

**USING PICRURE STORIES IN TEACHING PAST TENSE  
TO THE SEVENTH GRADE STUDENTS AT SMPN 2  
IDI TUNONG KABUPATEN ACEH TIMUR**

**THESIS**

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**2016**

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Yang membuat pernyataan,

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## **USING PICRURE STORIES IN TEACHING PAST TENSE TO THE SEVENTH GRADE STUDENTS AT SMPN 2 IDI TUNONG KABUPATEN ACEH TIMUR**

**(A Classroom Action Research Study At The Seventh Grade  
Students of SMPN 2 Idi Tunong Kabupaten Aceh Timur)**

Submitted to the Tarbiyah and Teachers Training Faculty IAIN Zawiyah  
Cot Kala Langsa as a Partial Fulfilment of the Requirements for Degree  
of Sarjana Pendidikan (S.Pd) In English Education Department.

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## ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the almighty God, who has given the writer health and ability to finish this thesis. Peace and solutation are presented to our last prophet, Muhammad SAW who brought people from the darkness into the brightness.

This thesis is a partial fulfillment of requirements for sarjana degree. In completing this thesis, the writer fully indebted to some lecturer at IAIN Zawiyah Cot Kala Langsa, especially English department. The writer would like to express her sincere gratitude and respect to the head of English department Mr. Zulfitri, MA.

She would like to express her deepest gratitude to Mr. Ruly Adha, SS. M.S and Mrs. Nelly Badriah, M.Hum as the first and second supervisor for their advices and suggestions.

Finally, she wants to express her deepest appreciations to her beloved present, **M.Daud** and **Nurhayati**. She also thanks to her friends, especially to her friends in unit two, and other friends in English department.

Although, the writer believes that this thesis is far from perfection, thus any critics, advice or suggestions are needed in order to make this thesis perfect.

The writer

Eka Saputri

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## ABSTRACT

This research was conducted to find out student's improvement using picture stories in teaching past tense to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur. The method of the study was Classroom Action Research (CAR). Classroom action research is a research which is conducted in a classroom with the aim of improving or increasing the quality of learning practice in the classroom. The sample was the seventh grade students of SMPN 2 Idi Tunong Kabupaten Aceh Timur that consist of 14 students. The sample was chosen based on the purposive sampling. The instrument of the research were test and observation. The observation checklist and fieldnote were used by the observer and researcher to gather the data. The data that was obtained showed in the form of text, table and chart, then analyzed by using the percentage formula. The percentages of the students' achievement in the pre-test, 7.14% of students got D achievement level (Inadequate, with range of score 60-69) and 92.86% got F (Failing, with range below 60). The process of implementation in cycle I, the students still got low scores. The students' scores below 65 in the 1<sup>st</sup> meeting. The percentages of the students' scores who passed and failed were similarly. Where, the students who passed 50% and failed 50%. Half of them were not passed of standard minimum mastery learning (65). However, the students had progressed in the 2<sup>nd</sup> meeting. They got score above 65, all of them passed of standard minimum mastery learning. The process of implementation in cycle II, the students had more progressed than cycle I. The students' scores above 70 in the 1<sup>st</sup> and 2<sup>nd</sup> meeting. All of students were passed of standard minimum mastery (KKM) the percentage of the students' achievement in the post-test, 50% of students got A achievement level (Excellent, with range of score 90-100), 42.86% got B (Good, with range 80-89) and 7.14% got C (Adequate, with range 70-79). The result of the research showed that using picture stories in teaching past tense to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur was effectively. The success of teaching and learning process is always expected by teacher and students. Therefore, teachers should use the proper technique to create the students' motivation, interesting and enthusiasm in order that they active in learning process.

***Key word: Teaching, Past Tense, Picture and Stories***

## CHAPTER I

### INTRODUCTION

#### **A. The Background of The Study**

Language is a communication tool which is used in social interaction. Language has an important role for human life. By using language, people will express their thought, feeling and share the information to another. English has been the important in the world. English must be mastered by all of community in the world.

English has many functions, one of them as stated in the 2004 curriculum that English in means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media.

As long as target language spoken by the learner is understood by others, the language spoken is accepted if language learners do not understand some words, the language teacher will demonstrate in target language to make the student understand the meaning through pictures,

mimics or other physical object. In teaching, the teacher should provide many examples so that the students can draw conclusions from the examples.<sup>1</sup>

English has many differences aspect with Indonesian language such as spelling, structure, diction, pronunciation, and culture background of language, which should be understood by the student. English is learned in Indonesia by talking about the grammatical rules of English and error are always corrected, accuracy is really the focus in learning English. In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia. Language learners whose mother tongue has no tenses tend to have more difficulties in learning target language which has tenses.<sup>2</sup>

The tenses means time. However it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tenses in actual usage, refers consistently only to grammatical forms.<sup>3</sup>

In general, all of language which used by all people in the world, an or event could be happened in the present. Past and future. Likewise with English, an action or event could be happened in the present. Past and future, because using verb in English defined by tenses. So, if a sentence

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<sup>1</sup> Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Penerbit Graha Ilmu, 2006), p. 23

<sup>2</sup> Bambang Setiyadi,...., p, 21

<sup>3</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing Inc, 1980), p. 192

refer to present, it is called “*present tense*”, if a sentence refer to past, it is called “*past tense*” and if the sentence refer to future, it is called “*future tense*”.

Based on the explanation above, it clears that there are three main tenses in English such as “*present tense, past tense and future tense*”.

From the three main tenses, each tense would be divided into four forms such as, simple form, continuous/progressive form, perfect form and perfect continuous form. Thus, the total of tenses are twelve tenses.

The twelve tenses are: **present tense:** “*simple present tense, present continuous tense, present perfect tense, present perfect continuous tense*”  
**past tense:** “*simple past tense, past continuous tense, past perfect tense, past perfect continuous tense*”, **future tense:** “*simple future tense, future continuous tense, future perfect tense, future perfect continuous tense*”.<sup>4</sup>

From the twelve tenses that was explained above, the writer just take one of twelve tenses, which is past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past.<sup>5</sup>

Moreover, the Seventh Grade Students At SMPN 2 Idi Tunong Kabupaten Aceh Timur should comprehend and master the tenses, especially past tense because they have studied about this tense in the elementary school. The

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<sup>4</sup> Dhanny R. Cyssco, *Inti Sari Tata Bahasa Inggris Untuk SMA*, (Jakarta: Kawan Pustaka, 2005), p. 91

<sup>5</sup> George E. Wishon and Julia M. Burks, ..., p. 195

student not only should master the present tense but also past tense and other tenses. The students should know what kind of tense are proper to use in the definite situation. For instance, when they writing or telling past story about their old experience, legend, fiction or fact story, and ect.

In Fact, the Seventh Grade Student At AMPN 2 Idi Tunong Kabupaten Aceh Timur is lack of mastering the tenses, especially past tense. They do not know what kind of tenses that appropriate with the sentence or story. For example, when they are writing or telling a past story, they are not using past tense but they are using present tense. It conditions show that they do not mastering the tenses, especially past tense. These problem happened because, first: there are twelve tenses that should be mastered by students. It is make they difficult to remember the formula of each tense, second: the technique that used by teacher in teaching tenses did not create students' interesting. It can make taeching-learning process become passive, Third: in teaching-learning activities the teacher did not create the atmospare lively. It makes students has not enthusiasm in learning English, so it influences toward students' learning achievement and it's really make English learning process become ineffectively. After having several observations, the writer concludes the teacher teaching-techniques are monotonous and less interesting. In other to make teaching-learning effective, especially for teaching past tense to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur, the writer tries to select a picturre stories as a technique in teaching past tense.

From the illustration above, the writer intends to implement a technique of teaching past tense using picture stories. The picture stories is an interesting technique that makes student more active to learn English. In addition, from the picture stories students can choose a proper tenses which is relating with picture stories. Technique makes students easy to learn past tense. The statement below will support this research:

Picture can be used to illustrate the meaning and to establish a context in which the target structure is set. Often the context is built up orally by the teacher with the help of visual aids. By showing the picture the teacher elicits any words the students know, tells the story and introduces the target language (example: the past simple of irregular verbs).<sup>6</sup>

Stories are rich material for foreign language lessons. They are bearer of different cultural and moral values and base for various exercises: reading comprehension, listening, comprehension, speaking and writing tasks, creative activities. Children like stories so it would be useful to their teachers to be acquainted with some stories in English in order to heighten students' interest.<sup>7</sup>

The statement above means that, the picture are good materials which can be used to guess the meaning, match a sentence and put the tenses based the picture. The picture stories can be used to teach four skills such as, speaking, reading, writing and listening. The picture stories can help the teacher to teach structure and tell a story in a past simple. Picture stories also

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<sup>6</sup> Roger Gower, Diane Phillips, & Steve Walters, *Teaching Practise Handbook*, (USA: Macmillan Publishers Limited, 1995), p. 129

<sup>7</sup> Zhivka S. Ilieva: [www.beta-iatefl.org/.../tales-stories-teaching-english-student-teachers-eng...](http://www.beta-iatefl.org/.../tales-stories-teaching-english-student-teachers-eng...) Jan 1, 2001. Accessed on November 18<sup>th</sup>, 2014

like by student and it useful to increase students' interesting in learning English.

Based on the backkground of description above, the writer is interested in creating a research entitled *“Using Picture Stories In Teaching Past Tense To The Seventh Grade Students At SMPN 2 Idi Tunong Kabupaten Aceh Timur”*.

## **B. The Problem of The Study**

The problem of the study how is the effectiveness of using the picture stories in teaching past tense to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur?

## **C. The Purpose of Study**

The purpose of the study is to explore the effectiveness of using picture stories in teahing past tense to the seventh ggrade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur.

## **D. Terminology**

### 1. Teaching

Teaching is an activity that done by teacher to teach their students about the leasson that refer to the curriculum in education institute. As a teacher, teaching is oblige activity for a teacher to transfer the knowledge to their students and change them to be better before.



## 2. Past tense

Past tense is the verb form to show a state or an action in the past. Past tense are things that happening in the time before the present.

## 3. Picture stories

Picture stories are medias taht used to teach English in certain activities, and picture stories as an illustrations to find the sentences and tenses that related with the picture. The picture story is a technique which are creating students' interest and active in learning English. The picture stories is a way which makes students easy in mastering the tense.

### **E. The Significance of The Research**

The significance of the research are as follows:

1. The research expected to be a references that can be used for all teachers, espesially using picture stories in teaching past tense to the seventh grade students.
2. The research expected to be an additional information for reader who wants to be a professional educator in the future.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Definition of Past Tense

Tenses means time. However, it should be pointed out that time in relation to action in a concept that exists in the mind of the speaker, reader, or listener. Tenses, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationships, the verb tenses may indicate whether an activity has been completed, has extended over a period of time, or is still in progress.<sup>8</sup>

The simple past indicates that an activity or situation began and ended at a particular time in the past.<sup>9</sup>

The past tense is more useful than the the Present and Present Continuous Tenses, and it it often argued that is should actually be presented earlier than those two. It can also be seen as a great opportunity to teach loads of useful verbs and time expressions like “two years ago”, “once upon a time”, “a long time ago”, and “the day before yesterday”.<sup>10</sup>

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<sup>8</sup> Goerge E. Wishon and Julia M. Burks,..., p. 195

<sup>9</sup> Betty Schramper Azar, *Understanding and Using English Grammar* (USA: Pearson Education, 2002), p. 27

<sup>10</sup> <http://www.usingenglish.com/articles/how-to-teach-past-tense.html>. Accessed on November 14<sup>th</sup>, 2014.

From some definition about past tense above, the writer concludes that past tense is a tenses or time that used to show an action, activity or event which has finished and occurred in the past, and past tense more useful than other tenses, because past tense always used to explain verb and time expressions in the past stories such two years ago, once upon a time, a long time ago.

#### a. Simple Past Forms

Simple past can be used as follows:

##### 1. Completed Action In The Past

The Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one spesific time in mind. *Examples:*

- I saw a movie yesterday.
- Last year, I traveled to japan.

##### 2. A Series of Completed Actions

The Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on. *Examples:*

- I finished work, walked to the beach, and found a nice place to swim.

- He arrived from the airport at 8:00, checked into hotel at 9:00, and met the others at 10:00.

### 3. Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, ect. **Examples:**

- I lived in Brazil for two years.
- Shauna studied Japanese for five years.
- They sat at the beach all day.
- A: How long did you wait for them?  
B: We waited for one hour.

