# THE EFFECT OF TEACHING GRAMMAR BY APPLYING BOARD RACE METHOD TO STUDENTS AT SMP MUHAMMADIYAH 1 MEDAN

## SKRIPSI

*Submitted in Partial Fullfillment of Requirements*
*For the Degree of Sarjana Pendidikan (S.Pd)*
*English Education Program*

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**MEDAN**
**2020**

# BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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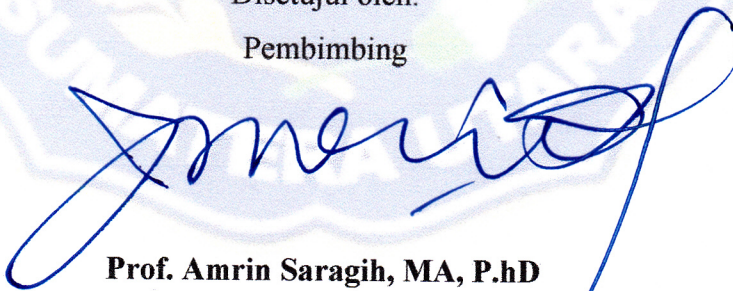Skripsi ini diajukan oleh mahasiswa di bawah ini:

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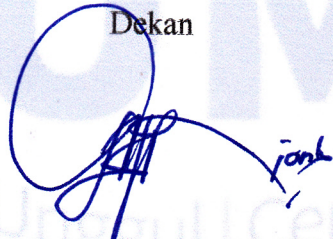sudah layak disidangkan.

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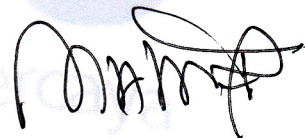Disetujui oleh:

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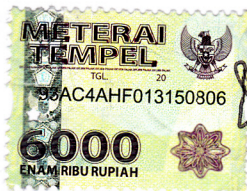| | | |
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benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 19, Bulan September, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

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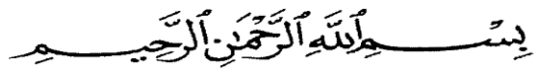Ketua,

**Mandra Saragih, S.Pd, M.Hum**

# ABSTRACT

**Andriyansyah. 1502050017. "The Effect of Teaching Grammar by applying Board Race Method to students at SMP Muhammadiyah 1 Medan". Skripsi. English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2019.**

This research was applied through experimental research in which aimed to investigate the effect of Teaching Grammar by applying Board Race Method to students at SMP Muhammadiyah 1 Medan. This research was conducted at SMP Muhammadiyah 01 Medan academic year 2019/2020, on Jalan Demak No. 3, Sei Rengas Pertama, Medan Area. There were seven classes of grade VIII in this school with total number 315 students and there were 2 classes were taken as the sample. They were 30 students from class VIII-T1 as experimental group which taught by applying Board Race Method and 30 students from class VIII-A as control group which taught by using Lecturing Method. The Instrument for collecting data was an essay test where students were asked to write a good sentences in grammar which use in pre-test and post-test. The material of test was taken from student's worksheet book for grade VIII junior high school. The data were analyzed by using t-test formula. Then, the result shown that $t_{observe}(2.64)$ was higher than $t_{table}$ (2.01) with the degree of freedom (df=58). It means that the alternative hypothesis (Ha) was accepted. In conclusion, the students' grammar achievement text was significantly affected by applying Board Race Method in the classroom.

**Keyword:** *board race method, grammar, grammar mastery.*

# ACKNOWLEDGMENTS

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Alhamdulillahirabbil alamin, first of all, the research would like to deliver his thanks to Allah SWT the most Almighty, who has given healthy and chance to his finishing this study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the light era as we be hold today.

The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle *The Effect of Teaching Grammar by Applying Board Race Method to students at SMP Muhammadiyah 1 Medan,* the researcher believe that this research still has much short coming because of some difficulties. It is impossible for him to finish it without much help from the other people. And thanks to his beloved father **Mardi** and his mother **Rosmani Tanjung** for their moral, care attention, prayer, encouragement and heart they have given and material support before, during and after his academic years at UMSU. May Allah the most almighty always bless them, thanks for their love.

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4. The Vice Dean III of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mrs. Dr. Hj. Dewi Kesuma Nasution, M.Pd.

5. The Head of English Department of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mr. Mandra Saragih, S.Pd, M.Hum.

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The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher himself. May Allah the most almighty bless of the researcher and them.

Medan,  Februari 2020
The Researcher


ANDRIYANSYAH
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# CHAPTER I

# INTRODUCTION

## A. The Background of the Study

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; a language is any specific example of such a system. English Language is an example for the importance of a language because it is the international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, Also it is spoken as the first language in many countries.

In Indonesian Education, English is the compulsory subject to be taught in the schools. The objective of teaching English is to enable students to communicate in English orally and writing form. Accuracy and fluency are aspect of language components; pronunciation, vocabulary, and grammar. Meanwhile fluency refers to mastering language skills: listenin speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

Teaching English is strongly need any learning model or media that can make the learning process more effective. According to Sutirman (2013:22), the Learning model is a wrapper or frame of application of an approach, strategy, method, and learning technique. A learning model is a form of learning to carry out activities that are illustrated from the beginning to the end and presented

specifically by the teacher. With the existence of the model, the various activities it covers can be controlled and use of good learning strategies in the classroom.

According to David Nunan (2016), Strategies are the mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged. Knowledge of strategies is important, because the greater awareness you have of what are you doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective. However, the learning model will not float well if it is not accompanied by the media. Media mayaid a teacher to convey the subject matter to the students so that messages are easier to understand, more interesting, and fun for the learners.

Grammar has its own important role in english. It is one of language components that students should be familiar with. They are expected to write good grammatical sentences or to speak grammatically to express their idea. According to Betty Schrampfer Azar (2006), Basic English Grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as a springboard for expanding learners' abilities in speaking, writing, listening, and reading. It use s a grammar-based approach integrated with communicative methodologies. Startig from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context. According to Scott Thornbury (2000), Grammar is "a

process for making a speaker's or writer's meaning clear when contextual information is lacking", and thus plays an important role in language teaching.

However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories, such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar. As an important element of language, grammar should be mastered by learners if they want to be successful in learning English. Mastering English grammar can help students to construct the correct sentences meaningfully and grammatically, so that they are able to use English well.

Based on the researcher's observation at the eighth grade at SMP Muhammadiyah 1 Medan, the researcher found that many students had difficulties in learning English especially in the grammar. Those problems of the grammar must be solved because it can be the difficulties for the students to continue the next level or grade. One of the teaching strategies that can make the students motivated to learn English is using suitable strategy such as game.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning. , the game is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative

way in teaching grammar. Beside, students are given some exercises many times, the students also have chance to respond or correct their peers.

A Board Race is a game that involves counters or pieces moved or placed on a pre marked surface or "board" according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve. There is competition on Board game, so it makes students to be more enthusiasm and active in learning process.

Based on above explanation, the writer wants to conduct a research entitled: "The effect of Teaching Grammar by applying Board Race Method to Students at SMP Muhammadiyah 1 Medan in The Academic Year of 2018/2019).

