,312958	0,366667	0,053709
12	28	-0,48748	0,312958	0,4	0,087042
13	30	-0,22158	0,412319	0,433333	0,021014
14	30	-0,22158	0,412319	0,466667	0,054348
15	30	-0,22158	0,412319	0,5	0,087681
16	32	0,044317	0,517674	0,533333	0,015659
17	32	0,044317	0,517674	0,566667	0,048993
18	32	0,044317	0,517674	0,6	0,082326
19	32	0,044317	0,517674	0,633333	0,115659
20	36	0,576117	0,717732	0,666667	0,051065
21	36	0,576117	0,717732	0,7	0,017732
22	38	0,842018	0,800111	0,733333	0,066778
23	40	1,107918	0,866051	0,766667	0,099385
24	40	1,107918	0,866051	0,8	0,066051
25	42	1,373818	0,915251	0,833333	0,081918
26	42	1,373818	0,915251	0,866667	0,048584
27	42	1,373818	0,915251	0,9	0,015251
28	42	1,373818	0,915251	0,933333	0,018082
29	42	1,373818	0,915251	0,966667	0,051416
30	42	1,373818	0,915251	1	0,084749
Lo: 0,116					
Lt: 0,161					

3. Normality Test of Post-Test in Control Class

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	58	-1,596	0,055192	0,033333	0,021859
2	58	-1,596	0,055192	0,066667	0,011475
3	58	-1,596	0,055192	0,1	0,044808
4	60	-1,359	0,087015	0,133333	0,046319
5	60	-1,359	0,087015	0,166667	0,079652
6	60	-1,359	0,087015	0,2	0,112985
7	64	-0,885	0,188032	0,233333	0,045301
8	66	-0,648	0,258469	0,266667	0,008197
9	66	-0,648	0,258469	0,3	0,041531
10	66	-0,648	0,258469	0,333333	0,074864
11	66	-0,648	0,258469	0,366667	0,108197
12	68	-0,411	0,340546	0,4	0,059454
13	68	-0,411	0,340546	0,433333	0,092787
14	72	0,0632	0,525207	0,466667	0,05854
15	74	0,3003	0,618036	0,5	0,118036
16	74	0,3003	0,618036	0,533333	0,084702
17	76	0,5374	0,704513	0,566667	0,137846
18	76	0,5374	0,704513	0,6	0,104513
19	76	0,5374	0,704513	0,633333	0,07118
20	78	0,7745	0,78069	0,666667	0,114023
21	78	0,7745	0,78069	0,7	0,08069
22	78	0,7745	0,78069	0,733333	0,047356
23	78	0,7745	0,78069	0,766667	0,014023
24	78	0,7745	0,78069	0,8	0,01931
25	80	1,0116	0,844141	0,833333	0,010808
26	80	1,0116	0,844141	0,866667	0,022526
27	80	1,0116	0,844141	0,9	0,055859
28	80	1,0116	0,844141	0,933333	0,089192
29	80	1,0116	0,844141	0,966667	0,122526
30	88	1,96	0,975003	1	0,024997
Lo : 0,138					
Lt : 0,161					

4. Normality Test of Post-Test in Experimental Class

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	70	-1,196	0,115771	0,033333	0,082438
2	70	-1,196	0,115771	0,066667	0,049104
3	70	-1,196	0,115771	0,1	0,015771
4	70	-1,196	0,115771	0,133333	0,017562
5	70	-1,196	0,115771	0,166667	0,050896
6	72	-0,947	0,171782	0,2	0,028218
7	72	-0,947	0,171782	0,233333	0,061551
8	72	-0,947	0,171782	0,266667	0,094885
9	72	-0,947	0,171782	0,3	0,128218
10	74	-0,698	0,242621	0,333333	0,090713
11	74	-0,698	0,242621	0,366667	0,124046
12	76	-0,449	0,326843	0,4	0,073157
13	76	-0,449	0,326843	0,433333	0,106491
14	76	-0,449	0,326843	0,466667	0,139824
15	78	-0,199	0,420975	0,5	0,079025
16	78	-0,199	0,420975	0,533333	0,112358
17	80	0,0498	0,519879	0,566667	0,046788
18	82	0,2991	0,617568	0,6	0,017568
19	82	0,2991	0,617568	0,633333	0,015766
20	82	0,2991	0,617568	0,666667	0,049099
21	82	0,2991	0,617568	0,7	0,082432
22	86	0,7976	0,787448	0,733333	0,054114
23	86	0,7976	0,787448	0,766667	0,020781
24	88	1,0468	0,852415	0,8	0,052415
25	90	1,2961	0,902529	0,833333	0,069195
26	90	1,2961	0,902529	0,866667	0,035862
27	90	1,2961	0,902529	0,9	0,002529
28	92	1,5453	0,938869	0,933333	0,005535
29	94	1,7946	0,963641	0,966667	0,003026
30	94	1,7946	0,963641	1	0,036359
Lo: 0,140					
Lt : 0,161					