### 4. Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, ect. **Examples:**

- I studied French when I was a child.
- She worked at the movie theater after school.
- They never went to school, they always skipped class

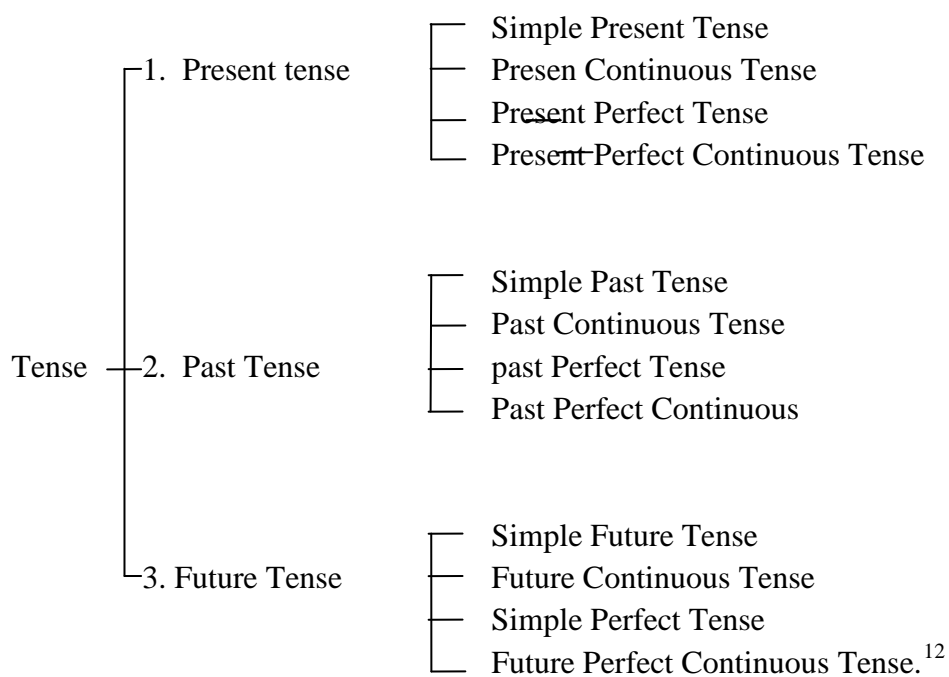
## 5. Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. *Examples:*

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.<sup>11</sup>

### b. Kind of Tenses

There are twelve tenses that have in English lesson, the twelfth tenses would be presented as followed:



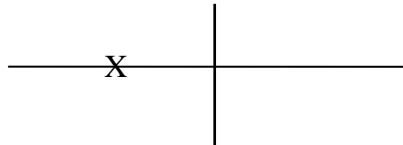
<sup>11</sup> [www.englishpage.com/verbpage/simplepast.html](http://www.englishpage.com/verbpage/simplepast.html). Accessed on January 20, 2015.

<sup>12</sup> Dhanny R. Cyssco, ..., p. 91

**c. The Chart and Formula of Each Past Tense:**

1. Simple Past Tense

The simple past tense indicates that an activity or situation began and ended at a particular time in the past.



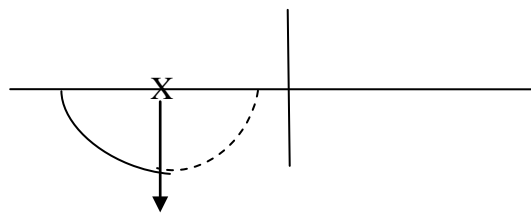
The Formula : Subject + Verb II + object

Example : I bought a new car three days ago.

2. Past Continuous Tense

Both action occurred at the same time, but one action began earlier and was in progress when the other action occurred.

Sometimes the past continuous is used in the both parts of a sentence when two actions are in progress simultaneously.

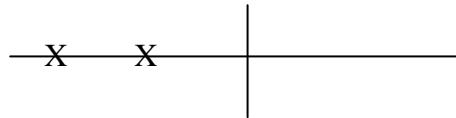


The Formula : Subject + was/were + V<sub>1</sub> + ing + object

Example : Rita was standing under a tree when it began to rain.

### 3. Past Perfect

The Past Perfect express an activity that was completed before another activity or time in the past.

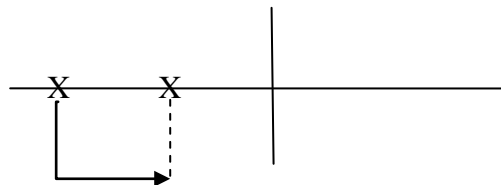


The Formula : Subject + had + V<sub>3</sub> + object

Example : Sam had left before Anna got there.

### 4. Past Perfect Continuous

The past perfect continuous emphasizes the duration of an activity that was in progress before another activity or time in the past. This tenses also may express an activity in progress close in time to another activity or time in the past.



The Formula : Subject + had + been + V<sub>1</sub> + ing + object

Example : I went to Jane's house after the funeral. Her eye were red because she had been crying.<sup>13</sup>

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<sup>13</sup> Betty Schramper Azar, ..., p. 27-47

## **B. Definition of Picture Stories**

Stories are rich material for foreign language lessons. They are bearers of different cultural and moral values and base for various exercises: reading comprehension, listening comprehension, speaking and writing tasks, creative activities. Children like stories so it would be useful to their teachers to be acquainted with some stories in English in order to increase students' interest.<sup>14</sup>

Stories can allow students to be creative and imaginative and also give students a sense of achievement and allow the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. Listening to stories helps children become aware of the rhythm, intonation and pronunciation of language. Stories also provide opportunities for developing continuity in children's learning. Children exercise their imagination through stories. They "can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps" students develop their own creative potential.<sup>15</sup>

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<sup>14</sup>Zhivka S. Ilieva: [www.beta-iatefl.org/.../tales-stories-teaching-english-student-teachers-eng...](http://www.beta-iatefl.org/.../tales-stories-teaching-english-student-teachers-eng...) Jan 1, 2001. Accessed on November 18<sup>th</sup>, 2014

<sup>15</sup>WahidRiyadi: [universityofibnkhaldunbogor\\_indonesia.blogspot.com/2011/02/teaching-english-using-story-book-to.html](http://universityofibnkhaldunbogor_indonesia.blogspot.com/2011/02/teaching-english-using-story-book-to.html). Accessed on December 20, 2014.



Pictures are illustrations that are cut from a magazine, newspaper or other sources. They're mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities. With pictures we can: teach, practice, or review new vocabulary, do guided practice (drills), practice grammatical structures, practice listening comprehension, do writing activities, do semi-guided or free speaking practice such as problem solving activities, role plays, discussions, etc.<sup>16</sup>

Pictures can be used to illustrate the meaning and to establish a context in which the target structure is set. Often the context is built up orally by the teacher with the help of visual aids. By showing the pictures, the teacher elicits any words the students know, tells the story and introduces the target language (example : the past simple of irregular verbs).<sup>17</sup>

The statements above means that, the pictures can gather from magazines, books, newspaper, and other sources. The pictures are good materials which can be used to guess the meaning, match a sentence and put the tenses based the picture. The picture stories can be used to teach four skills such as, speaking, reading, writing and listening. The picture stories can help the teacher to teach structure and tell a story in a past simple. The picture stories can make students creative and give good achievement in

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<sup>16</sup><http://iteslj.org/Techniques/Werff-Pictures.html>. Accessed on November 14, 2015

<sup>17</sup> Roger Gower, Diane Phillips, & Steve Walthers,....p. 129

learning new vocabulary and structure. Picture stories also like by students and it useful to develop students' interesting in learning English.

### **C. The Advantages of Using Picture Stories**

1. Illustrating meaning more directly and quickly than through verbal explanation, it is cut down unnecessary teacher talking time
2. Attracting the students' attention and aid concentration
3. Adding variety and interest to a lesson
4. Helping make the associated language memorable
5. On permanent display (posters, charts, etc) they can help make a classroom a stimulating and attractive place in which to work.<sup>18</sup>

### **D. The Implementation of Using Picture Stories In Teaching Past Tense**

There are seven steps that can be applied when the teacher teaches past tense using picture stories:

1. The teacher serves an interesting and colorful pictures stories.
2. The teacher explains the lesson (past tense) using picture stories.
3. The teacher gives some example of picture stories which related with past tense and ask the student whether the student understand or not.
4. The teacher gives a test then explains how to do it.
5. The student does it test and the teacher monitor them.

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<sup>18</sup> Roger Gower, Diane Phillips, & Steve Walthers,...., p. 129

6. The student work in individually, pairs and groups.
7. The teacher gives the chance for the student to ask if their incomprehend the subject.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Pleace and Time**

##### 1. Place

The research was conducted at SMPN 2 Idi Tunong Kabupaten Aceh Timur. The writer chose this place because this school is near from the writer's house. The condotion made the writer easy for conducting the study especially in collecting data and this school has also chosen because it is accessible in terms of time and fund.

##### 2. Time

In this research the writer will took time about three months. The research was conducted begun on 1<sup>st</sup> March 2015 and ended on 30<sup>th</sup> May 2015.

#### **B. Population and Sample**

##### 1. Population

According to Bambang Setiyadi: "all individuals which can be the target in research are called population".<sup>19</sup> The population in this research is the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur. The population in this research are consists of fourteen students.

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<sup>19</sup> Bambang Setiyadi,...., p. 38

## 2. Sample

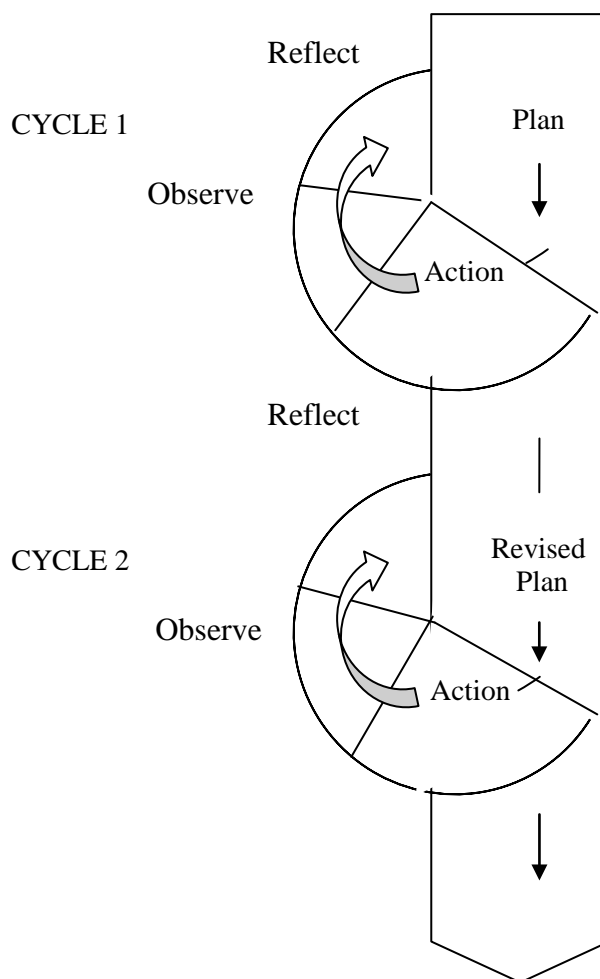
According to Arikunto: sample is a part of population which taken as a data source represent all of the population.<sup>20</sup> The sample of the research are the seventh grade students at SMPN2 Idi Tunong Kabupaten Aceh Timur. The sample in this research are consists of 14 students. The sample would be chosen based on the *Purposive Sampling*. It means that the sampling which is chosen based on research purposes. The writer chooses this class as a sample of the research because this school is new school thus just one class of the eleventh grade.

## C. Research Design

The research was categorized into a classroom action research. Classroom Action Research defined as the process of cycle controlled investigation and self-reflective enquiry done with partnership of the teacher or candidate of the teacher in order to revise the improvement towards system, method, process, content, competence or learning situation. Cycle, namely planning, action, observation and reflection. The cycle can be described in the flow chart as follows:

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<sup>20</sup> Riduan, *Belajar Mudah Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p. 11



**Picture 1. Flow Diagram of Action Research<sup>21</sup>**

From the chart above, the writer conducted the study in two cycles by implementing the picture stories in the teaching past tense to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur.

In conducted this study, the writer implemented Classroom Action Research (CAR). Classroom action research which is conducted in a classroom with the aim of increasing the quality of learning

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<sup>21</sup> Emzir, *Metodology Penelitian Pendidikan Kuantitatif & Kualitatif*, (Jakarta: Rajawali Pers, 2007), p. 240

practice in the classroom.<sup>22</sup> The aim principle of CAR is the provision of measures applied in continuous cycle is described as dynamic process. In the action research cycle begin with the planning of action (planning). Suharsimi Arikunto said that the next stage is the implementation of the action (acting), observation (observing) and reflection (reflecting).<sup>23</sup> These four aspects are run dynamically. CAR is a cyclic research. That is done repeatedly and continued until the research purpose can be achieved.

### 1. Planning

Before beginning the first cycle, however at the very beginning step as the preliminary, it will be done investigate students' comprehension of past tense. It will be done by applying a pre-test to the students. The result of pre-test is telling the researcher on how far the students' ability in mastering past tense.