## B. The Identification of the Problem

Based on the background of the study above, Some problems faced by the students are as follows:

1. Students get difficulties to study grammar in English.
2. Many students do not understand about grammar.

## C. Scope and Limitation

The target of this study is investigating the implementation of foreign language in teaching grammar. The research is limited in using Board Race Game and the grammar used in this research is limited in the Simple Past Tense.

**D. The Formulation of the Study**

Based on the background of the research above, the problem of this study was formulated as the follow: " Is there any significant effect of applying Board Race Method on the students achievement at SMP Muhammadiyah 1 Medan".

**E. The Objectives of the Study**

In relation to the problem, the objective is:

1. To investigate the effect of applying Teaching Grammar by applying Board Race Method on the Students at SMP Muhammadiyah 1 Medan.

**F. The Significance of the Study**

The findings of the research are expected be useful to Theoritically and Practically.

1. Theoritically

The research findings are expected to  give contribution especially about the use of board race game in improving students' grammar and the way to teach grammar.

2. Practically

The findings of this research will be expected to be useful for the students to solve their problem in learning grammar because the teacher use the suitable method in teaching. Therefore, the students can use the grammar they have learn in the communication. Then, for the teacher this research can support the English teachers to apply this technique in teaching grammar. They can develop and

implement new methods in order to make the students enjoy and relax in teaching learning process. The media or a game that is given by teachers and the students feel comfort, it can give positive assumption to the teacher that they have competence. And for the further researcher this study is expected to give a new knowledge and experience of the further researcher to do the better research of teaching and learning cases, and to solve the students' grammar ability problems.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoritical Framework

This chapter presents some points to be discussed. It is very important because theoritical view is as the basic concept to the research. The theoritical view below presents some supporting theoritical description related to the research. In other word, the following will be considered to be important to discuss for clarifying the concept used or being discussed so that the reader would get the point clearly.

## 1. Grammar

### 1.1 Definition of Grammar

For most people, the essence of language lies in grammar. When someone is said to "lack skills in language," or when the popular press decries what it sees as the declining standard of english, they are generally referring to an actual or perceived decline in the ability of individuals to express themselves grammatically. It is therefore fitting that this exploration of language should begin with an examination of the notions of grammar and grammatically.

There are some definitions of grammar quoted from experts. Larsen-Freeman (2000) defines grammar as rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help

foster precision, detect ambiguity, and exploit the richness of expression available in English.

According to David Nunan (2016), Grammar is (1) An analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker's knowledge (a competence grammar). A contrast is often drawn between a descriptive grammar, which provides a precise account of actual usage, and prescriptive grammar, which tries to establish rules for the correct use of language in society. (2) An analysis of the structural properties which define human language (a universal grammar). (3) A level structural organization which can be studied independently of phonology and semantics. Inshort, grammar means the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

## 1.2 Methods for Teaching Grammar

According to Betty Schrampfer Azar (2006), Teaching Grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. Because many points of view state that grammar is an aspect of language that is not important to be owned and mastered. It would be better to review several methods including aspects of grammar in language teaching and learning (Larsen and Freeman, 2000). Here are some of them:

a. Grammar Translation Method

This method emphasizes the components of grammar that must be taught, the rules of grammar are given in a fairly large proportion and are eductive because the basic purpose of language learning is to be able to read literature written in the target language.

b. Communicative Language Learning

This method has the main purpose in language teaching and learning; it is students' communication skills. But the grammar aspect is given in sufficient proportions as a pre-communication activity.

c. Audio-Language Method

The purpose of this method is so that students are expected to use language communicatively. There is a lot of drilling as a habit of forming in the target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

d. Direct Method

The purpose of learning is to make students communicate in the target language. Thus, the proportion of grammar rules that will be taught is relatively small. This tends to be taught inductively, that students are given examples and they find rules or generalizations from examples.

**1.3 Kinds of Grammar**

There are many types of English grammar that must be known, but the most basic English grammar is tense. In learning English, one common and basic problem that is usually faced is the problem of tenses. Therefore, given the

essential role of tenses, the teacher must consider what methods are best used in teaching tenses. There are many types of tenses, but in this case, the writer only wants to explain some tenses; simple present tense and simple past tense .

**a. Simple Present Tense**

Simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time.

**Table 2.1**

**Positive Form of Simple Present Tense**

| Positive (+) | |
|---|---|
| **Subject + to be (is/am/are) + adjective/noun** | **Subject + verb 1 (-s/-es/ies) + object** |
| I am a teacher. | I teach English. |

**Table 2.2**

**Negative Form of Simple Present Tense**

| Negative (-) | |
|---|---|
| **Subject + to be (is/am/are) + NOT + adjective/noun** | **Subject + do/does + NOT + verb 1 + object** |
| I am not a teacher | I don't teach English. |

**Table 2.3**

**Interrogative Form of Simple Present Tense**

| Interrogative (?) | |
|---|---|
| **To be (is/am/are) + subject + adjective/noun** | **Do/does + subject + verb 1 + object?** |
| Am I a teacher? | Do I teach English? |

**b. Simple Past Tense**

Simple past tense is a form of tense that states an action that has been completed at a certain time in the past. In simple past tense, time information is usually referred to or written specifically (e.g. yesterday, two days ago, last week,

etc). The thing to remember is that the verb used in simple past tense is the form of the past tense verb (commonly called verb 2). The form of this second verb is divided into 2, namely the regular verb (regular) and irregular verb(irregular). Regular verb forms (regular); only added –ed, -d, or -ied suffixes. Whereas, the irregular verb , among others: teach→taught, eat→ate, etc.

**Table 2.4**

**Positive Form of Simple Past Tense**

| Positive (+) | |
|---|---|
| **Subject + verb 2 + object** | **Subject + be (was/were) + adjective/adverb/noun** |
| I taught English. | I was at school. |

**Table 2.5**

**Negative Form of Simple Past Tense**

| Negative (-) | |
|---|---|
| **Subject + did + NOT + bare infinitive* + object** | **Subject + be (was/were) + NOT + adjective/adverb/noun** |
| I did not teach English. | I was not at school. |

**Table 2.6**

**Interrogative Form of Simple Past Tense**

| Interrogative (?) | |
|---|---|
| **Did + subject + bare infinitive* + object?** | **Was/were + subject + adjective/adverb/noun?** |
| Did I teach English? | Was I at school? |

## 2. Board Race Method

### 2.1 Definition Of Board Race Method

Board Race  is one of games which is used to help students learn their lessons in English class easily. This game attract students' motivation to follow the teaching and learning process because board game can make the students more

focus in learning, because they do not feel that they are forced to learn. They are also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

## 2.2 The Advantages of Using Board Race Method

Board Race can be method that will give many advantages for teacher and the students either. The benefits of board game is to attract the students to learn English because the game is fun and makes them want to have experiment, discovers and interacts with their environment such as:

a. Make your classroom a lively place through the use of attractive wall displays, displays of student work, etc. A noisy language class with a good language (English) because it will make the class more alive in English (practice).

b. Recycle new languages continuously but don't be afraid to add new things or use words they won't know. The teacher gives a new language while remembering the last topic.

c. Motivate students to want to learn English by using interesting and fun learning activities. E.g., project work, board games, drama. That means learning by playing.

d. Playing Board Race Games regularly has been shown to keep the mind more active and focused. This has helped people respond better to situations that require rapid assessment and agility. The awareness needed in the game helps people be more target-oriented in general.