APPENDIX 6

STUDENTS' RESULT OF TEST

20

Pre – Test

Name : Dinda Juni Pratiwi

Class : VII B

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

Complete the following text is for questions number 1 to 5!

On Sunday evening I (1) ... very tired after hanging out the whole day with my friend at the mall. As soon as I arrived home, I hug my jacket on a hanger and got ready to take a rest. Suddenly, I remember that I had to call a friend. I (2) ... for my cellular everywhere but couldn't find it, I was getting panicky. I asked everyone in the house whether they (3) ... where my cellular was but no one knew it. Well, I (4) ... it I thought. Then, I had an idea. I asked my brother to call my cellular. To my surprise, I (5) ... it ringing in my jacket. The cellular was there.

1. ☒ a. feel
☒ b. feeling
☐ c. felt
☐ d. feelingly

2. ☐ a. look
☒ b. looked
☐ c. looking
☐ d. to look

3. ☒ a. know
☐ b. known
☐ c. knew
☒ d. to know

4. ☒ a. lose
☐ b. lost
☒ c. loses
☐ d. losing

5. ☒ a. heard
☐ b. hear
☒ c. hearing
☐ d. to hear

6. ☒ She ... a book last night.
☐ a. buys
☒ b. bought
☐ c. bought
☐ d. buy

7. ☒ Gilang and Surya ... bikes to the book store the day before yesterday.
☐ a. performed
☒ b. fried
☐ c. smoked
☐ d. rode

8. ☒ Did Rhaka (shoot) that bird yesterday?
☐ a. shooting
☒ b. showing
☐ c. shot
☐ d. shoot

9. ☒ He ... me an orange last week.
☒ a. give
☐ b. gave
☐ c. gives
☐ d. given

10. ☒ I ... to Semarang last month.
☐ a. went
☒ b. go
☐ c. goes
☐ d. gone

11. ☒ She (sing) a song yesterday morning.

40

Pre – Test

Name : ARI DWI TAMA

Class : VIII^A

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

Complete the following text is for questions number 1 to 5!

On Sunday evening I (1) ... very tired after hanging out the whole day with my friend at the mall. As soon as I arrived home, I hug my jacket on a hanger and got ready to take a rest. Suddenly, I remember that I had to call a friend. I (2) ... for my cellular everywhere but couldn't find it, I was getting panicky. I asked everyone in the house whether they (3) ... where my cellular was but no one knew it. Well, I (4) ... it I thought. Then, I had an idea. I asked my brother to call my cellular. To my surprise, I (5) ... it ringing in my jacket. The cellular was there.

1. ☒ a. feel
☒ b. feeling
c. felt
d. feelingly
2. ☒ a. look
b. looked
c. looking
☒ d. to look
3. ☒ a. know
b. known
c. knew
☒ d. to know
4. ☒ a. lose
b. lost
☒ c. loses
d. losing

5. ☒ a. heard
b. hear
c. hearing
d. to hear
6. ☒ She ... a book last night.
a. buys
b. bought
c. bought
☒ d. buy
7. ☒ Gilang and Surya ... bikes to the book store the day before yesterday.
a. performed
☒ b. fried
c. smoked
d. rode
8. ☒ Did Rhaka (shoot) that bird yesterday?
☒ a. shooting
b. showing
c. shot
d. shoot
9. ☒ He ... me an orange last week.
☒ a. give
b. gave
c. gives
d. given
10. ☒ I ... to Semarang last month.
a. went
☒ b. go
c. goes
d. gone
11. ☒ She (sing) a song yesterday morning.

Pre – Test

Name : mAsyah chairani putri

Class : ~~VIII~~ VIII^B

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

Complete the following text is for questions number 1 to 5!

