



**THE IMPLEMENTATION OF VERB SEARCH GAME STRATEGY IN  
IMPROVING STUDENTS' ABILITY IN USING SIMPLE PAST TENSE  
OF EIGHT GRADE AT MTS HIFZHIL QUR'AN ISLAMIC CENTRE  
MEDAN2016 / 2017 ACADEMIC YEAR**

**A SKRIPSI**

*Summited the Faculty of Tarbiyah and Teachers Training, State Islamic  
University of North Sumatera as a Partial Fulfilment of the Requirements for  
the Degree of Sarjana Pendidikan*

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## ABSTRACT

**RATNA SARI LUBIS. 2017. THE IMPLEMENTATION OF VERB SEARCH GAME STRATEGY IN IMPROVING STUDENTS' ABILITY IN USING SIMPLE PAST TENSE OF EIGHT GRADE AT MTS HIFZHIL QUR'AN ISLAMIC CENTRE MEDAN 2016 /2017 ACADEMIC YEAR.**

Skripsi, Medan: Department of English Education Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

**Keyword** : *Simple Past Tense and Verb Search Game Strategy*

This research aims at finding the improvement of the students' ability in using simple past tense by implementing verb search game. The subject of this research is eight grade of MTs Hifzhil Qur'an Islamic Centre Medan 2016 /2017 Academic Year. It consists of one class and 40 students as respondents. The object of this research is to improve students' ability in using simple past tense by implementing verb search game.

The research of this study applies a classroom action research. The qualitative data is collected by using observation sheet, interview and diary note and the quantitative data is collected by using a test. The technique of analyzing the data of this research is uses t-test for qualitative data and Miles and Trustworthiness for quantitative data. To establish the trustworthiness of the data the researcher uses source and methodological triangulation. The finding of this research shows that the verb search game strategy can improve the students' ability in using simple past tense qualitatively and quantitatively.

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Medan,04 Juli 2017  
The writer

**RATNA SARI LUBIS**  
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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English language is an international language. With master English well, so the students will be able to communicate with other nations in the world. But to be able to master the English language the students must be master several components: namely; vocabulary, pronunciation, spelling and grammar.

The Longman Dictionary of Contemporary English defines grammar as (The study and practice of ) the rules by which words change their forms and are combined into sentences. The role of grammar, as the dictionary suggest, are about how words change and how they are put together into sentence.<sup>1</sup> By understanding Grammar, we can build a conceptual map of the structure of the English language, so English that we use in writing or pronunciation will be more structured.<sup>2</sup> English grammar consist of many terms, one of them which is simple past tense. In English, when they want to tell or write events that are past, it is known as the Simple Past Tense.

Simple past tense is describes the action or situations that began and ended in the past. Tenses are the basic grammar is taught for students at Junior High School and Senior High School. There are many students get difficulties in understanding of the simple past tense such us: first, they are still confused in distinguishing of the simple past tense between verbs which are included in regular verb and are included in irregular verb. Second, they just know about the

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<sup>1</sup>Jeremy Harmer. 1989. *Teaching and Learning Grammar*, ( America: Longman Group), p.1

<sup>2</sup>Irma Indriani. 2015. *Grammar itu Gampang*. (Jakarta: Dunia Cerdas), p. 2



pattern of simple past tense but they still find difficulty in applying its rules into make a complete sentence. Third they cannot use simple past tense appropriately in realcommunication, and the last the teacher did not give them opportunity to be active in the class. Once the practiced they made a sentence which is not meaningfully.

Based on the problem above, it is a crucial problem because students will find difficulties to learn the next level of tense. Therefore, the writer tries to give solution to the teacher that all of the problems happened as explained above can be solved by using Verb Search Game strategy. This strategy can improve the students' ability in using Simple Past Tense because this strategy can give motivation to the other students to learn simple past tense.

Therefore, this study is conducted to investigate how the Verb Search Game Strategy can significantly improve the students' ability inusing simple past tense. Therefore, the writer interested to use this strategy to solve the problem of the teaching grammar about Simple Past Tense.

Based on the problem above, the title of the thesis is“**THE IMPLEMENTATION OF VERB SEARCH GAME STRATEGY IN IMPROVING STUDENTS' ABILITY IN USING SIMPLE PAST TENSE OF EIGHT GRADE AT MTS HIFZIL QUR'AN ISLAMIC CENTER MEDAN**”

#### **B. Identifications of theProblem.**

There are many problems that can be identified related to ability in understanding Simple Pat Tense: (1) The students have studied tenses, but they are not able in using simple past tense. (2) The students have studied simple past

tense, but they are still confused in distinguish between regular verb and irregular verb in using simple past tense. (3) The teacher has used some strategy in learning process, but they are still low in using simple past tense.

### **C. Limitation of the Problem.**

Based on the background of the study, the researcher limited the study on two factors, they are strategy in teaching simple past tense and improve the students' ability using simple past tense. Strategy here will be focused on verb search game strategy.

### **D. Research Problem**

Based on the problem of this study is formulated as follows: "How can the students' ability in using simple past tense by verb search game strategy?"

### **E. Objective of the Study.**

Based on the research problem, the objective of this study is to improve the students' ability in using simple past tense by implementing verb search game strategy.

### **F. Significance of the Study.**

Based on the explanation above, the significance of this study are: (1) The students, this research is expected to help the students to improve their ability in learning simple past tense and to improve them to be more active and critic in learning. (2) The teachers, this research is expected to be useful for the English It will be beneficial for English teachers to provide an alternative way of teaching simple past tense to students. It will be substantial points for anyone who want to teach simple past tense based on students' cognitive development. (3) For the next

researcher, this research is expected can be developed by the next researcher in different skill and participa

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. The following terms are used some basic theories in this study.

#### 1. Ability in Using the Simple Past Tense.

##### a. Ability

There are some definitions of ability. In oxford learner's pocket dictionary stated that ability is skill or power.<sup>3</sup> According to Allyn and Balcon ability is potential capacity or power (to do something physical or mental) or special natural power to do something well,<sup>4</sup> and Julia Swannel stated that ability is sufficient power or being able, (to do) cleverness talent.<sup>5</sup>

Ability is the intelgence or capability of someone in doing something.

Allah SWT reveals in Quran Surah Al-Isro' in the 84 verse:

سَيِّلاً أَهْدَىٰ هُوَ يَمَنُّ أَعْلَمُ فَرُبُّكُمْ شَاكِلْتِهِ ۗ عَلَىٰ يَعْمَلُ كُلُّ قُلٍّ

<sup>3</sup>Oxford Dictionary, 2008, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press,) p. 1

<sup>4</sup>Allyn and Baccond, 1964, *Pshycology The Science of Behavioral*, (London: Longman,) p. 2

<sup>5</sup>Julia Swannell, 1986, *The Large Print version of The Little Oxford*, (London: Oxford University Press,) p. 45

*Say (O Muhammad to mankind): "Each one does according to Shakilatih (i.e. his Way or his Religion or his intentions, etc.), and Your Lord knows best of Him whose Path (religion, etc.) is right."*<sup>6</sup>

From the verse above the writer conclude that when someone has knowladge and ability, Allah will rise up to suitable ranks and degrees between other people.

Based on the explanation above, it can be concluded that the students' ability is the natural aptitudes and learned capabilities required to successfully complete a task. And the students' ability in grammar simple past tense is the power or capability of students in understanding the material, especially simple past tense is given by the teacher in the classroom. The ability of the students in learning can be seen from the result of their grammar

## **b. Using the Simple Past Tense.**

### **1) Definition.**

In term of definition, different linguists define past tense differently. However, the definitions are more or less same. According to Marcella Frank, he defines that " simple past tense represents definite time; it refers to events that were completed before the statement is made. It often accompanied by such expression of definite past as yesterday last year, two years ago etc."<sup>7</sup> It means that simple past tense expresses an action in the past taking place that ends when the speaker uses it in real communication. This definition parallel with Bernard Comrie's statement in the Tense. "Past tense refers to situation that held at some

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<sup>6</sup>Muhammad Marimaduke Pickbull, 2007, *The Holy Qur'an*,(New Delhi: Adam Publishers & Distributors,) p. 379

<sup>7</sup>Marcella Frank, 1990, *Modern English Part 1 Part of Speech*, (Englewood Cliffs: Prentice Hall), p. 49

time prior to the present moment. Often, it seems that the use of past tense form also carries the information that the situation no longer hold. <sup>8</sup>Moreover, Betty Schamfer Azar, in her book *Understanding and Using English Grammar*”, said “The Past Tense indicates that an activity or situation began and ended at a particular time in the past.”<sup>9</sup>

According to Michael A. Pyle and Mary Allen Munoz Page, the simple past is used for a completed action that happened at *one specific time* in the past. The italicized words in the previous sentence are important because they show that simple past is not the same as past progressive or present perfect. <sup>10</sup>

The simple past tense can also we find in Holy Qur’an. The usage of this verse describes a certain change which happens in one’s life. That’s in the Huud verse 90 Allah says:

﴿۝۹۰﴾ وَدُودٌ حَمِيمٌ ۝ إِنَّ إِلَيْهِ تُبْوَائِكُمْ وَأَسْتَغْفِرُوا

*"And ask Forgiveness of Your Lord and turn unto Him In repentance. Verily, My Lord is Most Merciful, Most Loving."*<sup>11</sup>

Based on the explanation above, it comes to the conclusion that simple past tense is a form that indicate an activity or situation that happened in the past and also the use of the past tense only locates the situation in the past, without saying

<sup>8</sup>Bernand Comrie, 1985, *Tense*, (Cambridge: Cambridge University Press), p. 41

<sup>9</sup>Betty Schamfer Azar, 1989, *Understanding and Using English Grammar*, (Englewood Cliffs: Prentice), p. 24

<sup>10</sup>Michael A. Pyle and Mary Allen Munoz Page, 2001, *Toefl Preparation Guide, Test of English As a Foreign Language*, (New Delhi: IDG Books India) (P) Ltd, p. 59

<sup>11</sup>Muhammad Marimaduke Pickbull, 2007, *The Holy Qur’an*, (New Delhi: Adam Publishers & Distributors,) p. 520

anything about whether that situation continues to the present and future, we also use the simple past tense to describe the events that move story forward.

## 2) Form.

According to Jhon Eastwood in his book *Oxford Practice Grammar with Answer* (Second Edition), he declared that “in the simple past tense, a regular past form end in ed, some verbs have an irregular past form we use did and also were and was in negatives and question.”<sup>12</sup>

Moreover, in *English Grammar in Use*, Raymond Murphy said that “very often the past simple ends in- ed (regular verbs). Example: *the police stopped me on my way home last night*. But many verbs are *irregular*. The past simple does not end in-ed.”<sup>13</sup>. For example: I got up early this morning.