The details of the research planning can be described as follows: before implementing the determined action, the teacher will prepare all needs and supportive materials as well as the steps applied. They are:

- a. Making the lesson plan i, e, the step of presenting the material based on make a match, role play technique and the activity will be done by the students.

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<sup>22</sup> Suharsimi Arikunto, dkk. *Penelitian Tindak Kelas*, (Jakarta: Bumi Aksara, 2008), p. 58

<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian, (Suatu Pendekatan Praktik)*, (Jakarta: Rineka Cipta, 2006), P. 104

- b. Preparing all facilities and supportive material in presenting the teaching materials, such as picture stories in teaching past tense.
- c. Designing a test to find out the students' comprehension of past tense.

## **2. Acting**

In implementing of the action, the researcher will be assisted by his collaborator. The researcher acts as the teacher who will teach past tense using picturing stories.

The main steps in the teaching and learning activity will be designed as follows:

### **a. Pre-Activity**

1. The teacher greets the students and checks the students attendance.
2. The teacher gives motivation to the students.
3. The teacher tells the students about the objectives of the lesson.
4. The teacher explains the roll of the lesson.

### **b. While-Activity**

1. The teacher explains theb students the formula of past tense.
2. The teacher gives an example and question of story in past form.
3. The teacher gives test to the students.



4. The teacher monitors when students doing the test.
5. The teacher gives the chance for the students to ask if their imcomprehend the subject.
6. The teacher discusses it together with the students, and let them to ask question if they do not understand.

**c. Post-Activity**

- Teacher makes reflection on the students' activities.
- Giving homework

**3. Observing**

Observing is the process of gathering all relevant data about any aspects that will happen during the teaching and learning process. In classroom action research, the observation was focused on collecting whether or not the data related with the treatment activity. This observation took an important role in this research, since what happens within the process of treatment might influence the result of this research.

The collaborator done her job in observing the way of researcher implementation the lesson plan and observing the students reaction in classroom. Meanwhile, collaborator will be reported her observation after the activity. The collaborator was the English teacher in this school. She had a role as pure observer and adviser to discuss result after meeting.

#### 4. Reflection

Reflection is an activity to analyze what has been done, how the result, and what was completely done. The result of this reflection would become the standard of determining the research achievement. The result of reflection may show whether the action is success or not, then follow up planning can be planned. If the reflection result indicates that the action is success, the cycle is over, but if it is not, the next cycle must be planned with any improvement. The evaluation is needed to make the next cycle is better than before, therefore the standard minimum mastery (KKM) should be achieved. The standard minimum mastery of SMPN 2 Idi Tunong Kabupaten Aceh Timur is 65.

#### D. Research Variable

According to Arikunto, a variable is defined as something that varies from one cause to another. The dependent variable is variable which one observes, and measure to determine the effect of independent variable. Independent variable (the major variable) is the variable which selected manipulated and measure by the researcher.<sup>24</sup>

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<sup>24</sup> Suharsimi Arikunto, *Prosedur Penelitian, (Suatu Pendekatan Praktik)*,..., p. 116

In this research, there is a variable which is independent variable. The independent variable in this research is using picture stories in teaching past tense.

## **E. Techniques of Collecting Data**

The writer used test and observation to collect the data. The test are used to know the effectiveness of using picture stories in teaching past tense. The observation used to know the students' comprehension of the lesson before and after giving the test and the observation also used to describe the teaching-learning process when using picture stories in teaching past tense.

### **1. Observation**

Observation will be done to answer the second research question, the researcher will be conducted classroom observation. The observation will be done four times to know how English teacher teaches the past tense using picture stories the seventh grade at SMPN 2 Idi Tunong Kabupaten Aceh Timur.

The observation will be use to observe the treatment that given by Engglis teacher to the seventh grade studenth at SMPN 2 Idi Tunong Kabupaten Aceh Timur in other to get sketch of teaching past tense using picture stories. The observation conduct from the beginning to the end of teaching-learning process. In this observation, the writer will be assisted by one of English teacher in that school. The writer also used observation sheets that as prepared by the writer.

The instrument will be filled by putting Yes or No towards the elements of the research and then give score based on each aspect which appear. It is also defined as the list of data variables that were collected. Field notes or checklist was used to know the students' behaviour and teacher's performance in the teaching learning process. The use of field notes hopefully can help the researcher to observe the class situation.

## **2. Test**

Test will be given to students by the writer to gather the data. The test will be conducted to answer the first research question. The form of test is written form (essay). The written test form such as: choose and underline past verb in the stories, change the verb of present tense to past tense, match a sentence with a picture stories, and make a sentence based the picture stories.

The writer will administer the test in two periods, namely pre-test and post-test. The pre-test will conducted to know the students' comprehension of past tense before giving the treatment, the post-test will conduct to know the students' comprehension of past tense after giving treatment. From this test the writer can get the result whether using picture stories in teaching past tense is effectively or ineffectively.

**F. Step of The Research**

1. Research preparation (preparing some theories which support her research, especially about picture stories and past tense).
  - a. Making lesson plan
  - b. Preparing Material (picture stories)
  - c. Designing the instruments (the instruments will be designed for answering the research questions)
2. Research Action
  - a. Teaching and learning
  - b. Observation
  - c. Evaluation and reflecting
  - d. Data analysis: this step will be done to know whether the hypothesis accepted or not
3. Making the final report of the research: this step is in the form of writing the research finding

**G. Technique of Data Analysis**

In analyzing Classroom Action Research, the research will describe each cycle which consist of activities. The researcher observes the situation in classroom and describes it in a written form. Simple statistic such as percentage form is needed to find out students' learning achievement about past tense.

The technique of analysis data used in this research is qualitative design. In this study, the writer will be cundected the data analysis are:

1. Describing the process of teaching past tense using picture stories at the seventh grade students at of SMPN 2 Idi Tunong Kabupaten Aceh Timur.
2. Analyzing every answer state in the students answer-sheets to determine whether they are true or false.
3. Computing the student's correct answer.
4. In analyzing the test result of students' score which pass of the minimum criterion of mastery learning. The percentage will use to know how many students passed and filed in master and comprehend the past tense. To find out the percentage, the writer used this formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

- P : Percentage  
 f : frequency  
 n : Number of Students  
 100% : Constant value.<sup>25</sup>

**Table. 1**  
**The Creteria Of Mastery Learning<sup>26</sup>**

<b>Achievement Level</b>	<b>Range</b>	<b>Criteria</b>
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate / unsatisfactory
F	Below 60	Failing / unacceptable

<sup>25</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2005), p. 43

<sup>26</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Pearson Education Inc, 2004), p. 287-294

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

In this part, the writer presented the result of study including: analysis of pre-test, implementation of action (teaching) in two cycles and analysis of post-test of students' achievement after treatment by using picture stories in teaching past tense. The location and subject of the research were the seventh grade students of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur that consist of 14 students.

Before doing the study, the writer met the head master SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur in term asking for permission to conduct the research in this school. The head master accepted the writer's request and gave permission to the writer for conducting the research. Then, the writer met the English teacher of the seventh grade students to coordinate the study. The English teacher was an observer or collaborator in this study. The observer observed the teacher and students activities in doing the implementation of the action (teaching) by using observation sheets in two cycles. In the implementation, the writer used lesson plan which were prepared and discussed with the collaborator.

### 1. Analysis of pre-test result

The writer did pre-test on March 10<sup>th</sup> 2015. The pre-test were followed by fourteen students of the seventh grade students SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur in the second semester academic year 2014/2015. The time allocation for pre-test were 45 minutes. The total item of the pre-test were 20 items (see appendix 1). The form of pre-test was essay. The pre-test was conducted to know the students' comprehension of past tense before giving the treatment. The following table was discribed the students' score in the pre-test.

**Table. 2**  
**The result of pre-test**

No	Names	Score of pre-test	Minimum Standart Of Mastery Learning (KKM)
1	Amal Akbar	5	Fail
2	Al- Wahidin	5	Fail
3	Cut Mutia	45	Fail
4	Darwati	15	Fail
5	Evi Mauliza Yanti	30	Fail
6	Gebila Sabatni	20	Fail
7	Hamdani	60	Fail
8	M. Arif	5	Fail
9	Mauliza Rahmayani	25	Fail
10	Murlina	15	Fail
11	Marianto	15	Fail
12	Nurfadila	5	Fail
13	Raihan Nur	20	Fail
14	Ulumudin	5	Fail



Based on the table above, the writer found that the students' incomprehension of past tense. All of students got low score and 100% of students failed in the pre-test. The students' score was not enough for the standard minimum mastery (KKM). The standard minimum mastery of English in SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur is 65. Meanwhile, all of students' score was under the standard minimum mastery learning.

**Table. 3**  
**The percentage of the students' score in the pre-test**

<b>Achievement Level</b>	<b>Range</b>	<b>Category</b>	<b>Number of Student</b>
A	90-100	Excellent	-
B	80-89	Good	-
C	70-79	Adequate	-
D	60-69	Inadequate / unsatisfactory	1
E	Below 60	Failing / unacceptable	13

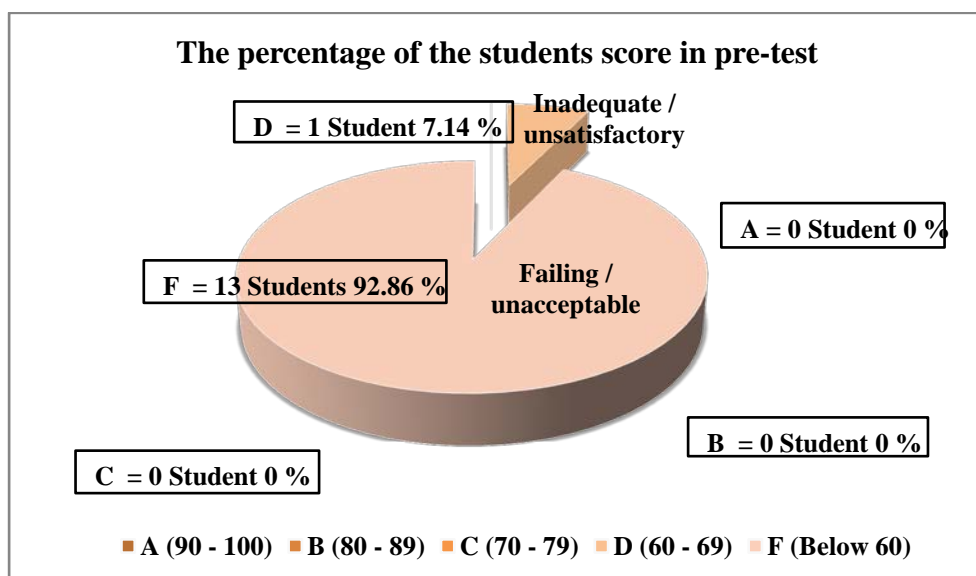
Based on the table above, the writer concluded that all of students' achievement in the pre-test was in the lowest level. Where, 1 student who got score 60 which (D achievement level with range of score 60 - 69), the percentage of this level was 7,14%, and 13 students who got score below 60 which (F achievement level with range of score 60), the percentage of this level was 92,86%. Let's analyze the following formula:

$$P = \frac{1}{14} \times 100\% \quad \text{and} \quad P = \frac{13}{14} \times 100\%$$

$$P = 7,14\%$$

$$P = 92,86\%$$

Thus, it was clear that the students who got score below 60 which (F achievement level with range of score below 60) the percentage 92,86% was biggest than other levels (A,B,C and D). It could be showed in the following chart:



## 2. Cycle I

The implementation of action was followed by 14 students of the seventh grade students of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur. In implementation of cycle I, there were two meetings with the allocation of time around 2 x 45 minutes in each meeting.

At the process of teaching and learning (action stage), the writer acted as a teacher in the class. The writer was assisted by an observer who was a pure English teacher in the seventh grade students of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur. The observation was done by an observer

in the cycle I based on the observation sheets including: the teacher activity and students activity.

In conducting the treatment or action in cycle I, the writer prepared some instruments such as lesson plan, material of picture stories (LKS), field note and scoring rubric for writing activity. Those instruments were used to obtain the data during teaching-learning process. The following are the description of the two meetings in cycle I.

#### **a. Planning**

Designing lesson plan for first and second meeting (see appendix 3). Preparing the material of picture stories that related with the past tense. The writer implemented the picture stories in teaching past tense. The title in the first meeting is a narrative text of Snow White and the second meeting is a short essay of recount text.

#### **b. Acting**

In this part, the activity could be divided into three phases such as pre-activity, during-activity and post activity.

##### **1. Classroom Meeting I**

Classroom meeting 1 was conducted on March 13<sup>th</sup> 2015. The title in first meeting is a narrative text of Snow White.