On Sunday evening I (1) ... very tired after hanging out the whole day with my friend at the mall. As soon as I arrived home, I hug my jacket on a hanger and got ready to take a rest. Suddenly, I remember that I had to call a friend. I (2) ... for my cellular everywhere but couldn't find it, I was getting panicky. I asked everyone in the house whether they (3) ... where my cellular was but no one knew it. Well, I (4) ... it I thought. Then, I had an idea. I asked my brother to call my cellular. To my surprise, I (5) ... it ringing in my jacket. The cellular was there.

1. ~~a.~~ feel
b. feeling
c. felt
d. feelingly
2. ~~a.~~ look
b. looked
c. looking
d. to look
3. ~~a.~~ know
b. known
c. knew
d. to know
4. ~~a.~~ lose
b. lost
c. loses
d. losing

5. ~~a.~~ heard
~~b.~~ hear
c. hearing
d. to hear
6. ~~a.~~ She ... a book last night.
a. buys
b. buyed
c. bought
d. buy
7. ~~a.~~ Gilang and Surya ... bikes to the book store the day before yesterday.
a. performed
b. fried
c. smoked
d. rode
8. ~~a.~~ Did Rhaka (shoot) that bird yesterday?
a. shooting
b. showing
c. shot
d. shoot
9. ~~a.~~ He ... me an orange last week.
a. give
b. gave
c. gives
d. given
10. ~~a.~~ I ... to Semarang last month.
a. went
b. go
c. goes
d. gone
11. ~~a.~~ She (sing) a song yesterday morning.

Pre – Test

Name : ~~F~~ALIZI SYAHPUTRA

Class : 8B

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

Complete the following text is for questions number 1 to 5!

On Sunday evening I (1) ... very tired after hanging out the whole day with my friend at the mall. As soon as I arrived home, I hug my jacket on a hanger and got ready to take a rest. Suddenly, I remember that I had to call a friend. I (2) ... for my cellular everywhere but couldn't find it, I was getting panicky. I asked everyone in the house whether they (3) ... where my cellular was but no one knew it. Well, I (4) ... it I thought. Then, I had an idea. I asked my brother to call my cellular. To my surprise, I (5) ... it ringing in my jacket. The cellular was there.

1. ☒ a. feel
☐ b. feeling
☐ c. felt
☐ d. feelingly
2. ☐ a. look
☒ b. looked
☐ c. looking
☐ d. to look
3. ☒ a. know
☐ b. known
☐ c. knew
☒ d. to know
4. ☐ a. lose
☒ b. lost
☒ c. loses
☐ d. losing

5. ☒ a. heard
☒ b. hear
☐ c. hearing
☐ d. to hear
6. ☒ She ... a book last night.
☐ a. buys
☐ b. buyed
☐ c. bought
☒ d. buy
7. ☒ Gilang and Surya ... bikes to the book store the day before yesterday.
☐ a. performed
☒ b. fried
☐ c. smoked
☐ d. rode
8. ☒ Did Rhaka (shoot) that bird yesterday?
☐ a. shooting
☐ b. showing
☒ c. shot
☐ d. shoot
9. ☒ He ... me an orange last week.
☐ a. give
☒ b. gave
☐ c. gives
☐ d. given
10. ☒ I ... to Semarang last month.
☒ a. went
☐ b. go
☐ c. goes
☐ d. gone
11. ☒ She (sing) a song yesterday morning.

58

Post-Test

Name : Dinda Juni Pratiwi

Class : VIII^A

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

1. Only last night, my roommate and

☒ I ... some free time.☒ d. has☒ e. have

f. had

g. having

2. My uncle ... a new car a week ago.

☒ a. buy

b. was buying

c. has bought

☒ d. bought

3. Indra and Yoko ... bikes to the

☒ book store the day before yesterday.

a. ride

☒ b. rode

c. were riding

d. ridden

4. Dina ... her report a week ago.

☒ a. did not finish

b. doesn't finish

☒ c. didn't finished

d. did not finished

☒ 5. Did she ... her English homework last night?

a. do

b. did

☒ c. done

d. doing

The following text is for questions number 6 to 10!

On Wednesday evening, I (6) ... to the Town Hall. It (7) ... the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike 12 in 20 minutes' time. 15 minutes passed and then, at 11.55, the clock stopped. The big minute hand (8) ... move. Everyone there waited and waited, but nothing happened. I (9) ... my watch and then shouted, 'It's 12:02! The clock has stopped!' Others looked at their watch too. The big clock (10) ... to welcome the New Year! At the moment, everybody began to laugh and sing!