There are some formulas in the simple past tense: (1) Affirmative statement: To make an affirmative statements, the verb other than be, we use the formula: S + V2 + ( O/Adv) for example: Iwent to Jakarta yestrday. (2) Negative Statement: To make a negative statements, the verb others than be, we use the formula: S+ DID + NOT + V1 + O/Adv for example: He didn’t study english language last night. (3) Interrogative statements: To make the interrogative statement of verb other than be, we put did before the subject, the formula: DID + S + V1 + O/ Adv. And to make interrogative negative form of verb other than be

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<sup>12</sup>Jhon Eastwood, 1999, *Oxford Practice Grammars with Answer*, (Oxford University Press,) Second Edition, p.18

<sup>13</sup>Raymond Murphy, 1994, *English Grmmar in Use*, (Cambridge: Cambridge University Press,) p. 10

based on this formula: DID + NOT + V1 + O/ Adv for example Didn't she bring umbrella?<sup>14</sup>

### 3) Function.

According to Rahmah Fithriani, the simple past tense describes an action which happened before that present time and is no longer happening. This means that the function of the simple past tense is (1) to describe an action finished in the past. For example: The president visited some South East Asian countries last June. (2) to interrupt an action which was in progress in the past. For example: My child was sleeping when the electricity suddenly died.<sup>15</sup>

### 4) Situation.

The simple past is used for a single event (or sequence of such events) in the past, and also for past habitual action: He **took** the money and **ran**. It can also refer to a past state I knew how to fight even as a child. For action that was ongoing at the time referred to, the past progressive is generally used instead (e.g. *I was cooking*). The same can apply to states, if temporary (e.g. *the ball was lying on the sidewalk*), in these cases the simple past is used even for a temporary state: The dog **was** in its kennel. However, with verbs of sensing, it is common in such circumstances to use *could see* in place of *saw*, *could hear* in place of *heard*, etc. If one action interrupts another, then it is usual for the interrupted (ongoing) action to be expressed with the past progressive, and the action that interrupted it

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<sup>14</sup>A. Faidlal Rahman, 2007, *Cara Cepat Belajar 16 Tenses*, (Yogyakarta: Pustaka Widaytama,) pp. 73-74

<sup>15</sup>Rahmah Fithriani, 2010, *English Grammar*, (Cita Pustaka Media Perintis,) p. 112.

to be in the simple past: Your mother **called** while you *were cooking*. The simple past is often close in meaning to the present perfect. The simple past is used when the event happened at a particular time in the past, or during a period which ended in the past (i.e. a period that does not last up until the present time). This time frame may be explicitly stated, or implicit in the context (for example the past tense is often used when describing a sequence of past events). I **was** born in 1980. The simple past also has some uses in which it does not refer to a past time. These are generally in condition clauses and some other dependent clauses referring to hypothetical circumstances, as well as certain expressions of wish: If he **walked** faster, he would get home earlier.

According to Rudy Hariyono and Bryan L Wilkinson say that the simple past tense is the time used explains an actions or events at the specific time in the past in the form of modestly.<sup>16</sup> It is used for; first, the simple past tense expresses an action which has done and has finished in the past or describes an event that happened in the specific time in the past for example; he helped me last week. Second, the simple past tense expresses the habitual action in the past but it does not happen in this time for example; he worked in the restaurant, but now he is working in a factory. Third, the simple past tense expresses a situation that happened in the past for example; we were at home last night.

According to Thomson and Martinet say that the simple past tense is the tense that is used for an action completed in the past at definite time.<sup>17</sup> It is therefore used for; (1) the simple past tense used an action completed in the past

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<sup>16</sup>Rudy Hariyono and Bryan L Wilkinson, 2008, *Essential ABC English Grammar*, (Jombang: Lintas Media, first edition), p. 433.

<sup>17</sup> Thomson, A.J. and Martinet, A.V, 1986, *A Practical English Grammar*, (Oxford University Press: Low-Priced Edition) p.161.



at definite time. It is divided into four they are; first, the simple past have a past action and the time is given for example; I met him yesterday and Pasteur died in 1895. Second, the simple past when the time is asked about for example; when did you meet him?. Third, the simple past have the action clearly took place at a definite time even though this time is not mentioned for example; the train was ten minutes late and how did he get his present job?. Four, the simple past sometimes the time becomes definite time because of a question and answer in the present perfect tense for example; where have you been?, I've been to the opera? And did you enjoy it? (2) the simple past tense is used for an action whose time is not given but which occupied a period of time now terminated, or occurred at a moment in a period of time now terminated for example; he worked in that bank for four years and my grandmother once saw Queen Victoria. Third, the simple past tense is also used for past habit for example; he always carried an umbrella and they never drank wine. Four, the simple past tense is used conditional sentence for example: if it were rain, I would carry an umbrella.

## **2. Verb Search Game Strategy**

### **a. Definition**

A game is a formal description of a strategic situation. Games can be described formally at various levels of detail. A coalitional (or cooperative) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members. What is not made explicit is the process by which the coalition forms. As an example, the players may be several parties in parliament. Each party has a different strength, based upon the number of seats occupied by party members. The game describes which coalitions

of parties can form a majority, but does not delineate, for example, the negotiation process through which an agreement to vote en bloc is achieved.<sup>18</sup> According to wikipedia "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome "<sup>19</sup>

### **b. Principle.**

Verb search game strategy is a pairs player game developed by Mario Rinvoluceri in Australia. In which the player is to unearth as many verbs parts as they can as fast as they can. A game is an activity with rules, a goal and an element of fun.

Learning strategies is determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and following-through, the strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles Moranski.<sup>20</sup>

Verb search game is one of grammar strategy of many strategies that can improve the students' ability in using simple past, because the verb search can be used for getting students to focus on different sets of words which they have to commit to memory, e.g. irregular comparatives and superlatives and those that require a spelling change like happy/happier.

### **c. Design**

According to Rodgers, design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is

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<sup>18</sup>Theodore L. Turocy, 2001, *Game Theory*, (Texas A&M University,) p. 6

<sup>19</sup> Salen, Katie & Zimmerman, *Rules of Play*, Accessed on Friday, 24 February 2017, at. 07.20.pm (<https://simple.wikipedia.org/wiki/Game>)

<sup>20</sup>Ekwski F. et al. 2006, *E-Learning Concepts and Techniques*. (Bloomsburg University of Pennsylvania's Department of Instructional Technology)

selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocates; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials.<sup>21</sup> It means that there are six items to design of verb search game strategy, they are: learning objective, syllabus model, learning activity, role of teacher, role of students, and the role of material.

The learning objective of this strategy is the students can using simple past tense of regular and irregular verb. The students can use formula of simple past, pronunciation and spelling. The students can discuss with their pair and responsible with the result of their discussion.

Although the strategy that can improve the students' ability in using simple past, the teacher also can improve the students' ability. The teacher can show to the students some example in their text book that relation with simple past.

Syllabus, in the second of Junior High School, is found that the students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing).

Types of this activity is work together, problem solving and responsibility. It means that the teacher divides class to work in pairs. The teacher will give

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<sup>21</sup>Rodgers 1986, *Approaches and Methods in Language Teaching*: (Cambridge University Press)

them a topic or a statement to be done in their group pair. The students that there are a large number of regular and irregular verbs buried in the sheet.

The role of teacher in teaching tenses is as the center to guide the students to comprehend the simple past by using verb search game strategy guidance. An important role of a teacher is as a facilitator of learning process. Harmer says that there are several roles of teacher in the teaching and learning process; controller, organizer, assessor, prompter, participant, resource, tutor, and observer.<sup>22</sup>.

The role of material in verb search game strategy is using tenses book. The tenses book is consist of suitable simple past material will be learned in the junior high school. By applying verb search game can improve the students' ability in simple past tense and the teacher can know the skill of they have.

#### **d. Procedure.**

Based on Mario Rinvoluceri explanation in her book "Grammar Games Cognitive, affective, and drama activities for EFL students" there are also some steps to do this strategy: (1) Teacher tells to students that the material is about "Simple Past Tense", (2) Teacher reviews the material that emphasizes to regular and irregular verb and gives them example. (3) To improve about regular and irregular verb, teacher divides class to work in pairs. (4) Teacher gives each pair a verb search sheet. Tells the students that there are a large number of regular and irregular verbs buried in the sheet. Their task is to unearth as many verbs parts as they can as fast as they can. Every time they unearth a verb part they are to jot it down and also jot down the other two parts and its meaning in their own language. Warn them they may find verbs parts going horizontally, vertically, and

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<sup>22</sup>Harmer, *Ibid*, 2001, pp. 57-62

diagonally, as well as backwards. (5) After about 5 minutes' search asks the students to change pairs. Do this a couple of times during the exercise. While this is going on go round and check that they are trying to jot down the other part of the verb-help especially with pronunciation-get them to say the parts of each verb they have written down. Teacher have to go fast to get round the whole class-teacher's speed will help to heighten their sense of urgency in the search. (6) Teacher asks the students to give their answer in board verb search as many verbs parts as they can as fast as they can. (7) The winner is who can find as many verbs parts as they can as fast as they can.<sup>23</sup>

#### **e. Advantage and Disadvantage**

This strategy give many advantages to the students' in learning Simple Past Tense, such us: can significantly improve the students' ability in simple past tense. Therefore, the writer interested to use this strategy to solve the problem of the teaching grammar about Simple Past Tense.

The disadvantages of verb search game such us: each of the students' have individual working, that they can't working together, and then the analyze the sentence students' will be egoism.

#### **B. Related Study**

There are several studies that are described below:

1. Septika<sup>24</sup>, conducted a reseach about "Improving Students' Understanding on Simple Past Tense Trough Sentence Race Game Strategy at MTs Al- Hasanah Medan". The subject of this study is VIII-2 students', which consists of 22

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<sup>23</sup> Mario Rinvolucri, 1984, "Grammar Games Cognitive, affective, and drama activities for EFL students", (New York: Cambridge University Press,) p.124

<sup>24</sup>Isma Nur Septika, "Improving Students' Understanding On Simple Past Tense Trough Sentence Race Game Strategy, Thesis, ( Medan : State Institute for Islamic Studies of North Sumatera, 2013).

students' in academic year 2012-2013. The technique of collecting the data, she used qualitative and quantitative data. The qualitative data taken from observation and interview. The quantitative data taken from test, which was carried out in the end of every cycle, and the post test in the second cycle. Based on data analysis it was found that the students score improved, it can be seen from the cycle 1 through sentence race game, there was 62,5. Where 7 students got success of score criteria or it was 35 % and 13 students got unsuccess or it was 65%, and only students got unsuccess or it was only 15% .