*Pre-activity (time allocation 15 minutes)*, the teacher gave the students *aperception* (greeting, praying together before started to

learning, the teacher checked students' attententlist), *motivation* (the teacher motivated students in order to active in learning process, the teacher asked the question that related with the subject to each or guess the students' (the teacher wrote the subject on the black board, the teacher gave a brief explanation about the subject and indicator that would be gotten by students).

*During-activity allocation 70 minutes*), the teacher gave a narrative text of Snow White to students. At the first time, the teacher read the text, after that the students followed the teacher to read the text together. Some of students that was be chosen by teacher should read the text togethet. The teacher and students also discussed the problem in text. The teacher and students found who became the actor and actrist in the story of Snow White.

The teacher explained the topic clearly and then gave test to students. The teacher asked the students to find and underline 40 past verbs in the text. The teacher was monitoring the students when they did the test.

The teacher asked the questions to students about the subject that had beeb teaching to find the students' difficulties of the subject. The teacher gave reward to students' active and also gave supported

and motivated to students inactive in order that they have enthusiasm in learning. The teacher answered the students' questions. After that, the teacher gave score to students' tasks.

*Post-activity (time allocation 5 minutes)*, the teacher asked some questions that related to the indicators to evaluate the student comprehension of the subject. The teacher and students made a conclusion of the subject together. Finally, the teacher closed the meeting.

## **2. Classroom meeting II**

Classroom meeting II was conducted on March 20<sup>th</sup> 2015. The title in the second meeting is a short essay of recount text.

*Pre-activity (time allocation 5 minutes)*, the teacher gave the students *aperception* (greeting, praying together before started to learning, the teacher checked students' attendance list), *motivation* (the teacher motivated students in order to active in learning process, the teacher asked the question that related with the subject to catch or guess the students' comprehension about the topic of the subject), and *orientation* (the teacher wrote the subject on the black board, the teacher gave a brief explanation about the subject and indicator that would be gotten by students).

*During-activity (time allocation 70 minutes)*, the teacher gave a material of the test of picture stories form to each students. At first, the teacher explained the topic clearly and then gave the test to students. The teacher also gave an example how to answer the question. The teacher asked the students to put the present and past verb that proper with the picture stories. The teacher was monitoring the students when they did the test.

After all of students answerd the question, the teacher asked each students to answer the question of the test which was collected. Then, the teacher and students identified the meaning of the word and sentence together.

The teacher asked the questions to students about the subject that had been teaching to find the students' difficulties of the subject. The teacher gave reward to students' active and also gave supported and motivated to students inactive in order that they have an enthusiasm in learning. The teacher answered the students' questions. After that, the teacher gave score to students' task.

*Post-activity (time allocation 5 minutes)*, the teacher asked some questions that related with the indicators to evaluate the student's coprehension about the subject. The teacher and students made a conclusion of the subject together. Finally, the teacher closed the meeting.

The result of observation conducted by observer or collaborator toward teacher activities could be seen in the following table:

**Table. 4**  
**The result of observation toward the teacher's activity in cycle I**

Stage	Observed Component	Observer Aspect	Score
<b>Pre-Teaching</b>	1. Doing routine activity	a,b,d	4
	2. Giving explanation the purpose of lesson	all	5
	3. Giving motivation	all	5
	4. Giving information of the teaching model and technique	all	5
<b>During-Teaching</b>	1. Deviding the student into the group	all	5
	2. Giving explanation of the lesson	all	5
	3. Guiding and asking student work collaboratively in the group	a,b,d	4
	4. Giving the material of learning	all	5
	5. Discussing the result of teaching-learning	all	5
	6. Teaching-learning evaluation	all	5
<b>Post-teaching</b>	1. Making the conclusion of the lesson	a,b,d	4
	2. Closing the process of teaching-learning	a,b,d	4
<b>Score = 56</b>			

Based the table above, in pre-teachingg the teacher forgot to put right the classroom (component 3). Thus, the classroom situation was messiness. In the during- teaching, the teacher arranged the individual

or group to sit in group circle and asked the students to work collaboratively, but the teacher did not motivate the students, so there were still many students who were not active in the discussion. It could be seen in the component 3. In the post - teaching, the teacher did not give the homework and ask some students to make a conclusion of the lesson because they still were not active, shy and lack of comprehension of the lesson.

Based on the observation above, it could be determined the percentage score taken by observer toward the teacher's activity by using the following formula:

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

F = The total score

N = maximal score

$$P = \frac{56}{60} \times 100\%$$

$$P = 93,33\%$$

Then, the result of observation toward the teacher's activity that was done by observer could be inferred that total score was 56 with percentage 93,33%. While the maximal score was 60.

By seeing the level of successfulness of teaching-learning process, the teacher's activity in 1<sup>st</sup> was categorized into "Very Good Criteria". It means that, the process of action was conducted well up to 80%.



The result of observation conducted by observer or collaborator toward students' activities could be seen in the following table:

**Table. 5**  
**The result of observation toward the students' activity in cycle I**

Stage	Observed Component	Observer Aspect	Score
<b>Pre-Teaching</b>	1. Doing routine activity	a,b,d	4
	2. Listening explanation the pupose of lesson	a,b,c	4
	3. Listening motivation	a	2
	4. Listening imformation of the teaching model and technique	All	5
<b>During-Teaching</b>	1. Joining into the group	All	5
	2. Listening explanation of the lesson	All	5
	3. Listening guidance and direction to work collaboratively in the group	a,b,d	4
	4. Receiving the material of the learning	all	5
	5. Discussing the result of teaching-learning	all	5
	6. Teaching-learning Evaluation	c,d	3
<b>Post-teaching</b>	1. Making the conclusion of the lesson	a,b,d	4
	2. closing the process of teaching-learning	b,c,d	4
<b>Score = 50</b>			

Based the table above, in pre-teaching the classroom situation was messiness, there were two students sat on her/his friends' chair. (component 1). The students sat in silence and shy to ask the teacher.

The student also inactive in learning process (component 2,3). In the during-teaching, the student sit group circle, but the students did not active in work collaborative (component 3). In evaluation process, the students did not answer the teacher question, they just sit in silence, so they were not got reward from the teacher (component 6). In the post-teaching, the students could not concluded the lesson because they lack comprehension of the lesson especially in first meeting, but they had progressed in the second meeting.

Based on the observation above, it could be determined the percentage scores taken by observer toward the students' activity by using the following formula:

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

F = The total score

N = maximal score

$$P = \frac{48}{60} \times 100\%$$

$$P = 80\%$$

Then, the result of observation toward the students' activity that done by observer could be inferred that total score was 48 with percentage 80%. While the maximal score was 60.

The percentage of score taken from the observation sheet made by observer was 80%. Based on the level of successfulness, the students' activity in the class could be regarded "Good Criteria".

However, the criteria of teaching-learning process could be regarded success if the score  $\leq 80\%$ . It means that, the process of teaching-learning could not be regarded as success.

**a) Analysis of the test result in cycle I**

Form the both test in the first and second meeting, the writer was calculated the students' score in cycle I. It was describe in the following table:

**Table. 6**  
**The result of the test in the first and second meetingg of cycle I**

Cycle I		First Meeting		Second Meeting	
No	Name of Students	Score	Minimum Standard of Mastery Learning (KKM)	Score	Minimum Standard of Mastery Learning (KKM)
1	Amal Akbar	50	Fail	80	Pass
2	Al-Wahidin	27.5	Fail	75	Pass
3	Cut Mutia	67.5	Pass	70	Pass
4	Darwati	22.5	Fail	90	Pass
5	Evi Mauliza Yanti	87.5	Pass	95	Pass
6	Gebila Sabatni	72.5	Pass	95	Pass
7	Hamdani	70	Pass	75	Pass
8	M. Arif	65	Pass	85	Pass
9	Mauliza Rahmayani	85	Pass	85	Pass
10	Murlina	37.5	Fail	95	Pass
11	Mariaton	27.5	Fail	80	Pass
12	Nurfadilah	87.5	Pass	80	Pass
13	Raihan Nur	60	Fail	90	Pass
14	Ulumudinn	35	Fail	75	Pass
<b>Total</b>		<b>795 / = 56</b>		<b>1170 / 14 = 86.5</b>	

Base on the data in first meeting, the writer concluded that there were 7 students who got score under 65 were failed and 7 students who got score were passed. To percentage of the students who passed and failed, the writer, the writer used following formula:

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

$$P = \frac{7}{14} \times 100\% \quad p = 50\%$$

The percentage of the students who passed 50% and the students who failed 50%. It means that the percentage of the students who passed and failed were similar.

From the data in second meeting, the writer concluded that there were 14 students got score 65 above. It means that all of students passed of standard minimum mastery learning (KKM). Without finding the percentage, the writer could concluded that 100% of students were successful in second of cycle I.

### c. Observation

Based on the observation that was conducted by the writer during teaching-learning process, the writer concluded that the students were still difficult to comperhend the past tense, but they had an enthusiasm to try and learn English especially past tense because the technique and material (colorful picture stories) that used by teacher was interested. In

the discussion session, there were some students inactive in learning process because they were shy to ask the teacher.

### **c. Reflection**

To measure whether the implementation or action in cycle I was successful or not, the writer needed to reflect it.

The result of reflection in 1<sup>st</sup> meeting was still low, the percentage of the students who passed of standard minimum mastery learning (KKM) 50% and the students who failed of standard minimum mastery learning (KKM) 50%. It means that the percentage of the student who passed and failed were similar and the result of reflection in 2<sup>nd</sup> meeting, all of students had much progressed in learning. There were 14 students got score 65 above. It means that, all of students passed of standard minimum mastery learning (KKM). Without finding the percentage, the writer could conclude that 100% of students were successful in second meeting of cycle I.

Based on the data analysis of the 1<sup>st</sup> and 2<sup>nd</sup> meeting which was explained, the writer concluded that the process of teaching-learning in cycle I had not reached satisfied level achievement because a half of student in 1<sup>st</sup> meeting were failed. The writer made the target of the implementation that students should be passed in 1<sup>st</sup> and 2<sup>nd</sup> meeting. Thus, the writer needed to continue to cycle II.

### **3. Cycle II**

In the cycle II, the process of implementation of treatment or action was conducted in two meeting with the allocation of time around 2 x 45 minutes in each meeting. In the implementation of the action in cycle II, the writer prepared some instruments such as lesson plan, material of picture stories, field note and scoring rubric for writing activity. Those instruments were used to obtain the data during teaching and learning process. The following are description of the two meeting in cycle II.

#### **a. Planning**

Designing lesson plan for first and second meeting (see appendix 3). Preparing the material of picture stories that related with the past tense. The writer implemented the picture stories in teaching past tense. The title in the 1<sup>st</sup> and 2<sup>nd</sup> meeting was short essay of record text (describing some activities that someone did on Sunday) and (matching the sentence with the picture).

#### **b. Acting**

In this part, the activity could be divided into three phases such as pre-activity, during-activity and post-activity.

##### **1) Classroom Meeting I**

Classroom meeting I was conducted on March 27<sup>th</sup> 2015. The title in 1<sup>st</sup> meeting is a short essay of the recount text (describing some activities that someone did on Sunday). In this meeting, the teacher

would be divided the students in three groups. The first and the second groups consist of 5 and the third group consist of 4 persons.

***Pre-activity (time allocation 15 minutes)***, the teacher gave the students *aperception* (greeting, praying together before started to learning, the teacher checked students' attendentlist), *motivation* (the teacher motivated students in order to active learnin process, the teacher asked the question that related with the subject to catch or guess the students' comprehension about the topic of the subject), and *orientation* (the teacher wrote the subject on the blackboard, the teacher gave a brief explanation about subject and indicator that would be gotten by students).

***During-activity (time allocation 70 minutes)***, the teacher gave a material of the test about (describing some activities that someone did on Sunday) to each group. Before the they did their test, the teacher explained the topic clearly and also gave an example how to answer the question. The teacher asked each group to write or describe some activities that some one did on Sunday. The activities should be matched with the picture storis. The teacher was monitoring each group when they did the test.

After all of group did the test, the teacher asked each group to answer the question of the test which was collected. Then, the teacher

and students tried to find the best answer of the test after that identified the meaning together.

The teacher asked the question to student about the subject that had been teaching to find the students' difficulties of the subject. The teacher gave reward to students active and also gave supported and motived to students inactive in order that they have an anthsiasm in learning. The teacher answred the students' questions. After that, the teacher gave score to students task.

*Post-activity (time allocation 5 minutes)*, the teacher asked some question that related with the indicators to evaluate the student comprehension about the subject. The techer and students made a conclusion of the subject together. Finally, the teacher closed the meeting.

### **1) Classroom Meeting II**

Classroom meeting II was conducted on April 3<sup>th</sup>2015. The title in the second meetingg was a short essay of recount text about (matching the sentence with the picture).