**2.3 The Disadvantages of Using Board Race Method**

    a. The first disadvantage of implementing games in the learning process is by attracting students to the game, everything is active and becomes noisy. Sometimes they move and talk too much. That condition made the teacher it's difficult to control it.

    b. The second advantage is applying several games in teaching learningThe process is to do the game, the teacher has little time to explainmaterial and provide some new vocabulary. So there is no time for the teacher to explain more and help them to memorize all grammar.

**3. Board Race for Increasing Grammar Mastery**

      Vocabulary and grammar are then chosen according to the functions taught, and in Communicative Language Teaching or communicative approaches to grammar knowledge (linguistic competence) is one component of communicative competence. As an important part of language, grammar must be mastered by students. However, most students assume that grammar is the most difficult part of English. Therefore, it is important to increase students' motivation to learn grammar. One of the best ways to strengthen student motivation in learning grammar structures is taught by using games.

      Games can make the learning process fun and enjoyable because it can create an atmosphere of discipline. One type of game that can be used to improve student grammar is board race games. Using board race games in language classes is an effective, low anxiety, and fun way for students to learn and practice

grammar in board race games, students are given paper containing words that make it easier to arrange sentences correctly. students must make the sentence correctly. Students who make all the sentences correctly and finish the fastest are the winners.

## B. Previous Relevant Studies

The researcher described several theses that are relevant to this research to make investigative arrangements easier. There are two previous studies related to the title, they were:

A journal by Fitri Palupi Kusumawati, as lecture in State Islamic Institute (IAIN) Palangkaraya, 2017. On the title *Board Race to boost students' Vocabulary Mastery*. The similarity is this research focused on Board Race method. Based on the result of research findings, they found that teaching grammar through board race method can be used to improve the students' grammar ability more significantly that the students who teaching a conventional way. The result was proven by the results of students' grammar test which were conducted in pre-test and post-test. Fitri Palupi Kusumawati compare an experimental class with used board race method and control class without use grammar ability having a significant change after applying the method.

The last journal by Diah Saraswaty, a student in English Department of State Islamic Institute (IAIN) Salatiga, 2015 about *The Use of Board Race Game to Improve Student's Grammar Mastery*. The similarity is this study focuses on Board Race Game to improve grammar ability. The result of this research is the use of Board Race Game as Media could increase learning motivation of the grammar ability of the elementary level students of Bergas. So that, the researcher

concludes that the use of Board Race Game gives a contribution to improve the students skills in Grammar mastery.

## C.   Conceptual Framework

Basically, Students will not be able to master grammar skill without having knowledge of the Grammar. Many students always feel this subject is very difficult to do. Teacher should use an appropriate method to teach grammar that can increase the students' grammar mastery to solve this problem.
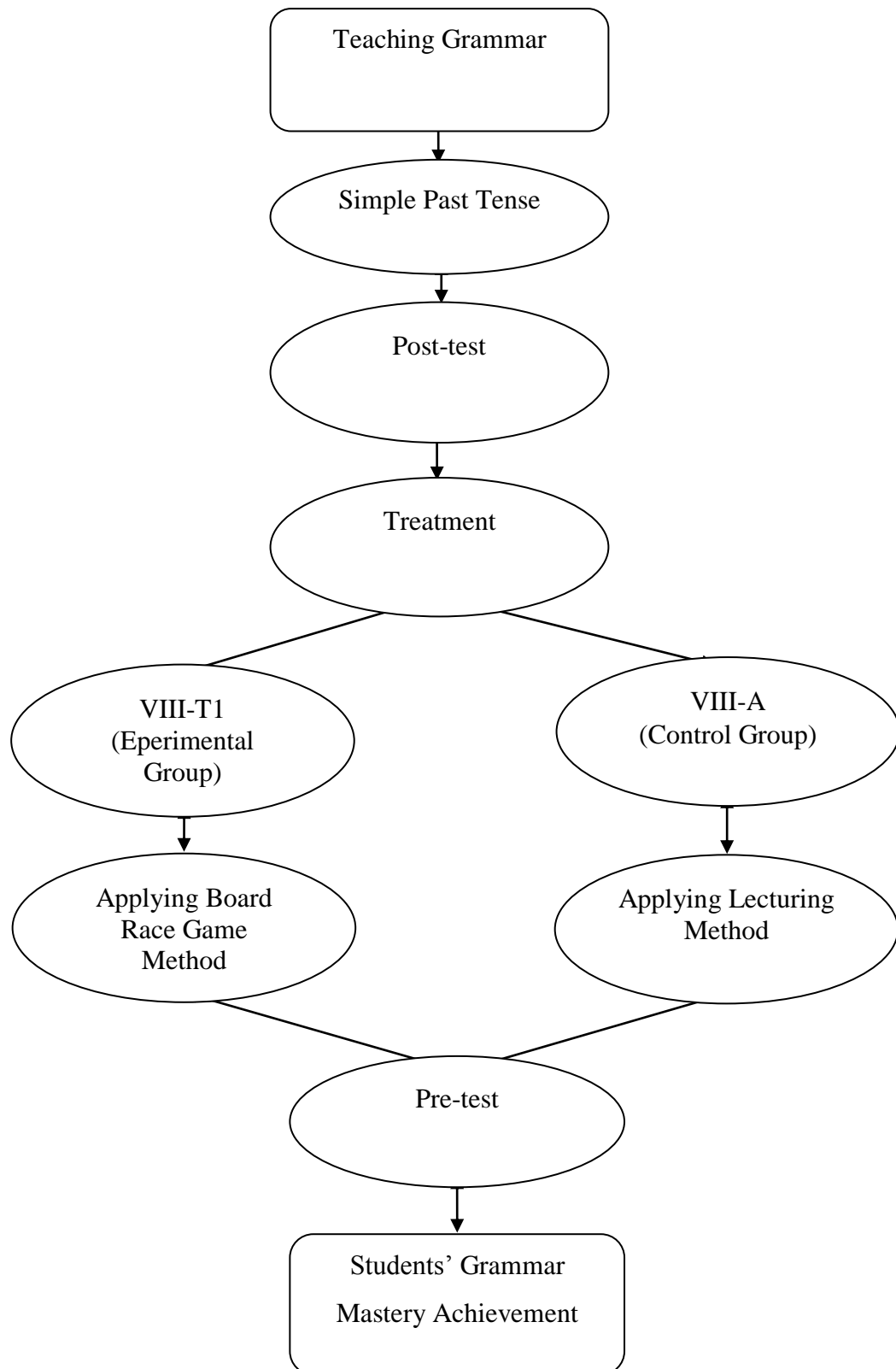
**Figure 2.1 Conceptual Framework**

**D. Hypothesis**

Based on the previous explanation about theoritical and conceptual framework, the formulation of the hypothesis is as follow:

Ha : There is a significant effect of applying Board Race method on the students' achievement in Grammar.

# CHAPTER III

# RESEARCH METHOD

## A. Location of the Research

This research was conducted at SMP MUHAMMADIYAH 1 MEDAN on Jl. Demak No.3, Kecamatan Medan Area. The research is conducted during the academic year 2018/2019. The researcher found the problem in this school that the students still difficulties in study grammar and Board Race Game strategy have not been conducted in this school yet.