2. Rahman<sup>25</sup>, did a research about "Improving The Students' Ability at Building up Simple Past Tense By Using Mix- Freeze Group Strategy At MTS PAB Medan Helvetia". The population of this study is 32 students. The technique of collecting the data, he used qualitative and quantitative data. The qualitative data were taken from interview, diary note, test, and documentation. The quantitative data were taken from the test. Based on the test, the result of the analysis showed that mean of the pre test 41.87. the mean of first cycle was 65,3. The mean of second cycle was 90,62. In the post test cycle 1, students who got up 65 there were 16 of 32 students' it mean there was improvement about 59%. In the post test of cycle II, students' who got up 65 there were 32 of 32 students'. It mean the improvement was about (100%) it indicate that implementation of mix Freeze Group Strategy Increased the students' ability at bulding up simple past tense.

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<sup>25</sup>Abdul Rahman, *"Improving The Students' Ability At Building Up Simple Past Tense By Using Mix- Freeze Group Strategy"*, ( Medan : State Institute for Islamic Studies of North Sumatera, 2014).

### **C. Conceptual Framework**

The simple past is the basic form of the past tense in Modern English. It is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in -ed; however there are a few hundred irregular verbs with different forms.

Teaching simple past tense is very important in teaching English because with simple past tense we will be able to tell the story of our past. Therefore teaching simple past should do carefully and affectively.

In teaching English especially simple past so many strategies that can be used. In this research, the researcher applies Verb Search Game strategy. Verb search game is a strategy that is used to increase the students' ability in understanding simple past tense.

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### **D. Actional Hypothesis**

Based on the framework above, the hypothesis of this research is that the students' ability in simple past tense can be improved by using Verb Search Game Strategy.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Setting**

This research will be conducted in Mts. Islamic Centre Medan which is located on Jl. Willem Iskandar, kecamatan. Percut sei tuan kabupaten deli serdang. The subject of this research is Eight Grade in Mts. Islamic Centre Medan. The number of the students in that class consists of 40 students. The writer choose this location because some reasons, namely: (1) This school is not far from the writer's house. (2) The English teacher still use the old method in teaching learning process in the classroom. (3) there is no researcher that conduct study in this school with same title before.

#### **B. Data and Data Source**

The technique of analyzing data of this research will be applied by using qualitative and quantitave data. The qualitative data will be use to describe the situation during teaching and learnign process. They will be analyzed from interview result, observation, and diary note. The quantitative data in this research is the students' scores in forming several words. Their score will take from pre-test and post-test.

The researcher got the data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the



important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

### **C. Research Method.**

This study will apply classroom action research. According to Eileen Ferrance stated that “Action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research”.<sup>26</sup> Furthermore, according to Edward L. Vockell and J. William Asher, they assert that action research refers to the practical application of the scientific method or other forms of disciplined inquiry to the process of dealing with everyday problems. It is particularly focused on teachers and other educators doing action research in order to make their particulareducational activities more productive.<sup>27</sup>

In addition, actually action research is problems focused, because it nearly always arises from specific problems or issues arising out of professional practice.<sup>28</sup> It means that action research focuses on problem and practical intended in its outcome. Besides, action research provides teachers and administrators with an opportunity to better understand what happens in their school. This process establishes a decision making cycle that guides instructional planning for the school and individual classrooms.<sup>29</sup>

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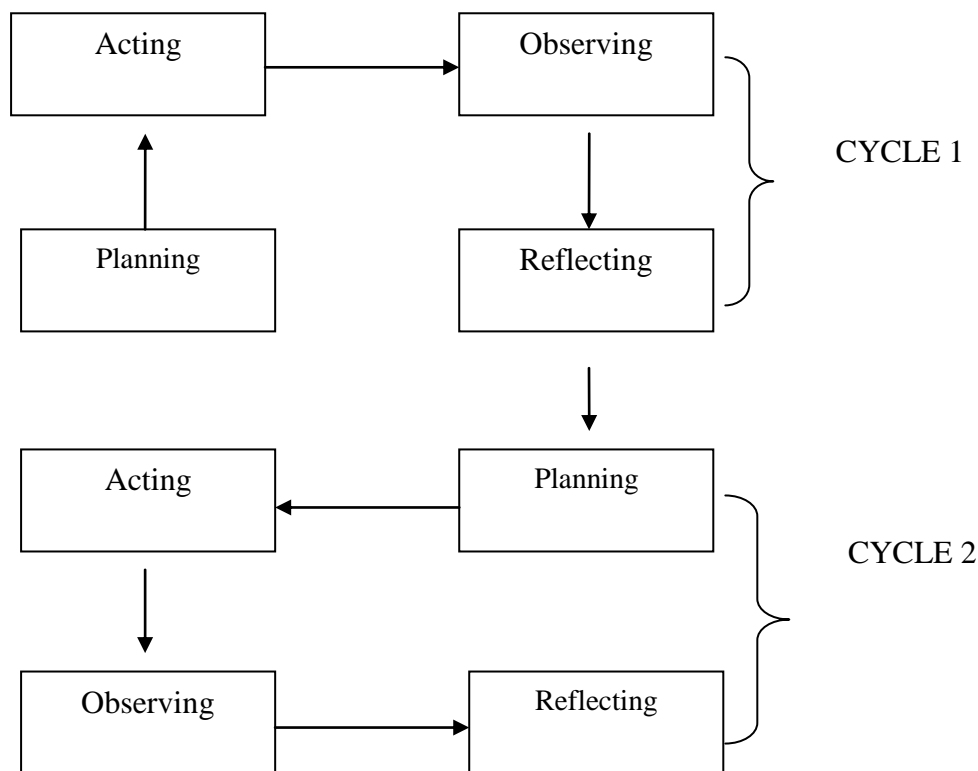
<sup>26</sup>Eileen Ferrance, 2000, *Action Research*, (New York: Brown University,) p. 1

<sup>27</sup>Edward L. Vockell and J. William Asher, 1995, *Educational Research, Second Edition*, (Englewood Cliffs: Merril, an Imprint of Prentice Hall,) p. 10

<sup>28</sup>Michael J. Wallace, 1998, *Action Research For Language Teachers*, (Cambridge: Cambridge University Press,) p. 15

<sup>29</sup>Ralph Hewitt and Mary Little, 2005, *Leading Action Research in School*, (Tallahassee: State of Florida Department,) p. 2

The writer uses the classroom action research procedure based on Kurt Levin's design. It consist of two cycle contains four phases; planning, acting, observing, and reflecting.



**Figure 3.1. Kurt Levin's Action Research Design.**<sup>30</sup>

The classroom action research using lewin's design consist of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action reserch, the writer conducts the preliminary study. According to Mills

<sup>30</sup>Wijaya Kusumah, dan Dedi Dwitagama, *Mengenal Penelitian Tindak Kelas*, ( Jakarta: PT. Indeks, 2009), p. 44

preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea.<sup>31</sup> It is aimed to gain data about problems faced by teacher and students in teaching learning activities and needed to be solve. The researcher observed the class; it was conducted on Mei 2017 to the students at the eight grade. Besides, the researcher conducted interview to the english teacher in the terms of the techniques and activities employed in teaching simple past and giving questionnaire to the students in terms of learning english. The steps of action procedur in this classroom action research in detail as follows:

### 1. The First Cycle

The indicators are: 1) the students' motivation in grammar improve. 2) The students' can using simple past tense. 3) The students pay attention in teaching learning process, 4) The students can explain about simple past tense. There are many activities in cycle one they are: **1) Planning.** (a) Making lesson plan that is reflect the material of the lesson. (b) Preparing the teaching facilities. (c) Preparing the test of measure the result of the study. **2) Action.** Action is the process of doing. It is the implementation of planning. So, in this phase everything that had been planned in planning. There are many activities in cycle one they are: (a) Teacher explaint and give some example of simple past tense. (c) The teacher set the class rules during teaching-learning process. (d) The students are thought about procedure of Verb Search Game strategy to increase students' ability on simple past tense. **3) Observation.** Observation is done to record the process during teaching learning process. It is use to be evaluated and the basic of

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<sup>31</sup>Geoffrey E. Mills, *Action Research: A Guide For the Teacher Research*, (2and Ed), (New Jersey: Merrill Prentice Hall, 2003), p. 26.

reflection. Therefore, conducting observation must be done carefully. It is about the behavior attitude and all activities while giving action and doing their work group by using documentation, they are: Photos and diary notes. There are many things that had been observed as followed:(a) Many students are still confused about the procedure of verb search game.(b) Many students are not active in doing the task, even some of them made noisy when teaching learning process.(c) Many students just little answer question, when the teacher call pairs of the students. **4)**

**Reflection.** Reflection is the feedback process from the action that has been done. In this phase, the writer take the feedback of her/his teaching learning process from the result of observation, the problem that exist, the cause of the problem are analysed. Dealing with the purpose of the research to increase students' ability in simple past tense, the writer reflect. The result of reflection are: 1) Many students are still confused about procedure Verb Search Game Strategy the teacher didn't explain well. 2) Many students' were not active in doing the task, even some of them made noisy when the teaching learning process because many of them were still confused how to make simple past tense. 3) Many students could not answer the question the teacher, because they were not ready to answer and afraid to make mistake.

## **2. The Second Cycle.**

In the second cycle, it included in four steps too, planning, action, observing and reflection.**1) Planning.** In this cycle, Verb Search Game strategy apply the teaching learning process. The topic is same before. however, in this cycle, the teaching learning process is more emphasized students; to know the simple past tense through answer some question from the teacher by using Verb Search

Game. **2) Action.** In this section, the writer do the action that looking for reflaction that has evaluated and perfected. **3) Observation.** The observation have one for the second cycle. The teachers activity and the srudents activity during teaching learning process had been observed. (a) Where of the students are not confused about the procedur of verb search game. (b) Many students are active in doing the task, even some of them made noise when the teaching learning process. (c) Many tired to express their answer some task confidently. **4) Reflection.** In this phase, the feedback of the teaching learning process was taken from the result of observation, and diary notes. Dealing objection of the research to improve follows: (a) Most of students are not confused about the procedur Verb Search Game Strategy. (b) Many student are active in doing the task, even some of students' are still noisy when teaching learning process. They do the task actively. (c) Many students get tired to express their opinion confidently they wanted to give the best. (d) The teacher should be able to motivate the students about grammar especially Simple Past Tense.