*Pre-activity (time allocation 15 minutes)*, the teacher gave the students *aperception* (greeting, praying together before started to laerning, the teacher checked students' attendentlist), *motivation* (the teacher motivated students' in order to active in learning process, the



teacher asked the question that related with the subject to catch or guess the students' comprehension about the topic of the subject), and orientation (the teacher wrote the subject on the black board, the teacher gave a brief explanation about the subject and indicator that would be gotten by students).

*During-activity (time allocation 70 minutes)*, the teacher gave a material of the test of picture stories form to each students. At first, the teacher explained the topic clearly and then gave the test to students. The teacher also gave an example how to answer the question. The teacher asked the students to look at the pictures, then write the number according to the sentence. The teacher was monitoringg the students when they did the test.

After all of students answered the question, the teacher asked each students to answer the question of the test which was collected. Then, the teacher and students tried to find thr correct answer and identified the meaning of sentence together.

The teacher asked the question to students about the subject that had been teaching to find the students' difficulties of the subject. The teacher gave reward to student's active and also gave supported and motived to students inactive in order that they have an enthusiasm in learning. The teacher answered the students' question. After that, the teacher gave score to students' task.

*Post-activity (time allocation 5 minutes)*, the teacher asked some question that related with the indicators to evaluate the student comprehension about the subject. The teacher and students made a conclusion of the subject together. Finally, the teacher closed the meeting.

The result of observation conducted by observer or collaborator toward teacher activities could be seen in the following table:

**Table. 7**  
**The result of observation toward the teacher's activity in cycle I**

<b>Stage</b>	<b>Observed Component</b>	<b>Observer Aspect</b>	<b>Score</b>
<b>Pre-Teaching</b>	1. Doing routine activity	All	5
	2. Giving explanation the purpose of lesson	All	5
	3. Giving motivation	All	5
	4. Giving information of the teaching model and technique	All	5
<b>During-Teaching</b>	1. Deviding the studen into group	All	5
	2. Giving explanation of the lesson	All	5
	3. Guiding and asking student work collaboratively in the group	All	5
	4. Giving the material of learning	All	5
	5. Discussing the result of teaching-learning	All	5
	6. Teaching-learning evaluation	All	5
<b>Post-teaching</b>	1. Making the conclusion of the lesson	a,b,d	4

	2. Closing the process of teaching-learning	b, c,d	4
<b>Score = 58</b>			

Based the table above, in pre and during teaching, the teacher was well in teaching and also was made students comprehend the lesson (past tense), active and enjoy in learning process. But in the post-teaching, the teacher still did not ask the students to make a conclusion of the lesson.

Based on the observation above, it could be determined the percentage score taken by observer toward the teacher's activity by using the following formula:

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

F = The total score

N = Maximal score

$$P = \frac{58}{60} \times 100\%$$

$$P = 96,66\%$$

Then, the result of observation toward the students' activity that done by observer could be inferred that total score was 58 with percentage 96,66%. While the maximal score was 60.

By seeing the level of successfulness of teaching-learning process, the teacher's activity in cycle II was categorized into "Very Good Criteria". It means that, the process of action was conducted well up to 80%.

The result of observation conducted by observer or collaborator toward students's activities could be seen in the following table:

**Table. 8**  
**The result of observation toward the students' activity in cycle II**

<b>Stage</b>	<b>Observed Component</b>	<b>Observer Aspect</b>	<b>Score</b>
<b>Pre-Teaching</b>	1. Doing routine activity	all	5
	2. Listening explanation the pupose of lesson	all	5
	3. Listening motivation	a, b, c	4
	4. Listening imformation of the teaching model and technique	all	5
<b>During-Teaching</b>	1. Joining into the group	all	5
	2. Listening explanation of the lesson	all	5
	3. Listening guidance and direction to work collaboratively in the group	all	5
	4. Receiving the material of the learning	all	5
	5. Discussing the result of teaching-learning	all	5
	6. Teaching-learning Evaluation	all	5
<b>Post-teaching</b>	1. Making the conclusion of the lesson	a, b, d	4
	2. closing the process of teaching-learning	b, c, d	4
<b>Score = 50</b>			

Based the table above, in pre (component 3) and post teaching (component 1,2), the students still did the same problem like in the cycle I. But in teaching - learning process, the students were

good, comprehend the lesson (past tense) and active in learning process.

Based on the observation above, it could be determined the percentage score taken by observer toward the students' activity by using the following formula:

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

F = The total score

N = Maximal score

$$P = \frac{58}{60} \times 100\%$$

$$P = 96,66\%$$

Then, the result of observation toward the students' activity that done by observer could be inferred that total score was 57 with percentage 95%. While the maximal score was 60.

Based on the level of successfulness, the students' activity in the class could be regarded "Good Criteria". However, the criteria of teaching-learning process could be regarded success if the score reached  $\leq 80\%$ . Thus, the process of teaching-learning could be regarded as success.

#### **a) Analysis of the test result in cycle II**

From the both test in the first and second meeting, the writer was calculated the students' score in the cycle II that was described in the following table:

**Table. 9**  
**The result of the test in the first and second meetings of cycle II**

Cycle I		First meeting		Second meeting	
No	Name of Students	Score	Minimum Standard of Mastery Learning (KKM)	Score	Minimum Standard of Mastery Learning (KKM)
1	Amal Akbar	75	Pass	66	Pass
2	Al-Wahidin			83	Pass
3	Marianton			83	Pass
4	Darwati			66	Pass
5	Gebila Sabatni			100	Pass
6	Evi Mauliza Yanti	100	Pass	100	Pass
7	Hamdani			100	Pass
8	M. Arif			100	Pass
9	Cut Mutiara			100	Pass
10	Raihan Nur			95	Pass
11	Mauliza Rahmayani	75	Pass	100	Pass
12	Nurfadilah			100	Pass
13	Murlina			100	Pass
14	Ulumudin			100	Pass
<b>Total</b>		<b>250 / 3 = 83,33</b>		<b>1293 / 14 = 92,35</b>	

Base on the data in first meeting, the writer concluded that there were 3 groups got score 75 up to 100. It means that, all group were passed of standard minimum mastery learning (KKM).

From the data in second meeting, the writer concluded that there were 14 students got score 66 above. It means that, all of students passed of standard minimum mastery learning (KKM). Without finding the percentage, the writer could concluded that 100% of students were successful in 1<sup>st</sup> and 2<sup>nd</sup> meeting of cycle II.

### **c. Observation**

Based on the observation conducted by the writer during teaching-learning process in the cycle II, the writer concluded that the students was comprehended the past tense, because the technique of picture stories in teaching past tense was made the students had enthusiasm and enjoy in learning English. In the discussion session, many of students were active in learning process.

### **d. Reflection**

To measure whether the implementation or action in cycle II was successful or not, the writer needed to reflect it.

There were 14 students got score 70 above. It means that all of students passed of standard minimum mastery learning (KKM). Without finding the percentae, the writer could concluded that 100% of students were succeeded in first and second meeting of cycle II.

Based on the date analysis of the 1st and 2<sup>nd</sup> meeting which was explained, the writer concluded that the process of teaching-learning in cycle II had reached satisfied level achievement because all of students in the first and second meeting were passed. Thus, the writer stopped at the cycle II.

## **4. Analysis of Post-Test Result**

The writer did post-test on April 10<sup>th</sup> 2015. The post-test was followed by fourteen students of the seventh grade students of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur in the second semester academic year

2014/2015. The time allocation for post-test were 45 minutes. The total items of the post-test were 40 items (see appendix 2). The form of the post-test was essay. The post-test was conducted to know the students' comprehension of past tense after giving the treatment. The following table describes the students' score in the post-test:

**Table. 10**  
**The result of post-test**

No	Names	Score of Post-Test	Minimum Standard of Mastery Learning (KKM)
1	Amal Akbar	75	Pass
2	Al-Wahidin	85	Pass
3	Cut Mutia	90	Pass
4	Darwati	87.5	Pass
5	Evi Mauliza Yanti	92.5	Pass
6	Gebila Sabatni	85	Pass
7	Hamdani	92.5	Pass
8	M. Arif	85	Pass
9	Mauliza Rahmayani	90	Pass
10	Murlina	97.5	Pass
11	Mariaton	97.5	Pass
12	Nurfadilah	97.5	Pass
13	Raihan Nur	80	Pass
14	Ulumudin	80	Pass

Based on the table above, the writer found that the students' was comprehension of past tense. All of students got high score and 100% of students passed in the post-test. The students' score was enough for the standard minimum mastery (KKM).



**Table. 11**  
**The percentage of the students' score in the post-test**

<b>Achievement Level</b>	<b>Range</b>	<b>Category</b>	<b>Number of Student</b>
A	90-100	Excellent	7
B	80-89	Good	6
C	70-79	Adequate	1
D	60-69	Inadequate / unsatisfactory	0
F	Below 60	Failing / unacceptable	0

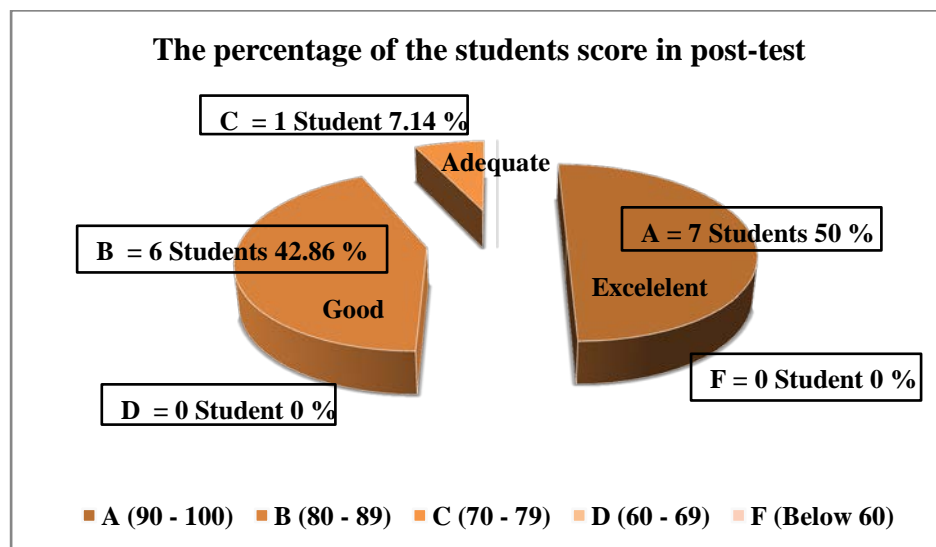
Based on the table above, the writer concluded that all of students' achievement in the post-test was in the highest level. Where, 7 students who got score 90 - 100 was got ( A achievement level with excellent category), the percentage of this level was 50%, 6 students who got scores 80 - 89 was got (B achievement level with good category), the percentage of these level were 42,86% and 1 student who got score 70 - 79 ( C achievement level with adequate category), the percentage of this level 7.14%. Let's analyze the following formula:

$$P = \frac{7}{14} \times 100\% \quad P = 50\%$$

$$P = \frac{6}{14} \times 100\% \quad P = 42,86\%$$

$$P = \frac{1}{14} \times 100\% \quad P = 7,14\%$$

Thus, it was clear that there were not students who got score under 70 (D and F achievement level with range of score 60 -70 and below 60). All of students was passed of the standard minimum mastery (KKM). It could be showed in the following chart:



## B. Discussion

From the data analysis above, the students' improvement can be seen after the process of implementation of action or treatment using picture stories in teaching past tense in two cycles.

In pre-test, the writer found that the students' incomprehension of past tense. All of students got low score and 100% of students failed in the pre-test. The students score was not enough for the standard minimum mastery (KKM). The standard minimum mastery of English in SMPN 2 Idi Tunong Kabupaten Aceh Timur is 65.

From the result of data analysis in cycle I, at the 1<sup>st</sup> meeting the students still had low score, the percentage of the students who passed of standard minimum mastery learning (KKM) 50% and the students who failed of standard minimum mastery learning 50%. It means that

the percentage of the students who passed and failed were similar. At the 2<sup>nd</sup> meeting. There were 14 students got score 65 above. All of students passed standard minimum mastery learning (KKM). Based on the data analysis of the 1<sup>st</sup> and 2<sup>nd</sup> meeting, the writer concluded that the process of implementation in cycle I had not reached satisfied level achievement target of the implementation that students should be passed in 1<sup>st</sup> and 2<sup>nd</sup> meeting. Thus, the writer needed to continue to cycle II.

The result of the data analysis in cycle II, at the 1<sup>st</sup> meeting there were 3 groups got scores 75 u to 100, and at 2<sup>nd</sup> meeting, there were 14 students got score 66 above. It means that all of students passed of standard minimum mastery learning (KKM) 100% of students were succesful in 1<sup>st</sup> and 2<sup>nd</sup> meeting of cycle II. The writer concluded that the process of implementation in cycle II had reached satisfied level achievement because all of students in the first and second meeting were passed. Thus, the writer stopped at the cycle II.