## B. Population and Sample

## 1. Population

The population of the research was taken from the tenth grade students in SMPMUHAMMADIYAH 1 MEDAN in academic years 2018/2019. which is consist of nine classes :VIII-UNGGUL consist of 41 students, VIII-Terpadu 1 consist of 30 students, VIII-Terpadu 2 consist of 32 students, VIII-Terpadu 3 consist of 31 students, VIII-Terpadu 4 consist of 31 students, VIII-Terpadu 5 consist of 30 students, VIII-A consist of 30 students, VIII-B consist of 46 students, and VIII-C consist of 44 students. So the total of the population of this research is 315 students. The population can be seen in table 3.1.

**Table 3.1**

**Population of Research**

| No. | Class | Sample |
|-----|-------|--------|
| 1. | VIII-UNGGUL | 41 |
| 2. | VIII-Terpadu 1 | 30 |
| 3. | VIII-Terpadu 2 | 32 |
| 4. | VIII-Terpadu 3 | 31 |
| 5. | VIII-Terpadu 4 | 31 |
| 6. | VIII-Terpadu 5 | 30 |
| 7. | VIII-A | 30 |
| 8. | VIII-B | 46 |
| 9. | VIII-C | 44 |
| **Total** | | **315** |

## 2. Sample

The sample was taken by using Simple Random Sampling. The sample of this research was 77 students which consisted of two classes. The research was taken class VIII-Terpadu 1 as Experimental Group while class VIII-A as Control Group.

**Table 3.2**

**Sample of Research**

| No. | Class | Sample |
|-----|-------|--------|
| 1. | VIII-Terpadu 1 | 30 |
| 2. | VIII-A | 30 |
| **Total** | | **60** |

## C. Research Design

This research conducted by using experimental design which applied quantitative method. This means that treatments would follow the concept. This study was conducted by two groups, they were an experimental and control group. The experimental group would receive treatment using board race method, while the control group would teach with lecturing method.

**Table 3.3**

**Research Design**

| Class | Pre-test | Treatment | Post-test |
|---|---|---|---|
| VIII-Terpadu 1 Experimental Group | √ | Board Race Game Method | √ |
| VIII-A Control Group | √ | Lecturing Method | √ |

The research procedure followed several steps, namely pre-test, treatment, and post-test. The techniques used illustrate the following:

1. Pre-test

   Initially students in the control group and the experimental group gave a pre-test before treatment. The pre-test function is to find out the average scope of the experimental and control groups.

2. Treatment

   Treatment will be given after getting a pre-test score. The experimental and control groups will be taught by several skills but differ in Treatment. The treatment given to the experimental group was Board Race Method, whereas the control group was taught by lecturing methods.

3. Post-test

   Post-test was given to both groups, the experimental group and the control group after treatment. It was intended to find the average scores of the experimental and control groups.

**D. Instrument of the Research**

Instrument to collect data, researchers used the board race game method. This method has to do with objects or themes in English material to be introduced to students in front of the class. In this study, researchers asked students to write irregular verbs that they knew and make them in a past tense sentence.

**E. Technique of Collecting Data**

Grammar test items were given in each meeting after the action to know whether the students grammar improved or not. In this research, the researcher uses some technique to collect the data, as follows:

1. Pre Test

   Pre test is used to know how far is the students ability in grammar skill before utilize Board Race method and scoring the students test.

2. Treatment

   Applying treatment to the experimental group and control group. The treatment given to the experimental group was Board Race Method, whereas the control group was taught by lecturing methods.

3. Post Test

   Post test is used to know how far the students' ability in grammar skill after using Board Race method.

**F. Technique of Data Analysis**

After collecting the data from the test, the data would be calculated. The researcher uses statistical technique to know the influence of the students

grammar mastery from the pre test and post test. After collecting data from the test, some steps will be applied in analyzing the data, they are:

1. Reading the students' answer sheets.

2. Identifying the students' answer sheets.

3. Scoring pre-test and post-test.

4. Listing the score into tables, first for the experimental group score and the second for the control group score.

5. Calculating the total score of post-test and pre-test in the experimental group and control group.

6. Finding the Mean Score of pre-test and post-test in experimental group and control group by using the formula:

   a. Mean of Variable X (variable 1)

   $$M_x = \frac{\sum X}{N} \qquad \text{(Sudijono, 218 : 81)}$$

   b. Mean of Variable Y (variable 2)

   $$M_y = \frac{\sum Y}{N}$$

7. Finding the Standard Deviation by using the formula:

   a. Standard Deviation (SD) for variable X (variable 1)

   $$SD_x = \sqrt{\frac{\sum X^2}{N}} \qquad \text{(Sudijono, 218 : 157)}$$

   b. Standard Deviation (SD) for variable Y (variable 2)

   $$SD_2 = \sqrt{\frac{\sum X^2}{N}}$$

8. Finding the Standard Error by using the formula:

   a. Standard Error of mean Variable X (Variable 1)

   $$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$                    (Sudijono, 218 : 282)

   b. Standard Error of mean Variabel Y (variable 2)

   $$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}}$$

9. Finding the Standard Error differential between Mx and My by using the formula:

   $$SE_{M_1-M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$    (Sudijono, 218 : 283)

10. Testing Hypothesis by applying T-test

    $$t_o = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$                    (Sudijono, 218 : 284)

    Where:

    M          : Mean

    $M_x$          : Mean of Variable 1 (experimental group)

    My          : Mean of Variable 2 (control group)

    N          : Number of classes

    $SD_x$          : Standard Deviation of the sample 1 (experimental group)

    $SD_y$          : Standard Deviation of the sample 2 (control group)

    $SE_{M1}$          : Standard Error of Mean in experimental group

    $SE_{M1}$          : Standard Error of Mean in control group

    $SE_{M1-M2}$    : Standard Error differential between Mx and My

    $t_o$          : Test Observation

**CHAPTER IV**

**DATA AND DATA ANALYSIS**

**A. Data**

The data of this research were collected from experimental group and control group through giving an essay test in pre-test and post-test. The students' score of pre-test and pos-test of experimental group and control group could be seen in appendix 1, 2, 3 and 4. The students' scores of pre-test and post-test of the classes were presented in the following table:

**1. The Scores of Experimental Group**

**Table 4.1**

**The Scores of Pre-Test and Post-Test in Experimental Group**

| No. | Students' Initial Name | Pre-test ($X_1$) | Post-test ($X_2$) |
|---|---|---|---|
| 1. | AA | 40 | 80 |
| 2. | AR | 40 | 100 |
| 3. | AZF | 32 | 88 |
| 4. | ARD | 32 | 80 |
| 5. | ANP | 68 | 96 |
| 6. | AFA | 72 | 96 |
| 7. | AAS | 64 | 92 |
| 8. | CA | 76 | 88 |
| 9. | DAD | 64 | 88 |
| 10. | GT | 64 | 76 |
| 11. | IAA | 68 | 92 |

| 12. | JJ | 76 | 96 |
|-----|------|-------|-------|
| 13. | LS | 32 | 88 |
| 14. | MFA | 64 | 88 |
| 15. | MHD | 80 | 96 |
| 16. | MIM | 36 | 80 |
| 17. | MYA | 76 | 92 |
| 18. | MZSL | 48 | 80 |
| 19. | NKN | 48 | 92 |
| 20. | NKP | 76 | 92 |
| 21. | NKF | 40 | 80 |
| 22. | NTPS | 36 | 76 |
| 23. | PDA | 60 | 92 |
| 24. | QNR | 64 | 80 |
| 25. | SS | 36 | 88 |
| 26. | SRL | 68 | 84 |
| 27. | SC | 60 | 96 |
| 28. | SFW | 76 | 100 |
| 29. | SAN | 88 | 96 |
| 30. | TSM | 72 | 92 |
| **Total** | | **1.756** | **2.664** |

Based on table 4.1 above, there is a difference between pre-test and post-test scores in the experimental group. The experimental group's pre-test scores can be seen in Appendix 1, many students get the lowest level on each indicator.