#### **D. Technique of Collecting the Data**

In order to collect the intended data, this study make use of the following instrumentation :

##### 1. Test

There are two kinds of Test namely pre-test and post-test. Pre-test or initial reflection was intended to assess of the subjects which was administered in the first meeting before the researcher conducted the research by applying verb search game strategy in the classroom. The post-tests were administered in the end. The function of administering post test was to evaluate the effectiveness of Verb

Search Game strategy in teaching Simple Past Tense. Pres-test and Post-test were in the form of multiple choice items which is consisted of 30 question of Pre-test and 30 question of Post-test. The expected answer were A, B, C, and D. Each correct answer had 1 point and incorrect answer get 0 point. The purpose of pretest conduct is to find out initial condition of subject in Simple Past Tense. Meanwhile the post-test would reflect the effectiveness of Verb Serach Game strategy when it was applied in eighth grade students of MTs Islamic Centre Medan.

## 2. Observation

The observation is done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching. For example, at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions and how the students responded to the teacher's questions. Then she explained the material. The observation is done by the researcher and the English teacher as the collaborator. The observation results were recorded in the form of field notes.

## 3. Interview

The interview is done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in

the teaching and learning process. In this case, the researcher held the interview with the English teacher and the VIII students about the use of *Verb Search Game* strategy in Simple Past Tense. The researcher asked the teacher some questions related to class activities, class condition, students' behaviour, and the students' proficiency level in simple past tense. For example, the researcher asked the teacher to tell her how she explained the material to the students. The researcher also interviewed some students by asking them questions about class activities. For example, the researcher asked the students about their difficulties in understanding simple past tense. The information was recorded into interview transcript.

#### 4. Diary Notes

Diary notes is done to write and report the moments of events and daily activity, however to express the feeling participant in classroom action research that come out before that probably it isn't plain and observation guidance.

#### **E. Technique of Analyzing the Data**

The technique of analyzing data of this research will apply by using qualitative and quantitative data. The data will use to describe the situation during teaching learning process. Qualitative data would be analyzed according to Miles and Huberman, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components: data reduction, data display, and drawing and verifying conclusion.

Quantitative data would be analyzed in score while the students learned in reading narrative text by using Verb Search Game strategy through quantitative data the researcher would know there was improvement or not on the students' achievement simple past tense by using Verb Search Game strategy.

To know the means of the students' score in each cycle, the research was applied the following formula:

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

$X$  : The means of the student

$\sum X$  : The total score

$N$  : The number of students

This research will apply quantitative and qualitative data. The quantitative data is analyzed by t-test formula. Quantitative data would be analyzed in score while teacher taught by using verb search game. Through quantitative data the researcher would know there will be an improvement or not on the students' ability by using verb search game.

Then, to know the difference of the test success after using verb search game the researcher apply the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

$D$  = Difference



$N$  = Subject of Students

While the qualitative data will be analyzed by Miles and Huberman<sup>32</sup> qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explained as follows:

### 1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analysing the data. The data reduced in this study were data found in the interview transcript.

### 2. Data Display

The next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

### 3. Conclusion Drawing and Verification.

The last step of analysis that will draw conclusion and verivication. From the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns,explanation, possible

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<sup>32</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA:Sage Publications, 1994),p, 10.

configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

#### **F. Technique of Establishing the Trustworthiness**

It is important to establish that the findings of the study are valid. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba,<sup>33</sup> the trustworthiness consists of the following components: credibility, transferability, dependability and confirmability.

*Credibility* in qualitative research means the research of qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.

*Transferability* refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or settings. From a

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<sup>33</sup> Y. S., & Guba, E. G. (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289.

qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

*Dependability*, on the other hand, emphasize the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

*Confirmability* refers to the degree to which the result could be confirmed or collaborated by others. The researcher get document procedures for checking and rechecking the data throughout the study. *Confirmability* entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

##### 1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' ability in using simple past tense.

In this preliminary study, the researcher gave pre-test, interview, and observation. Pre-test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson especially in simple past tense. The number of the students who took the test was 38 from the result in pre-test, the total score of the students was 2269 and the mean of the students' score 59,71.

Based on the test result, it is indicated that the students' improvement in simple past tense was low. It can be seen from the mean score of the students was 2269 and the percentage of the students' score of the pre- test was 16 students who passed or got score up to 75, it was only 42,10 %. On the other hand, 22 students failed or didn't get score up to 75 and it was 57,89 %.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching

English were interest students in learning English, especially to improve their ability in simple past tense. The interview also found that the students still had few pattern. It is shown from the result of interview with the English teacher as follows: "I think their ability is still low because it is proven by the students score is below the Minimum Passing Grade". (Int - T - Ksr).

From the result of interview with the English teacher showed that the students' ability is still low especially in using simple past tense because their ability in using simple past tense are still standard. It was also strengthened by the result of interview with the students as follows: "Pembelajaran simple past tense itu sangat susah karena banyak rumus." (Simple past tense is very hard because so many formula) (Int-S1- Diff). From the student statement that she think the simple past tense is very difficult because sentence in the Indonesian language is very different with sentence in English language. For example I go to school yesterday, now, and tomorrow it is different but in Indonesian language it is same. So, the students feel they should remember a lot of formulas.

"Saya suka Bahasa Inggris miss, apalagi simple past tense tapi saya kesulitan membedakan regular dan irregular verb." (I love English, even simple past tense, but I can't differ which are regular and irregular form.) (Int-T2-diff). In English language there are two kinds of verb to form simple past tense are regular and irregular. The students often not remember where is the regular and irregular. For example "study-studied" this is regular, while the past tense of "go" is "went" this is irregular. So when the teacher ask the students make a sentence they get difficult to differ regular and irregular. "Saya kurang suka bahasa Inggris miss, apalagi simple past tense karena harus banyak menghafal vocabulary" (I am not

too enjoy English, even simple past tense because I have to know some vocabularies) (Int-S3-Difv). To make a sentence simple past tense should master many vocabulary. While the students don't have many vocabulary.

From the data above, it can be concluded that most of students were still not understand in using formula of simple past tense and differ between regular and irregular form, so that score of the test in using simple past tense still low. The students were not be able to comprehend the test as a whole.

Based on the analysis result, it can be concluded that the students' ability in using simple past tense was not good yet and low doing action research in pre-test. Therefore the researcher would like to conduct a study about the students ability in using simple past tense. So, the researcher continued to the first cycle.

## **2. Cycle I**

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

### **Planning**

In this cycle , the researcher formulated the learning objective. The learning objective of the teaching simple past tense is the students understand the meaning, the pattern, and the use of simple past tense. To achieve this objective first of all, the researcher selected the learning material. The learning material of this cycle is the meaning, and the researcher give some example to the students as well as the formula of simple past tense. The learning media of this cycle is marker, main mapping, and preparing observation sheet. And the researcher also prepared the

lesson plan to teach. In this research, the researcher would be as the teacher. Then, the researcher prepared the post-test to know there is any improvement in students' score from pre-test to the post-test one or not.

### **Action**

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. (1) The teacher did the apperception by greeting the students, pray, checking the students' attendance, then the teacher helped them to memorize the previous lesson. (2) The teacher explained the topic which would be discussed and the competence that would be achieved.

In the main activity, the researcher implemented the action based on the lesson plan which had been made in planning phase. In this first cycle, there were some activities had done by the researcher, such as: (1) The teacher explained the meaning of simple past tense. (2) The teacher gave example of positive sentence, negative sentence and interrogative sentence. For the instance: I was a student at Elementary school in 2003 (+). Did you have breakfast this morning? (?). No, I didn't have breakfast this morning (-).

In closing there were some activities had done by the researcher, such as: (1) The teacher makes reflection on the students' activities. (2) Distributed the students test. (3) Check the students works.

### **Observation**

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all

activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the researcher gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the Verb Search Game strategy in learning process. The researcher could improve the students' ability in simple past tense but many students still not active and were not interested while the researcher taught them about simple past tense. But, when the researcher give the example for them they kept attention to the researcher. Althought some of the students had did the activities seriously 24 of them got succeeded and 14 students still got 75 below.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 2771 and the number of the students who took the test was 38. So, the mean of the students' score of the test was 72,92. It can be seen that the students' score in simple past tense was increased. The percentage of the students' score of the post- test was 24 students who passed or got score up to 75, it was only 63,15 %. On the other hand, 14 students failed or didn't get score up to 75 and it was 36,84%. So, post-test of the first cycle was categorized improved.

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follows: "Menurut



saya menyenangkan jadi saya tidak bosan belajarnya miss”. (According to me it is fun so, i didn’t boring miss) (Int- S1-Stb). From the opinion of the first student showed that the student feel more spirit when learning simple past tense.

“Saya sangat suka miss karena kami tidak pernah menggunakan strategy ini”. (I liked miss because we are never used this strategy) (Int- S2-Snus). From the opinion of the second student showed this strategy never used in this class. “Iya miss, strategy ini unik dan menyenangkan”. (This strategy unique and fun). (Int-S3-Sfh). From the opinion of the third student showed that the student feel this strategy can make them happy and enjoy when learning simple past tense.

From the students’ response and the students’ score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

### **Reflection**

In this phase, the feedback of teaching learning process was taken from the result observation, test, documentation, interview. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when study simple past tense through Verb Search Game strategy. The students’ difficulties and problem while learning. All of it will be asked by the researcher in the end of meeting.

Through the reflection, the researcher know the problems and the result of the students when did test. Look at the students result test and observation sheet and also diary notes.

From the students’ response the students’ score above, the researcher stated to continue in continue in cycle two in hoping the best one. Second cycle was held

to achieve the improvement score of the students' ability in using simple past tense.

### **3. Cycle II**

The researcher chose to continue the research in cycle two. The aim was to improve students score in simple past tense mastery post test in the first cycle. The students' respons in learning simple past tense was improved. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning by using Verb Search Game strategy. The phenomenon in the class also changed. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen from the additional activities that have been done by the researcher while teaching simple past tense in four steps, planning, action, observing and reflection.

#### **Planning**

In this phase, the researcher modified the previous lesson plan into new lesson plan which had related with using verb search game strategy in teaching simple past tense. In this planning phase, there were some modifications which were accomplished, such as the use of different material, media and exercises. The learning material in this cycle is the teacher ask students to make a sentence that related with the simple past tense. The learning media in this cycle is Paper containing regular and irregular sentences. Besides, the researcher also prepared the structured observation sheet. Also the researcher prepared the post-test 2 to know the improvement of students' understanding of the simple past tense.

### **Action**

In this step, there were some activities which were done by the researcher, including: introducing, the main activity and closing. In introduction, there some activities had done by the researcher, such us: (1) the teacher explained the objectives and the learning procedure, (2) The teacher did the apperception by greeting the students, cheeking the students' attendance list, and motivated the students to improve their ability in simple past tense.