In the post-test, the students was got highest achievement level. Where, 7 students who got score 90-100 which (A achievement level with excellent catagiry), the percentage were 50%, 6 students who got score 80-89 which (B achievement level with goot category), the percentage were 42,86% and 1 students who got score 70-79 which (C ahievement level with adequate category), the percentage was 7,14%.

Based on the result of pre-test, data analysis in two cycles and the result of post-test, the writer determined that using picture stories in teaching past tense at the seventh grade students of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur was effectively.

It can be said that picture stories are effective which can improve students' ability in comprehending the lesson and also make students enjoy and has an enthusiasm in learning English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the obtained data in the previous chapter, the researcher concludes that teaching past tense using picture stories to the seventh grade students at SMPN 2 Idi Tunong Kabupaten Aceh Timur was effective. The picture stories are an effective technique which can improve students' comprehension of the lesson and also make students enjoy, has an enthusiasm and active in learning English, especially in learning past tense.

#### B. Suggestions

The writer states some suggestion as follows:

1. The head master should motivate the teacher to apply several of strategy, techniques, or method in teaching and learning process especially in teaching past tense.
2. The teacher of SMP Negeri 2 Idi Tunong Kabupaten Aceh Timur should often apply the picture stories to increase the students' comprehension of past tense, and also create students interest, active and has an enthusiasm in learning process.

3. The students should study hard to master the formula of past tense and other tense, in order to successs in learning English.
4. Finally, the researcher expects to the further researcher to be more active in conducting the research and find out more approaches and strategies in developing students' comprehension of English.

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**APPENDIXES****Appendix 1****Student Name Lists**

<b>No</b>	<b>Name of students</b>	<b>Gender</b>
1	Amal Akbar	Male
2	Al-Wahidin	Male
3	Marianton	Male
4	Darwati	Female
5	Gebila Sabatni	Female
6	Evi Mauliza Yanti	Female
7	Hamdani	Male
8	M. Arif	Male
9	Cut Mutiara	Female
10	Raihan Nur	Male
11	Mauliza Rahmayani	Female
12	Nurfadilah	Female
13	Murlina	Female
14	Ulumudin	Male

## Appendix 2

### The Instrument of Pre-Test

#### Simple Past – Past Continuous

Complete the sentences below with the correct form of the tense in brackets  
(ex : past simple : I played - past continuous : I was playing)

1) When her husband _____(arrive) home, Anne _____(watch) television.
2) I _____ (prepare) dinner when the telephon _____ (ring).
3) What _____ (you do) when the postman _____ (arrive).
4) Julie _____(learn) to drive when she _____ (work) in london.
5) Where _____ (you sit) when the show (begin)?
6) I _____ (visit) Athens while I _____ (tour) Greece.
7) It was when he _____ (cross) the steet that John _____ (fall).
8) What _____(you see) while you _____(wait) for the bus?
9) Where _____ (you go) when your car _____(break) down?
10) Julie _____ (meet) peter when she _____ (walk) in the park.

[http://.learn-english-today.com/lessons/lessons\\_list.html](http://.learn-english-today.com/lessons/lessons_list.html)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

**KEY ANSWER**

1. Arrived
2. Was watching
3. Was preparing
4. Rang
5. Were you doing
6. Arrived
7. Learned
8. Was working
9. Were you sitting
10. Began
11. Visited
12. Was touring
13. Was crossing
14. Fell
15. Did you see
16. Was waiting
17. Were you going
18. Broke
19. Met
20. Was walking

### Appendix 3

#### The Instrument of Post-Test

Name:

Date:

Class:

#### WRITE THE PAST TENSE FORM OF THE VERBS IN BRACKETS

Mary \_\_\_\_\_ in Paris ten years ago. (live). She \_\_\_\_\_ as a teacher there. (work). Her flat \_\_\_\_\_ near the Sacre Couer. (be) She \_\_\_\_\_ see the Tower Eiffel from her window. (can). Her flatmate \_\_\_\_\_ (be) Antonie. He \_\_\_\_\_ (be) a painter. He \_\_\_\_\_ (paint) beautiful portraits. Mary \_\_\_\_\_ (have) a small green car. She \_\_\_\_\_ (drive) her car to work every day but she \_\_\_\_\_ her bike on Sundays. (ride) Mary \_\_\_\_\_ crepes every day. (eat) They \_\_\_\_\_ delicious! (be) She sometimes \_\_\_\_\_ (drink) some red wine. She \_\_\_\_\_ (not eat) scargo. Mary \_\_\_\_\_ (not like) snails. Her best friend Anette \_\_\_\_\_ (live) in Versailles. Mary sometimes \_\_\_\_\_ (visit) her. \_\_\_\_\_ (play) tennis or \_\_\_\_\_ (go) on picnics. On rainy days they \_\_\_\_\_ (play) cards or \_\_\_\_\_ (watch) a

## Post-Test

Write past simple or past continuous in the gaps

- 1) When the post man [ ] (arrive), my father [ ]  
(have a shower)
- 2) While my brother [ ] (study), my grandma [ ]  
(make) some muffins
- 3) I [ ] (go) to the doctor 2 days ago because I [ ]  
(have) a terrible headache
- 4) When I [ ] (be) 10, I [ ] (eat) a sandwich every  
evening
- 5) He [ ] (miss) the train because he [ ] (talk)  
with some friends
- 6) The thieves [ ] (come) into the house while the man [ ] (sleep)
- 7) I [ ] (drink) a glass of water at eleven. I'm not thirsty now
- 8) [ ] you [ ] (write) the composition last week?
- 9) My mother [ ] (not/be) at home when she [ ] (fall)
- 10) The children [ ] (plant) a tree when their mummy [ ] (call)  
them

**KEY ANSWER****Write the past form of the verbs in the brackets**

1. Lived
2. Worked
3. Was
4. Could
5. Was
6. Was
7. Painted
8. Had
9. Done
10. Rode
11. Ate
12. Were
13. Drank
14. Did not eat
15. Did not like
16. Lived
17. Visited
18. Played
19. Went
20. Played
21. Watched

**Write past simple or past continuous in the gaps:**

22. Arrived
23. Was having
24. Was studying
25. Was making
26. Went
27. Had
28. Was
29. Ate
30. Missed
31. Was talking
32. Came
33. Was sleeping
34. Drank
35. Did
36. Write
37. Was not
38. Fell
39. Were painting
40. Called

## Appendix 4

### LESSON PLAN

#### 1. Identity

<b>Name of School</b>	<b>: SMP Negeri 2 Idi Tunong KabupateAcehTimur</b>
<b>Class / Semester</b>	<b>: VII / 2</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time</b>	<b>: 2 x 45 Minutes (First Meeting)</b>

#### 2. Competent Standard

11. Comprehend the meaning in simple short essay text formed recount and narrative to interact with around environment.

#### 3. Basic Competence

11.3. Respond the meaning and rhetocal steps in simple short essay accurately, fluently and acceptably that related with aroud enviroentment in recount and narrative text.

#### 4. Indicator

- Identifying the meaning of narrative text.
- Identifying the past verb in the narrative text.
- Identifying the problem or situation in the text.
- Identifying the actor and actrist in the story of narrative.

#### 5. Learning Objective

- Understanding the meaning of narrative text.
- Understanding the past tense and that used in the narrative text.
- Understanding the problem or situation in the text.
- Understanding who are the actor and actrist that have in story of narrative text.

## 6. Learning Material (FIRST MEETING)

### SNOW WHITE

Long time ago, in a far away place, there lived a lovely princess named Snow White. Her hair was black as coal, her lips red as rose, and her skin as white as snow. Snow White's stepmother, the Queen, was very cruel.

She hated anyone who was more beautiful than she. The Queen treated Snow White like a servant. Snow White never complained. She was obedient and hard-working, but she dreamed of a handsome prince who would take her away to this castle. One day, while drawing water from the well, a handsome stranger did appear, charmed by Snow White's singing.

But Snow White was too shy to speak to him. Inside the castle, the Queen asked her magic mirror, "Mirror, mirror, on the wall, who is the fairest of all? Every day the mirror had the same replay. "You are the fairest, he told her. And the Queen was content for another day.

But Snow White grew older, she also grew more beautiful. And the Queen became very jealous. One day the magic mirror told the Queen that someone else was the fairest in the land. It was the princess, Snow White! In a jealous rage, the Queen called her royal huntsman into the throne room. "Take Snow White far into the forest and kill her," she commanded. "And as a proof of your deed, bring me back her heart in this."

He hunted the stunned huntsman a beautiful carved box. "Poor Snow White," said the hunter to the innocent princess. "I cannot kill you. You must run away and hide from the Queen!" Snow White was so frightened that the



run off through the dark woods. At last she came to a cottage. “ Who lives here?” Snow White wondered.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine.

The dwarfs introduced themselves. Their names were Sleepy, Grumpy, Happy, Doc, Dopey, Sneezzy, and Bashful. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle. There the Queen mixed the potion that would change her into an old hag. Then she took an apple and slowly dipped it into another potion. “On bite of this poisoned apple and Snow White will close her eyes forever!” she cackled.

The old woman appeared at Snow White window. “Hello, dearie,” she said. “Taste one of my delicious apples. It’s apple pies that make menfolk’s mouths water. Pies made from apples like these.” Then she held the poisoned apple out to Snow White.

The birds tried to warn Snow White away from the poisoned fruit. They fluttered and flew around the hag, trying to make her drop the apple. “Stop it!, Stop it!” cried Snow White. The birds flew away sadly. Then the animals of the forest ran to the dwarfs to warn them that something was very wrong and they needed to come right home!

The seven dwarfs raced the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. The dwarfs chased the hagg into the forest. A storm began to blow as the evil woman ran away. Suddenly she came to the edge of a steep and rocky cliff.

First she tried move a huge rock so it would roll down on top of the poor dwarfs and crush them. "look out!" cried Grumpy to the others. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The prince knelt down and kissed Snow White and the Prince rode off to his kingdom, where they lived happily ever after.

THE END

## 7. Learning Method

Method : CL (Comperative Learning)

Technique : Picture and Picture (Picture Stories)

## 8. Teaching-Learning Activities

### A. Pre-Activities (15 Minutes)

#### 1. Aperception:

- ⇒ Greeting.
- ⇒ Praying together before start to learning.
- ⇒ The teacher checks students' attendentlist.

#### 2. Motivation:

- ⇒ The teacher Motivaties students to active in learnin process.
- ⇒ The teacher asks the question that related with the subject to catch or guess the students' comprehension about the topic of the subject.

#### 3. Orientation:

- ⇒ the teacher writers the subject on the black board.
- ⇒ The teacher gives abreaif explanation about the subject and indicator that will be gotten by students.

### B. During-Activities (70 Minutes)

#### 1. Exploration:

- ⇒ The teacher gives a narrative text of Snow White to students.
- ⇒ The teacher reads the text at first time, after that the students follows the teacher to read the text.
- ⇒ Some of students that will be chosen by teacher should read the text.
- ⇒ The techer and students indentify the meaning of text together.
- ⇒ The teacher and students discusses the problem in text together.
- ⇒ The teacher and students are finding who are the actor and actrist in story together.

#### 2. Elaboration:

- ⇒ the teacher explains the topic clearly.
- ⇒ The teacher gives test to students.
- ⇒ The teacher asks the students to find and underline the verbs in the text.

⇒ The teacher is monitoring the students when they doing the test.

### 3. Confirmation:

⇒ The teacher asks the question to students about the subject that has been teaching to find the students' difficulties of the subject.

⇒ The teacher gives reward to students' active.

⇒ The teacher answer answer the students' question.

⇒ The teacher gives score to students' task.

### C. Post-Activities (5 Minutes)

⇒ the teacher evaluates the students by giving some question which is appropriate with the indicator.

⇒ The teacher and students makes a conclusion of the subect together.

⇒ The teacher chose the meeting.

### 9. Source

❖ <http://dopey1937.disneyfansites.com/english/011.html>

### 10. Assessment

☒ Technique : Written test

☒ Form : Essay

Knowing :

Head Master of SMP Negeri 2 Idi Tunong

English Teacher

Drs. Zainuddin Muhammad

NIP : 19571231 198203 1 091

Eka Saputri

NIM: 140900323

## LESSON PLAN

### 1. Identity

**Name of School** : SMP Negeri 2 Idi Tunong Aceh Timur  
**Class / Semester** : VII / 2  
**Subject** : English  
**Skill** : Writing  
**Time** : 2 x 45 Minutes (Second Meeting)

### 2. Competent Standard:

12. Express the meanin in functional written text and short essay formed recount narrative to interact with around environment.