Almost all students have the same lowest level so, the score obtained by students in the pre-test is not high. However, after applying the treatment, the students managed to increase their level, so that they got the maximum final score in the post-test (Appendix 2).

2. The Scores of Control Group

**Table 4.2**

**The Scores of Pre-Test and Post-Test in Control Group**

| No. | Students' Initial Name | Pre-test ($Y_1$) | Post-test ($Y_2$) |
|-----|------------------------|------------------|-------------------|
| 1.  | AD  | 60 | 92 |
| 2.  | AA  | 64 | 80 |
| 3.  | AS  | 64 | 80 |
| 4.  | AAR | 88 | 92 |
| 5.  | AF  | 52 | 64 |
| 6.  | AAL | 64 | 80 |
| 7.  | DR  | 80 | 96 |
| 8.  | FRA | 64 | 80 |
| 9.  | FA  | 52 | 88 |
| 10. | GAP | 72 | 76 |
| 11. | INS | 76 | 96 |
| 12. | KU  | 44 | 92 |
| 13. | KR  | 88 | 96 |
| 14. | LF  | 44 | 88 |
| 15. | LM  | 48 | 92 |

| 16. | MAS | 88 | 92 |
|---|---|---|---|
| 17. | MAR | 52 | 88 |
| 18. | MAHS | 52 | 96 |
| 19. | MG | 72 | 88 |
| 20. | NM | 48 | 80 |
| 21. | NRS | 76 | 92 |
| 22. | NP | 60 | 80 |
| 23. | RA | 64 | 76 |
| 24. | RAS | 80 | 92 |
| 25. | RF | 72 | 80 |
| 26. | RD | 80 | 92 |
| 27. | SAPS | 60 | 84 |
| 28. | SF | 64 | 92 |
| 29. | WSH | 76 | 92 |
| 30. | YKP | 72 | 84 |
| **TOTAL** | | **1.976** | **2.600** |

Based on table 4.2 above, there is a difference between pre-test and post-test scores in the control group. The control group's pre-test scores can be seen in Appendix 3, many students get the lowest level on each indicator. almost all students have the same lowest level, so the scores obtained by students in the pre-test are not high. After treatment, the level of each indicator of student answers has increased but did not show significant changes in the post-test (Appendix 4).

**B. Data Analysis**

To investigate the effect of Teaching Grammar by applying Board Race Method to students at SMP MUHAMMADIYAH 1 MEDAN. The scores were analyzed by the following calculation.

1. Mean of Variable X (Variable 1)

**Table 4.3**

**The Differences Scores of Pre-test and Post-test in Experimental Group**

| No. | Students' Initial Name | Pre-test ($X_1$) | Post-test ($X_2$) | $X(X_2-X_1)$ |
|-----|------------------------|------------------|-------------------|--------------|
| 1. | AA | 40 | 80 | 40 |
| 2. | AR | 40 | 100 | 60 |
| 3. | AZF | 32 | 88 | 56 |
| 4. | ARD | 32 | 80 | 48 |
| 5. | ANP | 68 | 96 | 28 |
| 6. | AFA | 72 | 96 | 24 |
| 7. | AAS | 64 | 92 | 28 |
| 8. | CA | 76 | 88 | 12 |
| 9. | DAD | 64 | 88 | 24 |
| 10. | GT | 64 | 76 | 12 |
| 11. | IAA | 68 | 92 | 24 |
| 12. | JJ | 76 | 96 | 20 |
| 13. | LS | 32 | 88 | 56 |
| 14. | MFA | 64 | 88 | 24 |
| 15. | MHD | 80 | 96 | 16 |

| | | | | |
|------|------|------|------|------|
| 16. | MIM | 36 | 80 | 44 |
| 17. | MYA | 76 | 92 | 16 |
| 18. | MZSL | 48 | 80 | 32 |
| 19. | NKN | 48 | 92 | 44 |
| 20. | NKP | 76 | 92 | 16 |
| 21. | NKF | 40 | 80 | 40 |
| 22. | NTPS | 36 | 76 | 40 |
| 23. | PDA | 60 | 92 | 32 |
| 24. | QNR | 64 | 80 | 16 |
| 25. | SS | 36 | 88 | 52 |
| 26. | SRL | 68 | 84 | 16 |
| 27. | SC | 60 | 96 | 36 |
| 28. | SFW | 76 | 100 | 24 |
| 29. | SAN | 88 | 96 | 8 |
| 30. | TSM | 72 | 92 | 20 |
| **Total** | | $\sum =2.074$ | $\sum =2.846$ | $\sum X =908$ |

Based on the table 4.3 above the mean score of Experimental group was calculated as follow:

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

$$= \frac{908}{30}$$

$$= 30.26$$

Which :

Mx : The mean score of Experimental Group

$\sum X$ : The score of $X_2$-$X_1$

N : The sample of Experimental Group

## 2. Mean of Variable Y (Variable 2)

**Table 4.4**

**The Differences Scores of Pre-test and Post-test in Control Group**

| No. | Students' Initial Name | Pre-test ($Y_1$) | Post-test ($Y_2$) | $Y(y_2 - y_1)$ |
|-----|------------------------|------------------|-------------------|----------------|
| 1. | AD | 60 | 92 | 32 |
| 2. | AA | 64 | 80 | 16 |
| 3. | AS | 64 | 80 | 16 |
| 4. | AAR | 88 | 92 | 4 |
| 5. | AF | 52 | 64 | 12 |
| 6. | AAL | 64 | 80 | 16 |
| 7. | DR | 80 | 96 | 16 |
| 8. | FRA | 64 | 80 | 16 |
| 9. | FA | 52 | 88 | 36 |
| 10. | GAP | 72 | 76 | 4 |
| 11. | INS | 76 | 96 | 20 |
| 12. | KU | 44 | 92 | 48 |
| 13. | KR | 88 | 96 | 8 |
| 14. | LF | 44 | 88 | 44 |
| 15. | LM | 48 | 92 | 44 |

| | | | | |
|-----|------|--------|--------|--------|
| 16. | MAS | 88 | 92 | 4 |
| 17. | MAR | 52 | 88 | 36 |
| 18. | MAHS | 52 | 96 | 44 |
| 19. | MG | 72 | 88 | 16 |
| 20. | NM | 48 | 80 | 32 |
| 21. | NRS | 76 | 92 | 16 |
| 22. | NP | 60 | 80 | 20 |
| 23. | RA | 64 | 76 | 12 |
| 24. | RAS | 80 | 92 | 12 |
| 25. | RF | 72 | 80 | 8 |
| 26. | RD | 80 | 92 | 12 |
| 27. | SAPS | 60 | 84 | 24 |
| 28. | SF | 64 | 92 | 28 |
| 29. | WSH | 76 | 92 | 16 |
| 30. | YKP | 72 | 84 | 12 |
| **Total** | | $\sum$ =**1.760** | $\sum$ =**2.480** | $\sum Y$ =**624** |