6. a. goes

☒ b. 10 go☒ c. 11 went

d. 12 gone

7. a. is

b. are

c. were

☒ d. was8. ☒ a. didn't

b. weren't

c. doesn't

d. wasn't

88

Post-Test

Name : ARI DWI TAMA

Class : VIII A

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

1. Only last night, my roommate and

☒ I ... some free time.

d. has

e. have

☒ f. had

g. having

2. My uncle ... a new car a week ago.

☒ a. buy

b. was buying

c. has bought

☒ d. bought

3. Indra and Yoko ... bikes to the

☒ book store the day before yesterday.

a. ride

☒ b. rode

c. were riding

d. ridden

4. Dina ... her report a week ago.

☒ a. did not finish

☒ b. doesn't finish

c. didn't finished

d. did not finished

5. Did she ... her English homework

☒ last night?

☒ a. do

b. did

c. done

d. doing

The following text is for questions number 6 to 10!

On Wednesday evening, I (6) ... to the Town Hall. It (7) ... the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike 12 in 20 minutes' time. 15 minutes passed and then, at 11.55, the clock stopped. The big minute hand (8) ... move. Everyone there waited and waited, but nothing happened. I (9) ... my watch and then shouted, 'It's 12:02! The clock has stopped!' Others looked at their watch too. The big clock (10) ... to welcome the New Year! At the moment, everybody began to laugh and sing!

6. a. goes

☒ b. 10 go

☒ c. 11 went

d. 12 gone

7. a. is

☒ b. are

c. were

☒ d. was

8. a. didn't

☒ b. weren't

c. doesn't

d. wasn't

72

Post-Test

Name : melisyah chairani putri

Class : VIII⁶

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

1. Only last night, my roommate and I ... some free time.

☒ A a. has☐ B b. have☒ C c. had☐ D d. having

2. My uncle ... a new car a week ago.

☒ a. buy☐ b. was buying☐ c. has bought☒ d. bought

3. Indra and Yoko ... bikes to the book store the day before yesterday.

☒ a. ride☐ b. rode☐ c. were riding☐ d. ridden

4. Dina ... her report a week ago.

☒ a. did not finish☐ b. doesn't finish☐ c. didn't finished☐ d. did not finished

5. Did she ... her English homework last night?

☒ a. do☐ b. did☐ c. done☐ d. doing

The following text is for questions number 6 to 10!

On Wednesday evening, I (6) ... to the Town Hall. It (7) ... the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike 12 in 20 minutes' time. 15 minutes passed and then, at 11.55, the clock stopped. The big minute hand (8) ... move. Everyone there waited and waited, but nothing happened. I (9) ... my watch and then shouted, 'It's 12:02! The clock has stopped!' Others looked at their watch too. The big clock (10) ... to welcome the New Year! At the moment, everybody began to laugh and sing!

6. ☒ a. goes

☐ b. 1.10 go☐ c. 1.11 went☒ d. 1.12 gone

7. ☒ a. is

☐ b. are☐ c. were☒ d. was

8. ☒ a. didn't

☐ b. weren't☐ c. doesn't☐ d. wasn't

94

Post-Test

Name : Fauzi Syahputra

Class : 8 B

I. Choose the correct answer by crossing (x) a, b, c, or d in front of the correct answer!

1. Only last night, my roommate and

I ~~was~~ some free time.

d. has

~~x~~ have

~~x~~ had

g. having

2. My uncle ... a new car a week ago.

~~x~~ buy

b. was buying

c. has bought

~~x~~ bought

3. Indra and Yoko ... bikes to the

book store the day before yesterday.

a. ride

~~x~~ rode

c. were riding

d. ridden

4. Dina ... her report a week ago.

~~x~~ did not finish

~~x~~ doesn't finish

c. didn't finished

d. did not finished

5. Did she ... her English homework

last night?

~~x~~ do

b. did

c. done

d. doing

The following text is for questions number 6 to 10!

On Wednesday evening, I (6) ... to the Town Hall. It (7) ... the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike 12 in 20 minutes' time. 15 minutes passed and then, at 11.55, the clock stopped. The big minute hand (8) ... move. Everyone there waited and waited, but nothing happened. I (9) ... my watch and then shouted, 'It's 12:02! The clock has stopped!' Others looked at their watch too. The big clock (10) ... to welcome the New Year! At the moment, everybody began to laugh and sing!