In the main activity, there were some activities had done by the researcher, such as:(1) The researcher made the students into ten group. (2) The researcher gave one paper for one group to analys about regular and irregular verb. (3) After five minute one by one of them explain in front of about regular and irregular verb that hade analysed. (4) The researcher gave the test to the students. (5) The last activity of the action is closing. Then, the researcher also order students to make a sentence related to the simple past tense to know their ability improven or not.

In closing there were some activities had done by the researcher, such as: (1) The teacher makes reflection on the students' activities. (2) Distributed the students test. (3) Check the students works.

### **Observation**

The observation was done for the second cycle. The students' activity during the teaching learning process had ben observed. (1) Most of the students were active and enjoyed the class. (2) Most of the students doing a Verb Search Game test effectively.

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all

activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by qualitative and quantitative data, the writer gave the post-test in second cycle. The result of post-test in the second cycle show that the achievement of students increased when used Verb Search Game strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The students' ability got more improved in using simple past tense.

Quantitatively, the result of the post-test II of the second cycle, it showed that the total score of the students was 3252 and the number of the students who took the test was 38. So, the mean of the students' score of the test was 85,57 it can be seen that the students' score in simple past was increased. The percentage of the students' score of the post-test II was 35 students who passed or got score up to 75, it was 92,10 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 7,89 %. So, post-test II of the second cycle was categorized successfully.

Based on the data above, the result showed the improvement of the students' score from the pre-test of cycle I. In the pre-test, the students who got score 75 or more were 16 of 38 students. In the post-test of cycle I, the students who got score 75 or more were 24 of 38 students. In the post-test of cycle II, the students who got score 75 or more were 35 of 38 students.

In this also used to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of  $t_{count}$  was and  $t_{table}$   $df = N - 1 = 37$ , with the fact

$\alpha = 0.05$  was 2,02. In the coefficient of  $t_{\text{count}}(2,24) > t_{\text{table}}(2,04)$ . Thus, alternative hypothesis ( $H_a$ ) could be received.

The quantitative data above was strengthened by the qualitative data taken through interview. Interview was also done when the researcher implementing the strategy to the students who got the low and high value during learning process. The result of interview with the students that was written in the appendix XI.

After administering in the post test, students were interviewed about implementing of verb search game strategy. Based on the interview reported with the students, it was found the students felt interested in simple past tense. It could be proved by the phrase among other the students in the result of interview. "Menurut saya menyenangkan dan dengan menggunakan verb search game saya lebih mudah memahami simple past tense". (According to me it is fun by using verb search game strategy i can understand simple past tense easily) (Int-S1-Sus).

From the opinion of the first student showed that the student feel happy and with this strategy the students' ability in simple past tense is improve. "Kalau saya merasa jadi lebih mudah untuk menggunakan rumus kedalam kalimat". (I feel easily in using the form in the sentences) (Int-S2-Smmr). From the opinion of the second students showed with this strategy the students feel easily to understand of formula. "Iya miss, saya lebih suka pake strategy ini kayaknya lebih mudah ngerjakannya". (I think it is easier to doing it) (Int-S2-Smm). From the opinion of the third student showed that the student feel this strategy is easier compared with another strategy.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher below: “Verb Search Game strategy make my students more active while learning process. They are more enthusiast in learning simple past tense, because all of them can use the formula in sentences, and i also hade know in teaching English especially simple past tense so many strategy that can use not only discussion but only Verb Search Game. (Int. T+ Sai)

### **Reflection**

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: (1) having checked the students’ test, the researcher found that he students’ score showed the improvement. Based on the observation sheet, the teacher’ ability in simple past tense showed the improvement too. The teacher could motivate the students’ score showed the improvement. It can be seen from the mean of the students’ score, in the pre-test, the students who got the score 75 or more were 16 of 38 students (42,10%). In the post-test one of cycle I, the students who got score 75 or more were 24 of 38 students (63,15%). In the post-test two of cycle II, the students who got score 75 or more were 35 of 38 students (92,10%).

Most of students’ score increased from the cycle one to the cycle two. It made the researcher felt that the cycle could be stopped because the students’ ability in simple past tense was improved by using Verb Search Game Strategy.

## B. Discussion

This research was conducted to find out the implementation of verb search game in improving the students' ability in using simple past tense. The result indicated that there was an improvement in the students' ability in using simple past tense by using verb search game. The mean of the students' score in the pre-test was 61,05. It can be concluded that the students' ability in using simple past tense is still low, because there are only 16 students who pass **kriteria ketuntasan minimal (KKM)**. The mean of the students' score in the post-test of cycle I was 72.76. It means that there are some students' improvement in conducting the action by using verb search game strategy from the pre-test mean score. The mean of the students' score in the post-test II of cycle II was 83,28. It was higher than the post-test I of cycle I.

The percentage of students who got point 75 or more also grew up. In the pre-test, the students who got point 75 or more were only 16 students ( 42, 10% ). In the post-test cycle I students who got point 75 or more there were 24 students (63,15%). It means that there was improved about 21,5 %. The post test II of cycle II, students who got point 75 or more there were 35 students ( 92,10%) and the improvement was about 28,95%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 50%. In other words, the students' ability in using simple past tense were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary note, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning

process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of verb search game could be motivate the students became more enthusiastic in learning English especially in simple past tense.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the verb search game could improve the students' ability in using simple past tense. It made the students enjoyable and their mastery was higher in learning simple past tense. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning simple past tense.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research that was conducted at VIII-4 grade students of Madrasah Tsanawiyah Tahfizil Qur'an Islamic Centre Medan in 2017 academic year, it could be concluded that:

1. In the preliminary study, quantitatively showed that score of the students was 2320 and the mean of the students' score 61,05. There were only 16 students who passed Minimum Passing Grade. There was 22 students who got failed. Qualitatively showed from the result of observation and the interview, it can be proven that the students' achievement in simple past tense was not good yet and low of the pre-test.
2. In the cycle I quantitatively showed that the total score of the students was 2765 and the mean of the students' score of the test was 72,76, and there were 24 students who passed Minimum Passing Grade. There was 14 students who got failed. It could be concluded that the students' ability in using simple past tense improved but not successfully.
3. In the cycle II, quantitatively showed that the total score of the students was 3251 and the mean of the students' score of the test was 81,27. There were 34 students who passed Minimum Passing Grade. There was 6 students who got failed. Therefore, the used of verb search game in teaching simple past tense is very good strategy which is suitable to be applied at VIII-4 grade students of Madrasah Tsanawiyah Tahfizil Qur'an Islamic Centre Medan.

4. Based on the data analysis, the result of the research showed the improvement of the students' achievement in using simple past tense by using Verb Search Game strategy.

### **B. Suggestion**

The suggestions are intended to find and enhance the effective ways in teaching simple past tense. The recommendations are presented as follows.

1. For the English Teachers the use of verb search game strategy can be improved a new knowledge about strategy in teaching simple past tense so that the students' ability can improve and can be more active and spirit in learning English especially simple past tense.
2. For the students, they must improve their ability in simple past tense because it is a toll for our to tell our story in the past.
3. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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**APPENDIX I****LESSON PLAN****(CYCLE I)**

School	: Mts. Islamic Centre Medan
Subject	: English
Class/ Semester	: VIII
Time allotment	: 4 x 40 Minutes (2 Meeting)
Skill focus	: Writing
Topic	: Simple Past Tense

**A. Standart Competence**

Understanding meaning of short functional text and sustained transactional and interpersonal recount in daily life context.

**B. Basic Competence**

Responding meaning and rhetorical steps in essay in recount text accurately and smoothly in daily life context to access knowledge.

**C. Indicator**

1. Students' are able to identify the past verb
2. Students' are able write affirmative, negative, and interrogative sentence in simple past tense.

**D. Learning Outcome**

By the end of the lesson, students will have been able to use past tense to express their trough written form.

- ❖ The character built:

- Respect    - Sportive    - Diligent    - Team Work

#### E. Learning Material

- Regular and irregular verb
- Formulation of simple past, adverb

#### F. Learning Activities

First Meeting (2x40 minutes)

##### 1. Pre – Activity

- Teacher enters the room and greets the students
- Teachers checks the students' attendance list.
- Teacher gives question related to the topic.

##### 2. Main Activity

###### a. Exploration

In exploration activities, teacher:

- Explains the definition of simple past tense
- Explains the verb change (regular/irregular)
- Write the examples in front of the class.

###### b. Elaboration

In the source of elaboration, the teacher:

- Facilitating learners on the discussion by dividing them into groups
- Distributes series picture to the students
- Facilitating learners to identify the verbs related to the picture.
- Facilitating learners to make sentences in simple past by discuss it with their own group. Then correct it together with the teacher.

###### c. Confirmation

In confirmation stage, teacher:

- Ask question about things that have not understood by the students.
- Serves as a facilitator in answering questions of students who face difficulty.

##### 3. Post- Activity

- The teachers reviews (conclude) the material that have discussed.

- Inform the students about the next material.
- Close the meeting.

### Second Meeting (2x40 minutes)

#### 1. Pre- Activity

- Teachers enter the room and greets the students.
- Teachers checks the students' attendance list
- Ask the students' about the preview lesson

#### 2. Main Activity

##### a. Exploration

In exploration the activities, teacher:

- Explain how to build up negative and interrogative sentence
- Write the examples in front of the class

##### b. Elaboration

In the course of elaboration, the teacher:

- Facilitating learners to make examples on the whiteboard.
- Introduces sentence verb search game to students'
- Teacher tells to students that the material is about "Simple Past Tense"
- Teacher reviews the material that emphasizes to regular and irregular verb and gives them example.
- To improve about regular and irregular verb, teacher divides class to work in pairs.
- Teacher gives each pair a verb search sheet. Tells the students that there are a large number of regular and irregular verbs buried in the sheet. Their task is to unearth as many verbs parts as they can as fast as they can. Every time they unearth a verb part they are to jot it down and also jot down the other two parts and its meaning in

their own language. Warn them they may find verbs parts going horizontally, vertically, and diagonally, as well as backwards.

- After about 5 minutes' search asks the students to change pairs. Do this a couple of times during the exercise. While this is going on go round and check that they are trying to jot down the other part of the verb-help especially with pronunciation-get them to say the parts of each verb they have written down. Teacher have to go fast to get round the whole class-teacher's speed will help to heighten their sense of urgency in the search.
- Teacher asks the students to give their answer in board verb search as many verbs parts as they can as fast as they can.
- The winner is who can find as many verbs parts as they can as fast as they can

---

#### c. Confirmation

In confirmation stage, teacher:

- Serves as a resource and facilitator in answering question of students who face difficulty
- Provide motivation to students who are less active or have not participated
- Ask question about things that have not understood by thr students.