Based on the table 4.4 above the mean score of Control group was calculated as follow:

$$M_y = \frac{\sum y}{N}$$

$$= \frac{624}{30}$$

$$= 20.8$$

Which :

My    : The mean score of Control Group

$\sum y$    : The score of $Y_2$-$Y_1$

N    : The sample of Control Group

**3. Standard Deviation (SD) of Variable X (Variable 1)**

**Table 4.5**

**The Calculation of Standard Deviation in Experimental Group**

| No. | Students' Initial Name | X($x_2$ - $x_1$) | X=(X-Mx) | (X-Mx)$^2$ |
|-----|------------------------|------------------|----------|------------|
| 1. | AA | 40 | 9.74 | 94.8676 |
| 2. | AR | 60 | 29.74 | 884.468 |
| 3. | AZF | 56 | 25.74 | 662.548 |
| 4. | ARD | 48 | 17.74 | 314.708 |
| 5. | ANP | 28 | -2.26 | 5.1076 |
| 6. | AFA | 24 | -6.26 | 39.1876 |
| 7. | AAS | 28 | -2.26 | 5.1076 |
| 8. | CA | 12 | -18.26 | 333.428 |
| 9. | DAD | 24 | -6.26 | 39.1876 |
| 10. | GT | 12 | -18.26 | 333.428 |
| 11. | IAA | 24 | -6.26 | 39.1876 |
| 12. | JJ | 20 | -10.26 | 105.268 |
| 13. | LS | 56 | 25.74 | 662.548 |
| 14. | MFA | 24 | -6.26 | 39.1876 |

| | | | |
|---|---|---|---|
| 15. | MHD | 16 | -14.26 | 203.348 |
| 16. | MIM | 44 | 13.74 | 188.788 |
| 17. | MYA | 16 | -14.26 | 203.348 |
| 18. | MZSL | 32 | 1.74 | 3.0276 |
| 19. | NKN | 44 | 13.74 | 188.788 |
| 20. | NKP | 16 | -14.26 | 203.348 |
| 21. | NKF | 40 | 9.74 | 94.8676 |
| 22. | NTPS | 40 | 9.74 | 94.8676 |
| 23. | PDA | 32 | 1.74 | 3.0276 |
| 24. | QNR | 16 | -14.26 | 203.348 |
| 25. | SS | 52 | 21.74 | 472.628 |
| 26. | SRL | 16 | -14.26 | 203.348 |
| 27. | SC | 36 | 5.74 | 32.9476 |
| 28. | SFW | 24 | -6.26 | 39.1876 |
| 29. | SAN | 8 | -22.26 | 495.508 |
| 30. | TSM | 20 | -10.26 | 105.268 |
| **Total** | | $\sum X = 908$ | | $\sum X^2 = 6293.868$ |

Referring table 4.5above the standard deviation of experimental group was calculated as follow:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$= \sqrt{\frac{6293.868}{30}}$$

$= \sqrt{209.7956}$

$= 14.48$

4. **Standard Deviation (SD) of Variable Y (Variable 2)**

**Tabel 4.6**

**The Calculation of Standard Deviation in Control Group**

| No. | Students' Initial Name | $Y(y_2 - y_1)$ | $Y=(Y-My)$ | $(Y-My)^2$ |
|-----|------------------------|----------------|------------|-------------|
| 1. | AD | 32 | 11.2 | 125.44 |
| 2. | AA | 16 | -4.8 | 23.04 |
| 3. | AS | 16 | -4.8 | 23.04 |
| 4. | AAR | 4 | -16.8 | 282.24 |
| 5. | AF | 12 | -8.8 | 77.44 |
| 6. | AAL | 16 | -4.8 | 23.04 |
| 7. | DR | 16 | -4.8 | 23.04 |
| 8. | FRA | 16 | -4.8 | 23.04 |
| 9. | FA | 36 | 15.2 | 231.04 |
| 10. | GAP | 4 | -16.8 | 282.24 |
| 11. | INS | 20 | -0.8 | 0.64 |
| 12. | KU | 48 | 27.2 | 739.84 |
| 13. | KR | 8 | -12.8 | 163.84 |
| 14. | LF | 44 | 23.2 | 538.24 |
| 15. | LM | 44 | 23.2 | 538.24 |
| 16. | MAS | 4 | -16.8 | 282.24 |

| 17. | MAR | 36 | 15.2 | 231.04 |
|-----|------|-----|------|--------|
| 18. | MAHS | 44 | 23.2 | 538.24 |
| 19. | MG | 16 | -4.8 | 23.04 |
| 20. | NM | 32 | 11.2 | 125.44 |
| 21. | NRS | 16 | -4.8 | 23.04 |
| 22. | NP | 20 | -0.8 | 0.64 |
| 23. | RA | 12 | -8.8 | 77.44 |
| 24. | RAS | 12 | -8.8 | 77.44 |
| 25. | RF | 8 | -12.8 | 163.84 |
| 26. | RD | 12 | -8.8 | 77.44 |
| 27. | SAPS | 24 | 3.2 | 10.24 |
| 28. | SF | 28 | 7.2 | 51.84 |
| 29. | WSH | 16 | -4.8 | 23.04 |
| 30. | YKP | 12 | -8.8 | 77.44 |
| | **TOTAL** | $\sum Y = 624$ | | $\sum Y^2 = 4876.8$ |

Referring table 4.6 above the standard deviation of control group was calculated as follow:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$= \sqrt{\frac{4876.8}{30}}$$

$$= \sqrt{162.56}$$

$$= 12.74$$

Based on the calculation above shown the facts were presented as follows:

SDx = 14.48

SDy = 12.74

N1  = 30

N2 = 30

X    = 908

Y    = 624

$(X-Mx)^2$    = 6293.868

$(Y-My)^2$    = 4876.8

Than, total $(X-Mx)^2$ was 6293.868 and $(Y-My)^2$ was 4876.8 with the number of students in each group was 30.