6. a. goes

~~x~~ 1.10 go

~~x~~ 1.11 went

1.12 gone

~~x~~ a. is

a. are

b. were

~~x~~ c. was

~~x~~ 8. ~~x~~ didn't

a. weren't

b. doesn't

c. wasn't

APPENDIX 7

L-TABLE, F-TABLE AND T-TABLE

1. L-Table

Nilai Kritis L Untuk Uji Lilliefors					
Ukuran	Tarf Nyata (α)				
Sampel (n)	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

2. F-Table

Tabel Distribusi F

TABEL DISTRIBUSI F DENGAN Alpha = 5%																					
F	Derajat Bebas Pembilang, df 2																				
	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞		
Derajat Bebas Penyebut, df 1	1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254	
	2	18,50	19,00	19,20	19,20	19,30	19,30	19,40	19,40	19,40	19,40	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5	19,5	
	3	10,10	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,7	8,66	8,64	8,62	8,59	8,57	8,55	8,53	
	4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63	
	5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,46	4,43	4,40	4,37	
	6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67	
	7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23	
	8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93	
	9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71	
	10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54	
	11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40	
	12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30	
	13	4,67	3,81	3,41	3,18	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21	
	14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13	
	15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07	
	16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01	
	17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96	
	18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92	
	19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88	
	20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84	
	21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81	
	22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78	
	23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76	
	24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73	
	25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71	
	30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62	
	40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51	
	60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39	
	120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,96	1,91	1,83	1,75	1,61	1,61	1,55	1,50	1,43	1,35	1,25	
	∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,52	1,52	1,46	1,39	1,32	1,22	1,00	

3. T-Table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX 8

DOCUMENTATION



Picture 1. Teaching in experimental class by using English Grammar Test application



Picture 2. Student in experimental class learning by using English Grammar Test



Picture 3. Teaching in control class without English Grammar Test application



Picture 4. Students in control class learning English

APPENDIX 9

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9400/ITK/ITK.V.3/PP.00.9/08/2020

09 Agustus 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTs. Islamiyah Perkebunan Tanjung Kasau

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Dinda Dwi Tifani
NIM : 0304161052
Tempat/Tanggal Lahir : Medan, 04 Juli 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jalan Pimpinan, Gang.Suka Selamat

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. Islamiyah Perkebunan Tanjung Kasau, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of English Grammar Test Application on Students' Grammar Skill of Simple Past Tense at the Eighth Grade of Junior High School

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 09 Agustus 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

APPENDIX 10

RESEARCH RESPONSE LETTER



**YAYASAN PERKEBUNAN SUMATERA UTARA
MADRASAH TSANAWIYAH ISLAMIYAH
TANJUNG KASAU**

Jl. Sei Langgei - Desa Perk. Tg. Kasau - Kec. Sei Suka - Kab. Batu Bara - E-mail : mts.islamiyah@kasau@gmail.com - Kode Pos : 21257

Nomor : 62 /YPSU/MTs.Is/TK/08/2020
Lamp. : -
Hal : Pemberian Izin Riset

Perk. Tg. Kasau, 15 Agustus 2020

Kepada Yth.
Bapak/Ibu Pimpinan
Universitas Islam Negeri Sumatera Utara Medan
Fakultas Ilmu Tarbiyah dan Keguruan

Assalamu'alaikum Wr.Wb.

Sesuai dengan surat Bapak/Ibu Nomor : B-9400/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 09 Agustus 2020 perihal Izin Riset, kepada mahasiswa :

Nama : DINDA DWI TIFANI
NIM : 0304161052
Tempat/Tanggal Lahir : Medan, 04 Juli 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII
Alamat : Jalan Pimpinan, Gang. Suka Selamat

dengan ini memberikan Ijin kepada Mahasiswa tersebut untuk melakukan Riset di Madrasah kami untuk memperoleh informasi/keterangan dan data - data dalam penyusunan skripsi dengan judul "The Effect of English Grammar Test Application on Students' Grammar Skill of Simple Past Tense at the Eight Grade of junior High School". Dan telah dilaksanakan sejak tanggal 15 Juli 2020 s/d 15 Agustus 2020.

Demikian surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.



H. MARAUSMAN HARAHAP, S.Ag