#### 3. Post - Activity

- Making the conclusion
- Teacher distributes post-test to the students and gives them 20 minutes to answer
- Teacher collects the answer and closes the lesson and says greeting.

#### G. Learning Method



1. Explaining
2. Performance/demonstration
3. Group discussion

#### H. Learning Technique

1. Sentence race game

#### I. Learning Media

1. Verb Cards
2. Series Pictures

#### J. Evaluation

##### 1. Evaluation Technique

- Written Multiple Choice.

##### 2. Instrument:

- Choose the appropriate correct answer a,b,c,or d below

1) My brother painted and.....my bicycle

- a. Repaired    b. Repairs                      c. repair            d. Repairing

2) Hana put the vase on the table.....

- a. Now            b. Everyday                      c. tomorrow    d. Five  
minutes ago

3) We weren't at the departement store.

- a. Now            b. Last Sunday                      c. sometimes    d. Tomorrow

##### 3. Scoring:

Number of question = 10 items

$$\text{Score for each students} = \frac{\text{The number of right answers}}{\text{The number of questions}} \times 100\%$$

**APPENDIX II****LESSON PLAN****(CYCLE 2)**

School	: Mts. Islamic Centre Medan
Subject	: English
Class/Semester	: VIII
Time allotment	: 4x40 Minutes (2 Meetings)
Skill focus	: Reading
Topic	: Simple Past Tense

**A. Standard Competence**

Understanding meaning of short functional text and sustained transactional and interpersonal recount in daily life context.

**B. Basic Competence**

Responding meaning and rhetorical steps in essay recount text accurately and smoothly in daily life context to access knowledge.

**C. Indicator**

1. Students are able to identify the past verb.
2. Students are able to make sentences in simple past

**D. Learning Outcomes**

By the end of the lesson, student will have been able to identify written text of past tense.

- ❖ The character built:
  - Respect
  - Diligent
  - Sportive
  - Team work

**E. Learning material**

- Nominal sentences in simple past.
- Adverb in simple past.

## **F. Learning activities.**

### **Third Meeting (2x40 Minutes)**

#### 1. Pre- Activity

- Greet the student, and check the attendance list
- Teacher refreshes student' understanding on the previous material.

#### 2. Main Activity

##### a. Exploration

In exploration activities, teacher

- Explains the nominal form of simple past and the adverb
- Write the examples in front of the class
- Read the text aloud

##### b. Elaboration

In the course of elaboration, the teacher.

1. Teacher tells to students that the material is about “Simple Past Tense”
2. Teacher reviews the material that emphasizes to regular and irregular verb and gives them example.
3. To improve about regular and irregular verb, teacher divides class to work in pairs.
4. Teacher gives each pair a verb search sheet. Tells the students that there are a large number of regular and irregular verbs buried in the sheet. Their task is to unearth as many verbs parts as they can as fast as they can. Every time they unearth a verb part they are to jot it down and also jot down the other two parts and its meaning in their own language. Warn them they may find verbs parts going horizontally, vertically, and diagonally, as well as backwards.
5. After about 5 minutes' search asks the students to change pairs. Do this a couple of times during the exercise. While this is going on go round and check that they are trying to jot down the other part of the verb-help

especially with pronunciation-get them to say the parts of each verb they have written down. Teacher have to go fast to get round the whole class-teacher's speed will help to heighten their sense of urgency in the search.

6. Teacher asks the students to give their answer in board verb search as many verbs parts as they can as fast as they can.

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The winner is who can find as many verbs parts as they can as fast as they can.

c. Confirmation

In confirmation stage, teacher:

- Providing positive feedback.
- Ask question about things that have not understood by the student.
- Serves as a resource and facilitator in answering questions of students who face difficulty.

3. Post- Activity

- The teacher reviews the explanation they have discussed.
- Teacher distributer post-test to the students and gives them 20 minutes to answer.
- Teacher collects the answer sheet and closes the lesson and says greeting.

**Fourth Meeting (2x40 Minutes)**

1. Pre- Activity

- Greet the students
- Check the lesson and says greeting

2. Main Activity

a. Exploration

In exploration activities, teacher:

- Explain the nominal form of simple past and how to create nominal sentence in negative and interrogative form
- write the examples in front of the class.

b. Elaboration

In the course of elaboration, the teacher:

- Facilitating learner to build up their own sentences.
- Introduces verb search Game
- Teacher tells to students that the material is about “Simple Past Tense”
- Teacher reviews the material that emphasizes to regular and irregular verb and gives them example.
- To improve about regular and irregular verb, teacher divides class to work in pairs.
- Teacher gives each pair a verb search sheet. Tells the students that there are a large number of regular and irregular verbs buried in the sheet. Their task is to unearth as many verbs parts as they can as fast as they can. Every time they unearth a verb part they are to jot it down and also jot down the other two parts and its meaning in their own language. Warn them they may find verbs parts going horizontally, vertically, and diagonally, as well as backwards.
- After about 5 minutes’ search asks the students to change pairs. Do this a couple of times during the exercise. While this is going on go round and check that they are trying to jot down the other part of the verb-help especially with pronunciation-get them to say the parts of each verb they have written down. Teacher have to go fast to get round the whole class-teacher’s speed will help to heighten their sense of urgency in the search.
- Teacher asks the students to give their answer in board verb search as many verbs parts as they can as fast as they can.
- The winner is who can find as many verbs parts as they can as fast as they can.

c. confirmation

In confirmation stage, teacher:

- Providing positive feedback

- Ask questions about things that have not understood by the students.

### 3. Post- activity

- Make a conclusion.
- Closes the lesson and says greeting.

## **G. Learning Method**

1. Group working
2. Performance
3. Explaining.

## **H. Learning Strategy**

- Verb Search Game Strategy.

## **I. Learning Media**

1. Verb cards
2. Picture story

## **J. Evaluation**

- 1) Evaluation technique
  - Written test/Multiple choice
- 2) Instrument
  - Choose the appropriate correct answer a, b, c, or d below!
    - I....to the school alone yesterday.
 

a. walk	b. walked	c. walks	d. walking
---------	-----------	----------	------------
    - We.....in this restaurant 2 years ago
 

a. ate	b. eaten	c. eating	d. eat
--------	----------	-----------	--------
    - I....in this sofa with him
 

a. sleeping	b. sleep	c. slept	d. Sleped.
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### 3) Scoring

Number of questions' 10 items.

Score for each students

100%

questions

The number of right answer x

The number of

### APPENDIX III

#### PRE-TEST

**Name** :

**Class** :

**Time** : 35 Minutes

**Instruction** : Choose the appropriate correct answer a, b, c, or d below!

1. My brother painted and .....my bicycle.

a. repaired                      b. repairs                      c. repair                      d.

repairing

2. Hana put the vase on the table.....

a. now                      b. everyday                      c. tomorrow                      d. five

minutes ago

3. We weren't at the departement store....

a. Now                      b. Last Sunday                      c. Sometimes                      d.

Tomorrow

4. Thomas Edison..... the airplane

a. Didn't invent                      b. Not invented                      c. Not invent                      d.

Didn't invented

5. I.....so happy being there with you

a. Is                      b. was                      c. Are                      d.

Were

6. We.....many tourism objects like parangtritis beach, Pram,banan temple, and Malioboro. I really enjoyed the places.



- a. Visited                      b visiting                      c. visits                      d. Visit

7. I...my hand when i was maked breakfast

- a. Burn                      b. Burned                      c. Born                      d.

Burning

8. Who..... to on the phone?

- a. You talk                      b. Talk you                      c. Did you talk                      d. Did talk you

9. When .... home yesterday

- a. You come                      b. Come you                      c. Did you come                      d. Do you

come

10. How many oranges..... your sister buy lasweek?

- a. Did                      b. Do                      c. Does                      d. Will

11. She.... the flower on the table two minutes ago

- a. Puts                      b. Put                      c.puted                      d. Puted

12. He passed his examination because he... very hard

- a. Was studying                      b. Studies                      c. studied                      d. Study

13. My teacher... new book yesterday

- a. Bring                      b.brought                      c, brings                      d. Bringing

14. We.....so happy spending time together. I hope can visit there again next time.

- a. Were                      b. Was                      c. Are                      d. Is

15. I.... my drawing book to the school

- a. Loss                      b. Lost                      c. Was losing                      d. Loosing

16. I.....to take a taxi, but i didn't have enough money

a. missing      b. Miss      c. Missed      d. most

17.....you came to the hospital last week?

a. do      b. did      c. are      d. does

18. Shiva didn't..... the letter to Bob.

a. give      b. gave      c. gives      d. given

19. They.....play badminton yesterday

a. don't      b. doesn't      c. did      d. didn't

20. Peny and Kim ...their homework together last Saturday.

a. do      b. does      c. did      d. doing

21. Did you.....to the party?

a. go      b. went      c. going      d. goes

22. Our class ..... Japanese last Wednesday.

a. study      b. studies      c. studied      d. studying

23. Did you.....my toys?

a. break      b. broken      c. breaks      d. broke

24. Before I.... to class yesterday, I studied for the test

a. Came      b. Didn't come      c. Comes      d. Come

25. Mozart.... music when he was a child

a. write      b. Wrote      c. Did write      d. Writed

26. Where.... yesterday after

a. You went      b. Did you go      c. Did you went      d. You did go

27. My brother... the newspaper when he was waiting his friend  
a. Read            b. Was reading            c. Had read            d. Has read
28. The students to zoo when they were studying animals name  
a. Were going    b. Went            c. Had gone            d. Go
29. Angeline.... to english conversation when her friend was singing beside her  
a. Listened            b. listens            c. Was listening            d. Listen
30. I... to college alone when my friend was coming late  
a. Walked            b. Walk            c. Was walking            d. Were walk

## APPENDIX IV

## POST-TEST I

**Name** :

**Class** :

**Time** : 35 Minutes

**Instruction** : Choose the appropriate correct answer a, b, c, or d below!

1. My brother painted and .....my bicycle.
  - a. repaired
  - b. repairs
  - c. repair
  - d. Repairing
2. Hana put the vase on the table.....
  - a. now
  - b. everyday
  - c. tomorrow
  - d. five minutes ago
3. We weren't at the departement store....
  - a. Now
  - b. Last Sunday
  - c. Sometimes
  - d. Tomorrow
4. Thomas Edison..... the airplane
  - a. Didn't invent
  - b. Not invented
  - c. Not invent
  - d. Didn't invented
5. I.....so happy being there with you
  - a. Is
  - b. was
  - c. Are
  - d. Were
6. We.....many tourism objects like parangtritis beach, Pram,banan temple, and Malioboro. I really enjoyed the places.
  - a. Visited
  - b. visiting
  - c. visits
  - d. Visit
7. I...my hand when i was maked breakfast
  - a. Burn
  - b. Burned
  - c. Born
  - d. Burning