The next calculation was done to find out the standard error of mean from Experimental group and Control group, and standard error of the differences in the mean of two samples. Therefore the formula were implemented as follows:

Therefore the formula were implemented as follows:

a.    Standard error of Experimental Group

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{14.48}{\sqrt{30 - 1}}$$

$$= \frac{14.48}{\sqrt{29}}$$

$$= \frac{14.48}{5.38}$$

$$= 2.69$$

b. Standard error of Control Group

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{12.74}{\sqrt{30 - 1}}$$

$$= \frac{12.74}{\sqrt{29}}$$

$$= \frac{12.74}{5.38}$$

$$= 2.36$$

c. The difference of standard error

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$= \sqrt{(2.69)^2 + (2.36)^2}$$

$$= \sqrt{7.2361 + 5.5696}$$

$$= \sqrt{12.8057}$$

$$= 3.57$$

## C. Testing Hypothesis

Then, result above was applied to test the hypothesis. The t-test value could be seen from the following calculation:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{30.26 - 20.8}{3.57}$$

$$= \frac{9.46}{3.57}$$

$$= 2.64$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha : The value of the $t_{observe}$ was higher than the value of the $t_{table}$ ($t_{observe}$> $t_{table}$). Where $t_{table}$ value for the degree of freedom was calculated as follows:

Df= (N1+N2-2)

= (30+(30-2)

= (30 + 28)

= 58

After seeking the table of distribution, the price of $t_{table}$ with the degree of freedom (df) 58 at the level of significance 5% was at 2.01, while the critical value ($t_{observe}$) was 2.64. Based on the above hypothesis testing calculations, it was found that the $t_{oberve}$ value was higher than $t_{table}$ (2.64>2,01). Therefore, alternative hypothesis (Ha) was accepted.

## D. Discussion

From the data obtained, it appears that student scores on the pre-test are still low. Based on the assessment indicators almost all students get the lowest grades. From the results of student scores, researchers must strive to provide care to get the best score in the post-test.

After treatment, the students 'post-test in the Experimental group had a significant increase and a positive influence on students' ability in grammar and post-test scores in the Control group as well but did not show significant changes. Can be convinced with the table above that the total score of students from the Experimental group is higher than the Control group and can also be seen in each

writing indicator, students in the Experimental group get a high level. That's because the experimental group uses the Board Race Method as the ultimate learning model, students can write systematically. Using the Board Race Method in the teaching and learning process can make students become active and give students the opportunity to build their knowledge, communicate their ideas and discuss the results to understand the problem well, master the concepts, and improve their critical thinking skills. Therefore, students get a lot of keywords from the target topic.

In general, the improvement in students' grammar can be seen from the ability of students to understand grammar. The use of the Board Race method encourages students to think and predict. They can predict what they will write after understanding the kinds of grammar.

### E. Research Finding

The finding of this study was the $t_{test}$ shown that $t_{observe}$ was greater than the $t_{table}$ (2.64>2,01). It was also found that the students significantly taught by applying Board Race Method (experimental group) got higher scores than the students who taught by Lecturing Method (control group). So, the researcher concluded that the alternative hypothesis was accepted or there was a significant effect of applying Board Race Method to the students' achievement in grammar mastery.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusions

After analyzing the data, conclusions are drawn as the follow. From this study, it was found that Applying Board Race Method in teaching grammar gave the positive effect on the students' achievement in grammar mastery, which was proven from the result of $t_{observe}$ by using t-test. The result show that $t_{observe}$ was higher than $t_{table}$ (2.64>2,01) with df = 58 (30+30-2). This means that the hypothesis Ha was accepted and $H_0$ was rejected. So, the students who were taught by applying Board Race Method had a significant increase on their achievement in grammar mastery.

## B. Suggestions

In relation to the conclusions, suggestions are staged as the following:

1. For the students

The results of this study can motivate students to improve their grammar mastery. Grammar teaching through the "Board Race Method" can make students more enjoy, relax and fun in following the teaching and learning process.

2. For the teacher

It is suggestion that the English teachers to should apply this method in teaching grammar. The teacher must prepare the main words and text words according to the tenses to be taught.

3. For researcher

Researcher  will understand more about the "Board Race Method". Then, he must expand his knowledge in teaching grammar through other methods.

4. For other researcher

The results of this study can be used as input by other researchers who want to make research on teaching grammar as a reference. Researchers hope this thesis can be useful for readers if they get English language teaching training in the classroom.

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## LESSON PLAN
## EXPERIMENTAL GROUP

|                   |   |                            |
|-------------------|---|----------------------------|
| **School**        | : | **SMP Muhammadiyah 01 Medan** |
| **Suject**        | : | **Bahasa Inggris**         |
| **Class / Semester** | : | **VIII / 2**            |
| **Topic**         | : | **Simple Past Tense**      |
| **Time Allocation** | : | **2 X 40 minutes**       |

## A. CORE COMPETENCES

KI-1     : Respect and appreciate the teachings of the religion their adheres to.

KI-2     : Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

KI-3     : Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI-4     : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

## B. BASIC COMPETENCES

3.12.     Understand the use of Simple Past Tense in short functional written text and its use in conversation to interact in the context of everyday life.

4.14.     Use Simple Past Tense to express activities that occurred in the past then respond accurately to the meaning contained in conversations and simple short writings, in the context of everyday life.

## C. INDICATORS

1.  Understand Simple Past Tense accurately both in sentence and conversation form.

2.  Using Simple Past Tense accurately both in sentence and conversation form.

## D. TEACHING OBJECTIVE

At the end of the lesson, students are able to:

1.  Understand the use of Simple Past Tense accurately both in sentence and conversation form.

2.  Using Simple Past Tense accurately both in sentence and conversation form.

3.  Identify sentences that use Simple Past Tense.

## E. TEACHING MATERIALS

### 1. Definition of Simple Past Tense

Simple Past Tense is kind of tense is used to talk about an action that happened in the past. It can also be used to tell a story.

The time signals: yesterday, this morning, just now, a few minutes ago, last……..(last Saturday, last night, last week, etc), …….. ago (long time ago, two days ago, etc)

The pattern of positive sentences used are:

**(+) Subject + V2 + O**

Example :
1. Lili went to jakarta last night.
2. Sandi played football yesterday.

The pattern of Negative sentences used are:

**(-) Subject + did not + V1 + O**

Example :
1. Lili did not go to jakarta last night.
2. Sandi did not played football yesterday.

The pattern of interrogative sentences used are:

**(?) Did + Subject+ V1 + O?**

Example :
1. Did Lili  go to jakarta last night?
2. Did Sandi play football yesterday?

**Regular Verb**

| V1 | V2 |
|---|---|
| Study | Studied |
| Play | Played |
| Help | Helped |
| Cook | Cooked |
| Borrow | Borrowed |
| Attend | Attended |
| Invite | Invited |
| Call | Called |

**Irregular Verb**

| V1 | V2 |
|---|---|
| Begin | Began |
| Bring | Brought |
| Buy | Bought |
| Catch | Caught |
| Come | Came |
| Cost | Cost |
| Do | Did |
| Drink | Drank |

| | |
|---|---|
| Eat | Ate |
| Fall | Fell |
| Find | Found |
| Fly | Flew |
| Get | Got |
| Give | gave |
| Go | Went |
| Have | Had |
| Hear | Heard |
| Know | Knew |
| Lose | Lost |
| Make | Made |
| Meet | Met |
| Put | Put |
| Say | Said |

## F. MEDIA, TOOLS, AND SOURCES OF LEARNING

1) Media / Tools

   a. Slide Power Point

   b. Laptop, LCD, Short Video

   c. White board

   d. Students sheet

2) Learning Sources

   a. Students Worksheet Book of Class VIII

   b. English Dictionary.