### 3. Basic Competence:

12.1. Express the meaning in simple short functional written text by using various of written language accurately, fluently and acceptably to interact with around environment.

### 4. Indicator

1. Using present and past verb accurately.
2. Using pat tense in a sentence corretly.
3. Making revision of short functional text.
4. Producing short fuctional text.

### 5. Learning Objectives

1. Student can use present and past verbs accurately.
2. Student can use past tense in a sentence correcly
3. Students can make revision of short fuctional text.
4. Student can produce short fuctional text.

### 6. Learning Material (SECOND MEETING)

Work in individually. Write down a correct verb of present and past tense, then make a sentence based on the picture.

No	Present	Past	Illustration / pictures
1	Watch		
2		Ate	
3	Run		
4		Wrote	
5	Sit		
6		Cut	
7	Drive		
8		Rode	
9	Walk		
10		Drank	
11	Sleep		
12		Opened	
13	Play		
14		Read	
15	Bring		
16		Gave	
17	Wear		
18		Went	
19	Lose		
20		Stopped	

**THIRD MEETING****EXAMPLE. WORK IN GROUPS. WRITE DOWN WHAT BEN DID ON SUNDAY**

<b>Time:</b>	<b>Ben</b>	Ben had a good <u>holiday</u> . Here are the things he did
<b>9:00am</b>		<b>In the morning, he <u>brushed his teeth</u>.</b>
<b>1:00pm</b>		<b>At noon, it was sunny. He played on the slide at a park.</b>
<b>4:00pm</b>		<b>In the afternoon, he <u>built sand castles at the beach. It was so interesting.</u></b>
<b>8:00pm</b>		<b><u>At night, he watched stars with his friend.</u> They were <u>happy</u>.</b>

**GROUP 1. WORK IN GROUPS. WRITE DOWN WHAT TOM DID ON SUNDAY**

<b>Time</b>	<b>Tom</b>	
<b>9:00am</b>		
<b>1:00pm</b>		
<b>4:00pm</b>		
<b>8:00pm</b>		

**GROUP 2. WORK IN GROUPS. WRITE DOWN WHAT JIMMY DID ON SUNDAY**

<b>Time:</b>	<b>Jimmy</b>	
<b>9:00am</b>		
<b>1:00pm</b>		
<b>4:00pm</b>		
<b>8:00pm</b>		

**GROUP 3. WORK IN GROUPS. WRITE DOWN WHAT SALLY DID ON SUNDAY**

<b>Time:</b>	<b>Sally</b>	
<b>9:00am</b>		
<b>1:00pm</b>		
<b>4:00pm</b>		
<b>8:00pm</b>		



## FOURTH MEETING

**Work in individually. What did they do yesterday? Look at the oictures and write the number according to the sentence:**

1. He smoked a pipe.
2. He took some photographs.
3. He dreamt about fish.
4. He visited his girlfriend.
5. He made a baseball bat.
6. He cut the grass.
7. He painted a beautiful picture.
8. He sang a song.
9. He drove a car.
10. He ate an icecream.
11. He rode a bicycle.
12. He had a bubble bath.

### 7. Learning Method

Method : CL (Comperative Learning)

Technique : Picture and Picture (Picture-Stories)

## **8. Teaching-Learning Activities**

### **A. Pre-Activities (15 Minutes)**

#### **1. Aperception:**

- ⇒ Greeting.
- ⇒ Praying together before start to learning.
- ⇒ The teacher checks students' attendentlist.

#### **2. Motivation:**

- ⇒ The teacher Motivaties students to active in learnin process.
- ⇒ The teacher asks the question that related with the subject to catch or guess the students' comprehension about the topic of the subject.

#### **3. Orientation:**

- ⇒ The teacher writers the subject on the black board.
- ⇒ The teacher gives abreaif explanation about the subject and indicator that will be gotten by students.

### **B. During-Activities (70 Minutes)**

#### **1. Exploration:**

- ⇒ The teacher gives a materials of the test in picture stories form to students.
- ⇒ The teacher gives an example how to answer the question of the test based on the picture stories to student.
- ⇒ Each students that will be chosen by teacher should answer a question from their exercise.
- ⇒ The teacher and students indentify the neaning of the word and sentence together.
- ⇒ The teacher and students discusses the problem in the text together.

#### **2. Elaboration:**

- ⇒ The teacher explain the topic clearly.
- ⇒ The teacher gives test to students.
- ⇒ The teacher asks the students to put the present and past verbs that appropriate with picture stories and make sentence based on picture stories.

⇒ The teacher is monitoring the students when they doing the test.

### 3. Confirmation:

⇒ The teacher asks the question to students about the subject that has been teaching to find the students' difficulties of the subject.

⇒ The teacher gives reward to students' active.

⇒ The teacher answer the students' question.

⇒ The teacher gives score to students' task.

### C. Post-Activities (5 Minutes)

⇒ The teacher evaluates the students by giving some question which is appropriate with the indicator.

⇒ The teacher and students makes a conclusion of the subject together.

⇒ The teacher closes the meeting.

### 9. Source

raymond Murphy, English Grammar in Use

### 10. Assessment

Technique : Written test

Form : Essay

Knowing :

Head Master of SMP Negeri 2 Idi Tunong

English Teacher

Drs. Zainuddin Muhammad

Eka Saputri

NIP : 19571231 198203 1 091

NIM: 140900323

## Appendix 5

### TEACHER OBSERVER CYCLE I

**Nama Pengamat** : Zulfadli, S.Pd  
**Materi** : Past Tense  
**Hari / Tanggal** : Jum'at / 13 Maret 2015  
**Waktu** : 2 x 45 Menit

#### Petunjuk Pengisian:

Skor 5 : jika semua aspek setiap komponen muncul

Skor 4 : jika tiga aspek setiap komponen muncul

Skor 3 : jika dua aspek setiap komponen muncul

Skor 2 : jika satu aspek setiap komponen muncul

Skor 1 : jika tidak ada aspek setiap komponen muncul

Istilah kolom keterangan dengan aspek-aspek setiap komponen yang muncul.

Tahap	Komponen yang dinilai	Aspek setiap komponen	keterlaksanaan		Skor
			Ya	Tidak	
Awal	1. Kegiatan rutin	a. Mengucap salam			
		b. Mengabsen siswa			
		c. Memeriksa kerapian kelas			
		d. Menanyakan keadaan siswa			
	2. Menyampaikan tujuan pembelajaran	a. Tujuan pembelajaran sesuai dengan materi dan modelnya			
		b. Tujuan disampaikan diawal pembelajaran			
		c. Tujuan sesuai dengan lembar kegiatan siswa			
		d. Tujuan disampaikan dengan bahasa yang mudah dipahami			
3. Memotivasi siswa	a. Menjelaskan keterkaitan materi dengan kehidupan sehari-hari				
	b. Memancing siswa untuk bertanya dan mengajukan pendapat yang berhubungan dengan materi				
	c. Menghargai pertanyaan dan pendapat siswa				

		d. Membuat siswa aktif dalam belajar			
	4. Menginformasikan model/teknik pembelajaran yang akan digunakan	a. Menyebut model pembelajaran tersebut			
		b. Menjelaskan model/teknik pembelajaran tersebut			
		c. Menjelaskan bahwa setelah diskusi kelompok selesai akan dilakukan presentasi hasil diskusi			
		d. Menjelaskan bahwa setelah presentasi hasil diskusi selesai akan dilakukan evaluasi berupa tes akhir yang akan menentukan nilai kelompok			
<b>Inti</b>	1. Mengatur individu / kelompok	a. Individu atau kelompok dibentuk berdasarkan tes yang telah dipersiapkan			
		b. Kelompok terdiri dari 4-5 orang siswa			
		c. Individu diminta duduk pada tempatnya dan kelompok sesuai dengan kelompoknya			
		d. Menjelaskan tugas individu atau kelompok			
	2. Menjelaskan materi pembelajaran	a. Menjelaskan dan memberi gambaran tentang materi yang akan dipelajari			
		b. Menulis topic pembelajaran dipapan tulis			
		c. Menjelaskan dengan jelas dan bahasa yang mudah dipahami			
		d. Memberi beberapa contoh yang berkaitan dengan materi			
3. Membimbing dan mengarahkan siswa	a. Mengelilingi masing-masing kelompok				
	b. Meminta siswa agar bekerja sama dalam kelompok				

		c. Memotivasi siswa yang kurang aktif dalam kegiatan diskusi			
		d. Membimbing dan mengarahkan siswa dalam memahami tugasnya			
	4. Memberikan lembar kerja siswa	a. Menyimpan lembar kerja siswa			
		b. Memeriksa lembar kerja siswa			
		c. Memberitahukan bagaimana cara mengerjakannya			
		d. Lembar kerja siswa sesuai dengan tujuan pembelajaran			
	5. Membahas hasil pembelajaran	a. Memberikan pertanyaan berdasarkan lembar kerja siswa (LKS)			
		b. Menjawab pertanyaan			
		c. Membahas makna pertanyaan dan jawaban			
		d. Membahas kesulitan yang ditemukan siswa			
	6. Penilaian hasil pembelajaran	a. Memberikan kesempatan siswa bertanya			
		b. Memberikan pujian kepada siswa yang aktif			
		c. Memberikan dukungan kepada siswa yang belum aktif			
		d. Memberikan nilai			
<b>Akhir</b>	1. Membuat kesimpulan	a. Menanyakan kembali tentang materi yang telah dipelajari			
		b. Memberi penguatan			
		c. Menunjukkan beberapa orang untuk menyimpulkan			
		d. Guru membuat kesimpulan sesuai dengan materi			
	2. Mengakhiri pembelajaran	a. Meminta siswa menghafal atau memahami rumus past			

	an	Tense			
		b. memberikan PR (meminta siswa menuliskan kata kerja beraturan dan tidak beraturan)			
		c. Memotivasi siswa untuk lebih giat belajar lagi			
		d. Menutup pembelajaran dengan memberi salam			
<b>Jumlah = 56</b>					

**Taraf keberhasilan proses pembelajaran:**

86% - 100% : Sangat Baik

76% - 85% : Baik

60% - 75% : Cukup

55% - 59% : Kurang

0% - 54% : Kurang Sekali

Idi Tunong (Aceh Timur), 13 Maret 2015

**Observer**

Zulfadli, S.Pd

## APPENDIXE VI

## STUDENT OBSERVER CYCLE I

**Nama Pengamat** : Zulfadli, S.Pd  
**Kelas / Semester** : VII / 2 (Dua)  
**Materi** : Past Tense  
**Hari / Tanggal** : Jum'at / 13 Maret 2015  
**Waktu** : 2 x 45 Menit

**Petunjuk Pengisian:**

Skor 5 : jika semua aspek setiap komponen muncul

Skor 4 : jika tiga aspek setiap komponen muncul

Skor 3 : jika dua aspek setiap komponen muncul

Skor 2 : jika satu aspek setiap komponen muncul

Skor 1 : jika tidak ada aspek setiap komponen muncul

**Istilah kolom keterangan dengan aspek-aspek setiap komponen yang muncul.**

Tahap	Komponen yang dinilai	Aspek setiap komponen	keterlaksanaan		Skor
			Ya	Tidak	
Awal	1. Kegiatan rutin	a. Menjawab salam			
		b. Menjawab absen guru			
		c. Merapikan kelas			
		d. Menjawab kabar			
	2. Mendengarkan tujuan pembelajaran	a. Mendengarkan penjelasan guru			
		b. Mendengarkan tujuan pembelajaran yang disampaikan diawal pembelajaran			
		c. Melihat tujuan pembelajaran sesuai dengan lembar kerja siswa (LKS)			
		d. menanyakan hal-hal yang belum jelas			
3. Mendengarkan motivasi	a. Mendengarkan keterkaitan materi dengan kehidupan sehari-hari				
	b. Mengajukan pendapat yang berhubungan dengan materi				
	c. Mengajukan pertanyaan				
	d. Siswa aktif dalam belajar				
4. Mendengarkan model/teknik pembelajaran yang akan	a. Mendengarkan model pembelajaran yang disampaikan				
	b. Mendengarkan teknik				



	digunakan	pembelajaran yang diterapkan			
		c. Mendengarkan penjelasan guru			
		d. Menanggapi tentang evaluasi berupa tes akhir yang akan menentukan nilai kelompok			
<b>Inti</b>	1. Mengatur individu / kelompok	a. Bersedia menjadi anggota kelompok			
		b. Kelompok terdiri dari 4-5 orang siswa			
		c. Duduk pada kelompok yang telah ditentukan			
		d. Mendengarkan tugas individu atau kelompok			
	2. Menjelaskan materi pembelajaran	a. Mendengarkan dan memikirkan gambaran tentang materi yang akan dipelajari			
		b. Menulis topic pembelajaran di buku catatan			
		c. Mendengarkan dan memahami materi pembelajaran yang di jelaskan			
		d. Memerhatikan contoh yang berkaitan			
	3. Membimbing dan mengarahkan siswa	a. Duduk mengelilingi masing-masing kelompok			
		b. Bekerja sama dalam kelompok			
		c. Menjadi aktif dalam kegiatan kerja kelompok			
		d. Mendengarkan bimbingan dan arahan guru serta bertanya jika ada yang belum dipahami			
	4. Memberikan lembar kerja siswa	a. Menerima lembar kerja siswa (LKS)			
		b. Memerhatikan lembar kerja siswa (LKS)			
		c. Mendengarkan bagaimana cara mengerjakannya			
		d. Lembar kerja siswa sesuai dengan tujuan pembelajaran			
5. Membahas hasil pembelajaran	a. Menerima pertanyaan dari guru berdasarkan lembar kerja siswa (LKS)				
	b. Menjawab pertanyaan				

		c. Membahas makna pertanyaan dan jawaban			
		d. Menanyakan kesulitan yang ditemukan			
	6. Pengevaluasi an hasil pembelajaran	a. Mengajukan pertanyaan			
		b. Menerima pujian karena siswa yang aktif			
		c. Mendengarkan dukungan dari guru bagi siswa yang belum aktif			
		d. Menerima nilai			
<b>Akhir</b>	1. Membuat kesimpulan	a. Menjawab pertanyaan			
		b. Mendengarkan kesimpulan Guru			
		c. Menyimpulkan materi			
		d. Menuliskan kesimpulan			
	2. Mengakhiri pembelajaran	a. Menghafal atau memahami rumus past tense			
		b. Mengerjakan PR (menulis kata kerja beraturan dan tidak beraturan)			
		c. Memotivasi untuk lebih giat belajar			
		d. Menjawab salam			
<b>Jumlah = 48</b>					