8. Who..... to on the phone?  
 a. You talk            b. Talk you    c. Did you talk        d. Did talk you
9. When .... home yesterday  
 a. You come            b. Come you    c. Did you come        d. Do you come
10. How many oranges..... your sister buy lasweek?  
 a. Did                    b. Do            c. Does                d. Will
11. She.... the flower on the table two minutes ago  
 a. Puts                    b. Put            c. putted                d. Puted
12. He passed his examination because he... very hard  
 a. Was studying        b. Studies        c. studied                d. Study
13. My teacher... new book yesterday  
 a. Bring                    b. brought        c, brings                d. Bringing
14. We.....so happy spending time together. I hope can visit there again next time.  
 a. Were                    b. Was            c. Are                    d. Is
15. I.... my drawing book to the school  
 a. Loss                    b. Lost            c. Was losing        d. Loosing
16. I.....to take a taxi, but i didn't have enough money  
 a. missing                b. Miss            c. Missed                d most
17. ....you came to the hospital last week?  
 a. do                        b. did            c. are                    d. Does
18. Shiva didn't..... the letter to Bob.  
 a. give                    b. gave            c. gives                d. Given

19. They.....play badminton yesterday  
a. don't            b. doesn't        c. did              d. didn't
20. Peny and Kim ...their homework together last Saturday.  
a. do                b. does            c. did              d. Doing
21. Did you.....to the party?  
a. go                b. went            c. going            d. Goes
22. Our class ..... Japanese last Wednesday.  
a. study            b. studies         c. studied         d. Studying
23. Did you.....my toys?  
a. break            b. broken         c. breaks          d. Broke
24. Before I.... to class yesterday, I studied for the test  
a. Came            b. Didn't come    c. Cames          d. Come
25. Mozart.... music when he was a child  
a. write            b. Wrote          c. Did write        d. Writed
26. Where.... yesterday after  
a. You went        b. Did you go     c. Did you went    d. You did go
27. My brother... the newspaper when he was waiting his friend  
a. Read            b. Was reading    c. Had read        d. Has read
28. The students to zoo when they were studying animals name  
a. Were going     b. Went            c. Had gone        d. Go

29. Angeline.... to english conversation when her friend was singing beside her

- a. Listened      b. listens      c. Was listening      d. Listen

30. I... to college alone when my friend was coming late

- a. Walked      b. Walk      c. Was walking      d. Were walk

## APPENDIX V

## POST-TEST II

**Nama** :

**Class** :

**Time** : 35 Minutes

**Intruccion** : Choose the right answer based on the question below!!

1. I.....to the school alone yesterday.  
a.walk            b. walked        c.walks            d.walking
2. we.....in this restaurant 2 days ago.  
a.ate              b. eaten            c.eating            d.eat
3. I.....in this sofa with him  
a.sleeping        b. sleep            c. slept             d. Slepded
4. We..... each other 2 years ago  
a.love             b. be loving        c. are love         d. Loved
5. I.....this scissiors to cut the grass yesterday.  
a.cuted            b. cuting            c.cut                d. be cuted
6. ....he read novel last night?  
a. do                b. did                c. done              d. Are
7. We..... to aceh two weeks ago  
a. gone             b. come              c. went              d. Go
8. They..... this musc two hours ago  
a. listened        b. listen             c. listening         d. be listen



9. Anita.....me in this market yesterday  
a. meeting    b. Meets    c. met    d. Meet
10. Dona..... this delicious food for us, 1 hour ago  
a.cooking    b.cooked    c.cooks    d.cook
11. I..... this floor yesterday  
a.swept    b.sweep    c.sweeps    d.sweaped
12. My brother.....this novel yesterday  
a. reading    b. Reads    c. read    d. Readed
13. We.....to the collage yesterday  
a.walking    b.walk    c.walked    d. be walking
14. My lil bro.....a new motorcycle yesterday  
a. has    b. have    c. having    d. Had
15. I..... sad when my bestfriend left me yesterday  
a. am sad    b.were    c.was    d.did
16. I.....in this office 2 years ago  
a. working    b.worked    c.work    d.be working
17. I.....my wallet in this market two months ago  
a. loose    b. Losed    c. lose    d. Lossing
18. My brother.....a letter for me  
a.write    b.wrote    c.writing    d.was writting
19. My students.....hard last night

- a. study      b. Studied      c.was study      d. Studying
20. When I.....it is raining 5 minutes ago
- a. got up      b. getting up      c. gets up      d. get up
21. They.....about this project in this restaurant yesterday
- a. talking      b. Talked      c.talk      d.talks
22. I.....an elephant last night
- a.draw      b.drew      c.drawn      d.drawing
23. My teacher.....me about this mathematic last year
- a. taught      b.teaching      c.teaches      d.teach
24. I...a cake to your house last night
- a.bring      b.brought      c.brings      d.bringing
25. Julio.....an active student last year
- a.were      b.was      c.is      d.are
26. She ...a lazy student
- a. Wasn't      b. Weren't      c. Isn't      d. Am not
27. You ... me a message last night
- a. Sent      b. Send      c. Sended      d. Will send
28. They ... an architect?
- a. Were      b. Was      c. Are      d. Is
29. They do a great job
- a. Did they did a great job?      b. Did not they do a great job?
- c. Did they do a great job?      d. Did they did not a great job?

30. Is the teacher in the class?

- a. Isn't the teacher in the class?      b. Wasn't the teacher in the class?  
c. Weren't the teacher in the class?      d. Am not the teacher in the class?

**APPENDIX VI****THE ANSWER KEY OF THE TEST****PRE-TEST**

1. c	11. b	21. a
2. d	12. c	22. c
3. b	13. b	23. a
4. a	14. a	24. a
5. b	15. b	25. b
6. a	16. b	26. b
7. b	17. b	27. a
8. c	18. a	28. b
9. c	19. d	29. a
10. a	20. c	30. a

**POST-TEST I**

1. c	11. b	21. a
2. d	12. c	22. c
3. b	13. b	23. a
4. a	14. a	24. a
5. b	15. b	25. b
6. a	16. b	26. b
7. b	17. b	27. a
8. c	18. a	28. b
9. c	19. d	29. a
10. a	20. c	30. a

**POST-TEST II**

1. b	11. a	21. b
2. a	12. c	22. b
3. c	13. c	23. a
4. d	14. d	24. b
5. c	15. c	25. b
6. b	16. b	26. a
7. c	17. c	27. a
8. a	18. b	28. a
9. c	19. b	29. c
10. b	20. a	30. b

## APPENDIX VII

## Student's Result of Simple Past Tense Test

Number	The Students' Initial Name	PRE TEST	NOTE	POST TEST I	NOTE	POST TEST II	NOTE
1.	EAH	20	FAILED	30	FAILED	60	FAILED
2.	FDK	33	FAILED	50	FAILED	70	FAILED
3.	FSN	40	FAILED	65	FAILED	83	PASSED
4.	FZC	36	FAILED	60	FAILED	93	PASSED
5.	FN	56	FAILED	80	PASSED	95	PASSED
6.	MMN	75	PASSED	80	PASSED	98	PASSED
7.	FNI	75	PASSED	85	PASSED	90	PASSED
8.	HIB	53	FAILED	86	PASSED	95	PASSED
9.	HS	80	PASSED	86	PASSED	90	PASSED
10.	UNS	36	FAILED	50	FAILED	80	PASSED
11.	HIA	86	PASSED	92	PASSED	97	PASSED
12.	HBS	43	FAILED	55	FAILED	78	PASSED
13.	HAN	-	-	-	-	-	-
14.	ISH	62	FAILED	82	PASSED	88	PASSED
15.	IL	46	FAILED	61	FAILED	75	PASSED
16.	IKC	75	PASSED	85	PASSED	89	PASSED
17.	IZN	80	PASSED	90	PASSED	99	PASSED
18.	IM	46	FAILED	65	FAILED	75	PASSED
19.	KFS	75	PASSED	80	PASSED	90	PASSED
20.	LFK	80	PASSED	85	PASSED	92	PASSED
21.	KA	83	PASSED	90	PASSED	95	PASSED
22.	MKR	33	FAILED	46	FAILED	75	PASSED
23.	MNNH	-	-	-	-	-	-
24.	MZF	80	PASSED	88	PASSED	94	PASSED

25.	MH	30	FAILED	55	FAILED	75	PASSED
26.	MIAS	70	FAILED	75	PASSED	82	PASSED
27.	MUN	60	FAILED	65	FAILED	80	PASSED
28.	NA	60	FAILED	75	PASSED	80	PASSED
29.	NS	33	FAILED	55	FAILED	70	FAILED
30.	NAZ	75	PASSED	80	PASSED	90	PASSED
31.	NAZZ	80	PASSED	83	PASSED	88	PASSED
32.	NBC	40	FAILED	65	FAILED	80	PASSED
33.	NPA	75	PASSED	80	PASSED	84	PASSED
34.	NR	46	FAILED	77	PASSED	85	PASSED
35.	NP	63	FAILED	75	PASSED	95	PASSED
36.	NK	90	PASSED	95	PASSED	95	PASSED
37.	NN	60	FAILED	80	PASSED	83	PASSED
38.	NCLH	75	PASSED	80	PASSED	90	PASSED
39.	NHN	43	FAILED	60	FAILED	80	PASSED
40.	KBR	75	PASSED	80	PASSED	94	PASSED
	<b>Total</b>	2269		2771		3252	
	<b>(<math>\Sigma x</math>)</b>						
	<b>Mean (X)</b>	59,71		72,92		85,57	

**APPENDIX VIII****OBSERVATION SHEET****(Cycle 1)**

School : Mts. Islamic Centre Medan  
 Subject : English  
 Class/Semester : VIII  
 Topic : Simple Past Tense  
 Time allotment : 4x40 Minutes (2 Meetings)  
 Direction : This following available list is the learning activities aspects which the teacher doing in the classroom.

Put a checklist in column 1,2,3,and 4 Based on Observation.

1= Poor          2= Fair          3= Good          4= very good

No	Indicator	Aspect Value	Value			
			1	2	3	4
1	Ability to open the class	Doing orientation				
		Giving the motivation of the students'				
2	Presenting the material	Mastering the material				
		Presenting clearly and sistematycally				
3	Learning strategy	Introducing verb search game strategy				
		Implementing verb search game				
4	Management of classroomm	Controlling the students				
		Involving the students to participate in discussion				
5	Communicating with students	Motivate the students to asking question				
		Give the respond of students				

## APPENDIX IX

### OBSERVATION SHEET

(Cycle 2)

School : Mts. Islamic Centre Medan  
 Subject : English  
 Class/Semester : VIII  
 Topic : Simple Past Tense  
 Time allotment : 4x40 Minutes (2 Meetings)  
 Direction : This following available list is the learning activities aspects which the teacher doing in the classroom.

Put a checklist in column 1,2,3,and 4 Based on Observation.

1= Poor          2= Fair          3= Good          4= very good

No	Indicator	Aspect Value	Value			
			1	2	3	4
1	Ability to open the class	Doing orientation				
		Giving the motivation of the students'				
2	Presenting the material	Mastering the material				
		Presenting clearly and sistematically				
3	Learning strategy	Introducing verb search game strategy				
		Implementing verb search game				
4	Management of classroomm	Controlling the students				
		Involving the students to participate in discussion				
5	Communicating with students	Motivate the students to asking question				
		Give the respond of students				



## APPENDIX X

## THE INTERVIEW REPORT

## Interview with the teacher before using Verb Sarch Game.

- The researcher** : Good morning Miss
- The Teacher** : Morning....
- The researcher** : Menurut ibu, bagaimanakah kemampuan siswa dalam mempelajari *simple past tense*?  
(According to you, how is the students' ability in studying *simple past tense*?)
- The Teacher** : Menurut saya kemampuan mereka masih sangat rendah karena terbukti dengan hasil nilai mereka belum mencapai KKM  
(I think their ability is still low because it is proved with the students score is below the Minimum Passing Grade).
- The researcher** : Apakah masalahnya:  
(What is the problem?)
- The Teacher** : Menurut saya karena mereka kesulitan membedakan regular dan irregular verb kemudian mereka juga kesulitan menggunakan rumus kedalam kalimat rumus dan mereka merasa bosan dan kurang tertarik untuk belajar *simple past tense*.  
(I think because they are difficult to different regular and irregular verb then they are also difficult to use formula in sentences and they are also boring and not interest to study *simple past tense*.)
- The researcher** : Strategy apa yang biasanya ibu gunakan dalam mengajar *simple past tense* ?  
(What is strategies that you usually use in teaching *simple past tense*?)
- The Teacher** : Kadang-kadang membuat kelompok satu kelompok 4 orang kemudian diskusi dan tanya jawab tapi paling sering kelompok sih  
( Sometimes make a group consist of four, discussion then, question and answer but that often use is group)

- The Researcher** : Media apa yang biasa ibu gunakan dalam mengajar *simple past tense*?  
(What kind of media that you use in teaching *simple past tense*?)
- The Teacher** : Buku Bahasa Inggris, infokus  
(English book, infocus)
- The Researcher** : Dari mana materi yang Ibu biasa gunakan?  
(Where you find the simple past tense material?)
- The Teacher** : Dari buku dan internet  
(English book and internet)
- The Researcher** : Apakah siswa sering diberi tugas *reading*?  
(Are the students often give reading homework?)
- The Teacher** : Iya  
(No)
- The Researcher** : Apa saja bentuk tugas *simple past tense* yang diberikan?  
(what kind of homework related to *simple past* that given?)
- The Teacher** : Kadang-kadang saya suruh membuat kalimat, menjawab soal seperti pilihan ganda gitu aja sih  
(Sometimes i order make a sentences, answer a question like multiple choice)
- The Researcher** : Ok bu terima kasih  
(Ok mom tank you)
- The Teacher** : Ok sama-sama  
(Ok you are welcome)

#### **Interview with the teacher after using Verb Search Game strategy**

- The resercher** : Selamat pagi bu  
(Good morning mom)
- The Teacher** : Pagi juga  
(Morning too)
- The researcher** : Bagaimana pendapat ibu tentang proses belajar mengajar *simple past* yang menerapkan Verb Search Game strategy? Apakah terdapat perbedaan dari sebelumnya?

**The Teacher** : (According to you, how about simple past teaching learning process by using Verb Search Game strategy? Is there any differences between after and before using the technique?)  
: Menurut saya bagus karena bisa meningkatkan kemampuan mereka dalam mempelajari simple past, saya lihat mereka lebih semangat. Saya juga jadi tahu ternyata strategy ini yang lebih tepat dalam mengajar simple past dan pastinya bisa la ibuk contoh.

(I think it is very good, because can improve the students' ability in learning simple past, i look they are more spirit in learning. For me i also have know actually this strategy appropriate in teaching simple past and. I will try the Verb Search Game you taught)

**The Researcher** : Menurut ibu apakah kelebihan dari *action* yang baru saja dilaksanakan?  
(According to you what is the plus effect from the action that have done?)

**The Teacher** : Siswa lebih bersemangat belajarnya  
(The students more spirit in learning)

**The researcher** : Apa saran-saran ibu untuk *action* berikutnya?  
(what are the suggestions that you can give to the next action?)

**The Teacher** : Medianya kalo bisa ditambah, supaya tujuan pencapaian kamu bisa lebih berhasil.  
(you can add for the media, it is used to get your more achievement)

**The Researcher** : Ok buk terima kasih  
(Ok miss tank you)

**The Teacher** : Ok sama-sama Ratna  
(Ok welcome Ratna)

## Appendix XI

### Interview with the students before implementing Verb Search Game Strategy.

- The researcher** : Apakah kamu suka belajar Bahasa Inggris khususnya simple past tense?  
(Do you like study English especially Simple Past?)
- Student I** : Pembelajaran simple past tense itu sangat susah karena banyak rumus.  
( Simple past tense is very hard because so many formula)
- Student II** : Saya suka Bahasa Inggris miss, apalagi simple past tense tapi saya kesulitan membedakan regular dan irregular verb.  
(I love English, even simple past tense, but i can't differ which are regular and irregular form.)
- Student III** : Saya kurang suka bahasa Inggris miss, apalagi simple past tense karena harus banyak menghafal vocabulary  
(I am not too enjoy English, even simple past tense because i have to know some vocabularies.)
- The researcher** : Bagaimana cara mengajar yang digunakan guru saat pelajaran simple past?  
(how is your teacher teaching you in simple past?)
- Student I** : Biasanya guru kami menyuruh untuk maju kedepan kelas satu per satu untuk menulis kalimat  
(our teacher usually ask us to come infront to the class one by one to write the sentence)
- Student II** : Paling disuruh buat kelompok  
(Make a group)
- Student III** : Buat kelompok terus tanya jawab  
(Make a group then answer a question)
- The researcher** : Media apa yang biasa digunakan guru dalam kegiatan belajar simple past?  
(what kind of media that used in reading english text?)
- Student** : Paling sering dengan buku Bahasa Inggris, tapi kadang kadang kami pake infokus miss.  
(It is very often using reading book, but it is often use infocus miss)

**The Researcher** : Apakah kamu sering diberi tugas membaca oleh guru?  
(how often your teacher give you reading homework?)

**Student** : Enggak miss. Karna kami belajar tahfiz lagi  
(No mis because we are study tahfiz again)

### **Interview with the students after implementing Strategy**

**The researcher** : Bagaimanakah menurutmu belajar simple past tense setelah menggunakan verb search game?  
(How do ypu think about the simple past teacheng learning process after using verb search game strategy?)

**Student I** :Menurut saya menyenangkan dan dengan menggunakan verb search game saya lebih mudah memahami simple past tense.  
( According to me it is fun by using verb search game strategy i can understand simple past tense easily)

**Student II** : Kalau saya merasa jadi lebih mudah miss untuk menggunakan rumus kedalam kalimat ( I feel easily in using the form in the sentences)

**Student III** : Iya miss, saya lebih suka pake strategy ini kayaknya lebih mudah ngerjakannya”. ( I think it is easier to doing it)

**The researcher** : Apakah menurut kamu pembelajaran tadi lebih membuat kamu termotivasi dalam belajar simple past?  
(according to you, which one makes you motivated in study simple past?)

**Students I** : Iya miss  
(Yes miss)

**Student II** : Iya miss jadi tidak bosan belajarnya dan membuat saya jadi lebih aktif.  
(Yes miss so, i'm not boring and make me more active)

**Student III** : Iya miss saya jadi suka belajar simple past tense  
(Yes miss so, i like study simple past tense)

**The Researcher** : Ok tank you stud

## Appendix XII

### The Students' Initial and Name List

No.	The Studens' Name	The Studens' Initial
1.	Era Asria HRp	EAH
2.	Fadia Dwi Khairunnisa	FDK
3.	Fatimah Saidatun Niswah	FSN
4.	Fatimah Zahra Chaniago	FZC
5.	Febby Nurhalizah	FN
6.	Mawaddah Mumtazah Nst	MMN
7.	Fitria Ningsih	FNI
8.	Hanni Izzati Bahri	HIB
9.	Hana Salsabila	HS
10.	Usnun Nabila Syara	UNS
11.	Hafizah Irfani Azkiyah	HIA
12.	Hapsah Balqis Siregar	HBS
13.	Hasibah Aulia Nst	HAN
14.	Indah Salsabila Hrp	ISH
15.	Inge Lisandra	IL
16.	Intan Khiriyah Chaniago	IKC
17.	Ismi Zahrani Nst	IZN
18.	Izzatul Mutmainnah	IM
19.	Khairunnas Fajria Sirait	KFS
20.	Liza fatimah Khairani	LFK
21.	Khofifah Azhari	KA
22.	Masrifah Kholila Rangkuti	MKR
23.	Marwah Nazriyah Natama Hrp	MNNH
24.	Melanie Zafira Fatiha Nst	MZF
25.	Miptahurrahmi Habib	MH
26.	Milfa Assaroh Siregar	MIAS
27.	Mutiara Nurhalizah	MUN

28.	Nadiya Aswana	NA
29.	Nadia Salsabillah	NS
30.	Nadiyah Azzuhriyah	NAZ
31.	Najiha Azzahra	NAZZ
32.	Najla Badriyah Chaniago	NBC
33.	Najiya Puti Andini	NPA
34.	Nailah Rizkiyah	NR
35.	Nazliani Pane	NP
36.	Nida Khairiyah	NK
37.	Nurun Nadhiroh	NN
38.	Nur Cahaya Lasari Hsb	NCLH
39.	Nabila Huaida Nst	NHN
40.	Khoirul Bariah Rambe	KBR

**Appendix XIII**

**Documentation**