**Taraf keberhasilan proses pembelajaran:**

- 86% - 100% : Sangat Baik  
 76% - 85% : Baik  
 60% - 75% : Cukup  
 55% - 59% : Kurang  
 0% - 54% : Kurang Sekali

Idi Tunong (Aceh Timur), 13 Maret 2015

**Observer**

Zulfadli, S.Pd

## APPENDIXE VII

## TEACHER OBSERVER CYCLE II

**Nama Pengamat** : Zulfadli, S.Pd  
**Materi** : Past Tense  
**Hari / Tanggal** : Jum'at / 13 Maret 2015  
**Waktu** : 2 x 45 Menit

**Petunjuk Pengisian:**

Skor 5 : jika semua aspek setiap komponen muncul

Skor 4 : jika tiga aspek setiap komponen muncul

Skor 3 : jika dua aspek setiap komponen muncul

Skor 2 : jika satu aspek setiap komponen muncul

Skor 1 : jika tidak ada aspek setiap komponen muncul

**Istilah kolom keterangan dengan aspek-aspek setiap komponen yang muncul.**

Tahap	Komponen yang dinilai	Aspek setiap komponen	keterlaksanaan		Skor
			Ya	Tidak	
Awal	1. Kegiatan rutin	a. Mengucapkan salam			
		b. Mengabsen siswa			
		c. Memeriksa kerapian kelas			
		d. Menanyakan keadaan siswa			
	2. Menyampaikan tujuan pembelajaran	a. Tujuan pembelajaran sesuai dengan materi dan modelnya			
		b. Tujuan disampaikan diawal pembelajaran			
		c. Tujuan sesuai dengan lembar kegiatan siswa			
		d. Tujuan disampaikan dengan bahasa yang mudah dipahami			
	3. Memotivasi siswa	a. Menjelaskan keterkaitan materi dengan kehidupan sehari-hari			
		b. Memancing siswa untuk bertanya dan mengajukan pendapat yang berhubungan dengan materi			
		c. Menghargai pertanyaan dan pendapat siswa			
		d. Membuat siswa aktif dalam belajar			
	4. Menginformasikan model/teknik	a. Menyebut model pembelajaran tersebut			
		b. Menjelaskan model/teknik pembelajaran			

	pembelajaran yang akan digunakan	tersebut			
		c. Menjelaskan bahwa setelah diskusi kelompok selesai akan dilakukan presentasi hasil diskusi			
		d. Menjelaskan bahwa setelah presentasi hasil diskusi semus kelompok selesai akan dilakukan evaluasi berupa tes akhir yang akan menentukan nilai kelompok			
<b>Inti</b>	1. Mengatur individu / kelompok	a. Individu atau kelompok dibentuk berdasarkan tes yang telah dipersiapkan			
		b. Kelompok terdiri dari 4-5 orang siswa			
		c. Individu diminta duduk pada tempatnya dan kelompok sesuai dengan kelompoknya			
		d. Menjelaskan tugas individu atau kelompok			
	2. Menjelaskan materi pembelajaran	a. Menjelaskan dan memberi gambaran tentang materi yang akan dipelajari			
		b. Menulis topic pembelajaran dipapan tulis			
		c. Menjelaskan dengan jelas dan bahasa yang mudah dipahami			
		d. Memberi beberapa contoh yang berkaitan dengan materi			
	3. Membimbing dan mengarahkan siswa	a. Mengelilingi masing-masing kelompok			
		b. Meminta siswa agar bekerja sama dalam kelompok			
		c. Memotivasi siswa yang kurang aktif dalam kegiatan diskusi			
		d. Membimbing dan mengarahkan siswa dalam memahami tugasnya			
4. Memberikan lembar kerja siswa	a. Menyimpan lembar kerja siswa				
	b. Memeriksa lembar kerja siswa				
	c. Memberitahukan bagaimana cara mengerjakannya				
	d. Lembar kerja siswa sesuai dengan tujuan pembelajaran				
5. Membahas hasil pembelajaran	a. Memberikan pertanyaan berdasarkan lembar kerja siswa (LKS)				
	b. Menjawab pertanyaan				
	c. Membahas makna pertanyaan dan jawaban				
	d. Membahas kesulitan yang ditemukan siswa				
6. Pengevaluasian hasil	a. Membarikan kesempatan siswa bertanya				
	b. Memberikan pujian kepada siswa yang				

	pembelajaran	aktif			
		c. Memberikan dukungan kepada siswa yang belum aktif			
		d. Memberikan nilai			
<b>Akhir</b>	1. Membuat kesimpulan	a. Menanyakan kembali tentang materi yang telah dipelajari			
		b. Memberi penguatan			
		c. Menunjukkan beberapa orang untuk menyimpulkan			
		d. Guru membuat kesimpulan sesuai dengan materi			
	2. Mengakhiri pembelajaran	a. Meminta siswa menghafal atau memahami rumus past Tense			
		b. memberikan PR (meminta siswa menuliskan kata kerja beraturan dan tidak baraturan			
		c. Memotivasi siswa untuk lebih giat belajar lagi			
		d. Menutup pembelajaran dengan memberi salam			
<b>Jumlah = 58</b>					

**Taraf keberhasilan proses pembelajaran:**

86% - 100% : Sangat Baik

76% - 85% : Baik

60% - 75% : Cukup

55% - 59% : Kurang

0% - 54% : Kurang Sekali

Idi Tunong (Aceh Timur), 13 Maret 2015

**Observer**Zulfadli, S.Pd

## APPENDIXE VIII

## STUDENT OBSERVER CYCLE II

**Nama Pengamat** : Zulfadli, S.Pd  
**Kelas / Semester** : VII / 2 (Dua)  
**Materi** : Past Tense  
**Hari / Tanggal** : Jum'at / 13 Maret 2015  
**Waktu** : 2 x 45 Menit

**Petunjuk Pengisian:**

Skor 5 : jika semua aspek setiap komponen muncul

Skor 4 : jika tiga aspek setiap komponen muncul

Skor 3 : jika dua aspek setiap komponen muncul

Skor 2 : jika satu aspek setiap komponen muncul

Skor 1 : jika tidak ada aspek setiap komponen muncul

**Istilah kolom keterangan dengan aspek-aspek setiap komponen yang muncul.**

Tahap	Komponen yang dinilai	Aspek setiap komponen	keterlaksanaan		Skor
			Ya	Tidak	
Awal	1. Kegiatan rutin	a. Menjawab salam			
		b. Menjawab absen guru			
		c. Merapikan kelas			
		d. Menjawab kabar			
	2. Mendengarkan tujuan pembelajaran	a. Mendengarkan penjelasan Guru			
		b. Mendengarkan tujuan pembelajaran yang disampaikan di awal pembelajaran			
		c. Melihat tujuan pembelajaran sesuai dengan lembar kerja siswa (LKS)			
		d. menanyakan hal-hal yang belum jelas			
3. Mendengarkan motivasi	a. Mendengarkan keterkaitan materi dengan kehidupan sehari-hari				
	b. Mengajukan pendapat yang berhubungan dengan materi				
	c. Mengajukan pertanyaan				
	d. Siswa aktif dalam belajar				
4. Mendengarkan model/teknik pembelajaran yang akan	a. Mendengarkan model pembelajaran yang disampaikan				
	b. Mendengarkan teknik				

	digunakan	pembelajaran yang diterapkan			
		c. Mendengarkan penjelasan guru			
		d. Menanggapi tentang evaluasi berupa tes akhir yang akan menentukan nilai kelompok			
<b>Inti</b>	1. Mengatur individu / kelompok	a. Bersedia menjadi anggota kelompok			
		b. Kelompok terdiri dari 4-5 orang siswa			
		c. Duduk pada kelompok yang telah ditentukan			
		d. Mendengarkan tugas individu atau kelompok			
	2. Menjelaskan materi pembelajaran	a. Mendengarkan dan memikirkan gambaran tentang materi yang akan dipelajari			
		b. Menulis topic pembelajaran di buku catatan			
		c. Mendengarkan dan memahami materi pembelajaran yang di jelaskan			
		d. Memerhatikan contoh yang berkaitan			
3. Membimbing dan mengarahkan siswa	a. Duduk mengelilingi masing-masing kelompok				
	b. Bekerja sama dalam kelompok				
	c. Menjadi aktif dalam kegiatan kerja kelompok				
	d. Mendengarkan bimbingan dan arahan guru serta bertanya jika ada yang belum dipahami				
4. Memberikan lembar kerja siswa	a. Menerima lembar kerja siswa (LKS)				
	b. Memerhatikan lembar kerja siswa (LKS)				
	c. Mendengarkan bagaimana cara mengerjakannya				
	d. Lembar kerja siswa sesuai dengan tujuan pembelajaran				
5. Membahas hasil pembelajaran	a. Menerima pertanyaan dari guru berdasarkan lembar kerja siswa (LKS)				
	b. Menjawab pertanyaan				
	c. Membahas makna pertanyaan dan jawaban				
	d. Menanyakan kesulitan yang ditemukan				
6. Pengevaluasia	a. Mengajukan pertanyaan				

	n hasil pembelajaran	b. Menerima pujian karena siswa yang aktif			
		c. Mendengarkan dukungan dari guru bagi siswa yang belum aktif			
		d. Menerima nilai			
<b>Akhir</b>	1. Membuat kesimpulan	a. Menjawab pertanyaan			
		b. Mendengarkan kesimpulan Guru			
		c. Menyimpulkan materi			
		d. Menuliskan kesimpulan			
	2. Mengakhiri pembelajaran	a. Menghafal atau			
		b. memahami rumus past tense			
		c. Mengerjakan PR (menulis kata kerja beraturan dan tidak beraturan)			
		d. Memotivasi untuk lebih giat belajar			
		e. Menjawab salam			
<b>Jumlah = 48</b>					

**Taraf keberhasilan proses pembelajaran:**

86% - 100% : Sangat Baik

76% - 85% : Baik

60% - 75% : Cukup

55% - 59% : Kurang

0% - 54% : Kurang Sekali

Idi Tunong (Aceh Timur), 13 Maret 2015

**Observer**

Zulfadli, S.Pd



## **BIOGRAPHY**

### **General Data**

Full Name : Eka Saputri  
Nick Name : Eka  
Place / date of birth : Gampong Keumuneng / 05 Agustus 1990  
Age : 25 years  
Weight / height : 45 / 155 cm  
Gender : Female  
Religion : Islam  
Nationality / tribe : Indonesia / Aceh  
Material status : Single  
Occupation : Student  
Address : Gampong Keumuneng, Kecamatan Idi Tunong,  
Kabupaten Aceh Timur

### **Parents**

Father : m. Daud idris  
Mother : nurhayati  
Occupation : farmer  
Address : Gampong Keumuneng, Kecamatan Idi Tunong,  
Kabupaten Aceh Timur

### **Education**

1997 – 2003 : SD Negeri 1 Idi Tunong  
2003 – 2006 : MTsN Neger 1 Idi Tunong  
2006 – 2009 : MAN Negeri 1 Gampong Jalan  
2009 to Present : IAIN Zawiyah Cot Kala Langsa