## G. LEARNING MODEL

Applying Board Race Method

## H. TEACHING LEARNING PROCESS

| Activities | Activity Description | Time Allocation |
|---|---|---|
| Pre-Activities | ▪ Greet the students and check students' attendance list. | 10 miutes |

| | | |
|---|---|---|
| | ▪ The teacher informs the teaching objective.<br>▪ The teacher gives motivation and brainstorming. | |
| Main-Activities | *Observing*<br>▪ The teacher explains clearly about the definition and form of simple past tense.<br>▪ The teacher shows a short video about simple past tense.<br>▪ The teacher ask the students how to make simple past tense based on short video.<br><br>*Questioning*<br>▪ The teacher asks the students to make question-based on the example of simple past tense.<br><br>*Collecting information*<br>▪ The students look for information or data from books, and dictionaries about Simple Past Tense.<br><br>*Associating*<br>▪ The teacher divides students into groups when applying board Race Method.<br>▪ The teacher ask the students to make some groups when applying board Race Method.<br>▪ The teacher explains how to applying Board Race Method.<br>▪ The teacher asks the students to compete in choosing the correct word that was randomly drawn on the board and students had to match the word which included regular or irregular verb.<br><br>*Communicating*<br>▪ The students present the results of their discussion in front of the class.<br>▪ The teacher makes feedback in the form of correction and input to students. | 60 menit |
| Post-Activities | ▪ The teacher together with the students draw conclusions about simple past tense.<br>▪ Deliver the learning plan to the next meeting.<br>▪ Close learning activities by praying together. | 10 minutes |

# I. ASSESSMENT

1. Technical : Written Assignment individual
2. The form of Instrument : Writing an essay of Simple Past Tense
3. The Instrument of Attitude Assessment as Follows

| No | Observed Attitude | Score | | | | Explanation |
|----|-------------------|---|---|---|---|-------------|
| | | 4 | 3 | 2 | 1 | |
| 1. | Serious in accepting lessons | | | | | |
| 2. | Responsible and thorough in carrying out their duties | | | | | |
| 3. | Be polite to the teacher (respect) | | | | | |
| 4. | Appreciate friends | | | | | |
| 5. | Actively participate in the PBM process | | | | | |

Criteria:

4 : Very Good   2 : Enough

3  : Good            1 : Less

4. Scoring Guidelines:

$$\text{Total Score} = \frac{\sum \textbf{Skor perolehan}}{\textbf{Maximum Score}} \times 100$$

Criteria:

A = 80 – 100:     Very Good

B = 70 – 79 :     Good

C = 60 – 69 :     Enough

D = ... < 60 :     Less

Medan,         Nov 2019

Known by,

English Teacher                                              Researcher

Maulida Afriyani Lbs, S.Pd                                   Andriyansyah
NKTAM : 1145722                                              NPM : 1502050017

Headmaster of SMP Muhammadiyah 1

Paiman, S.Pd
NKTAM : 580427

# LESSON PLAN

# CONTROL GROUP

| | | |
|---|---|---|
| **School** | : | **SMP Muhammadiyah 01 Medan** |
| **Suject** | : | **Bahasa Inggris** |
| **Class / Semester** | : | **VIII / 2** |
| **Topic** | : | **Simple Past Tense** |
| **Time Allocation** | : | **2 X 40 minutes** |

## A. CORE COMPETENCES

KI-1    : Respect and appreciate the teachings of the religion their adheres to.

KI-2    : Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

KI-3    : Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI-4    : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

**B. BASIC COMPETENCES**

3.13.   Understand the use of Simple Past Tense in short functional written text and its use in conversation to interact in the context of everyday life.

4.15.   Use Simple Past Tense to express activities that occurred in the past then respond accurately to the meaning contained in conversations and simple short writings, in the context of everyday life.

**C. INDICATORS**

3.  Understand Simple Past Tense accurately both in sentence and conversation form.

4.  Using Simple Past Tense accurately both in sentence and conversation form.

**D. TEACHING OBJECTIVE**

At the end of the lesson, students are able to:

4.  Understand the use of Simple Past Tense accurately both in sentence and conversation form.

5.  Using Simple Past Tense accurately both in sentence and conversation form.

6.  Identify sentences that use Simple Past Tense.

**E. TEACHING MATERIALS**

**1. Definition of Simple Past Tense**

Simple Past Tense is kind of tense is used to talk about an action that happened in the past. It can also be used to tell a story.

The time signals: yesterday, this morning, just now, a few minutes ago, last……..(last Saturday, last night, last week, etc), …….. ago (long time ago, two days ago, etc)

The pattern of positive sentences used are:

**(+) Subject + V2 + O**

Example :
1. Lili went to jakarta last night.
2. Sandi played football yesterday.

The pattern of Negative sentences used are:

**(-) Subject + did not + V1 + O**

Example :
1. Lili did not go to jakarta last night.
2. Sandi did not played football yesterday.

The pattern of interrogative sentences used are:

**(?) Did + Subject + V1 + O?**

Example :
1. Did Lili  go to jakarta last night?
2. Did Sandi play football yesterday?

**Regular Verb**

| V1 | V2 |
|---|---|
| Study | Studied |
| Play | Played |
| Help | Helped |
| Cook | Cooked |
| Borrow | Borrowed |
| Attend | Attended |
| Invite | Invited |
| Call | Called |

**Irregular Verb**

| V1 | V2 |
|---|---|
| Begin | Began |
| Bring | Brought |
| Buy | Bought |
| Catch | Caught |
| Come | Came |
| Cost | Cost |
| Do | Did |
| Drink | Drank |

| | |
|---|---|
| Eat | Ate |
| Fall | Fell |
| Find | Found |
| Fly | Flew |
| Get | Got |
| Give | gave |
| Go | Went |
| Have | Had |
| Hear | Heard |
| Know | Knew |
| Lose | Lost |
| Make | Made |
| Meet | Met |
| Put | Put |
| Say | Said |

## 2. MEDIA, TOOLS, AND SOURCES OF LEARNING

1) Media / Tools

    a. White board

    b. Students sheet.

    c. Marker

2) Learning Sources

    a. Students Worksheet Book of Class VIII

    b. English Dictionary.

## 3. LEARNING MODEL

Applying Lecturing Method

## 4. TEACHING LEARNING PROCESS

| Activities | Activity Description | Time Allocation |
|---|---|---|
| Pre-Activities | ▪ Greet the students and check students' attendance list.<br>▪ The teacher informs the teaching objective.<br>▪ The teacher gives motivation and | 10 miutes |

| | brainstorming. | |
|---|---|---|
| Main-Activities | *Observing* <br> ▪ The teacher explains clearly about the definition and form of simple past tense. <br> ▪ The teacher asks the students how to make simple past tense. <br><br> *Questioning* <br> ▪ The teacher asks the students to make question-based on the example of simple past tense. <br><br> *Collecting information* <br> ▪ The students look for information or data from books, and dictionaries about simple past tense. <br><br> *Associating* <br> ▪ The teacher gives a short video about simple past tense and asks students to write simple past tense based on the short video. <br><br> *Communicating* <br> ▪ The students present the results of their discussion in front of the class. <br> ▪ The teacher makes feedback in the form of correction and input to students. | 60 menit |
| Penutup | ▪ The teacher and students will check the students' writing together. <br> ▪ Closing learning activities by praying together. | 10 minutes |

## 5. ASSESSMENT

1. Technical : Written Assignment Individual
2. The form of Instument : Writing an essay of Simple Past Tense
3. The Instrument of Attitude Assessment as Follows

| No | Observed Attitude | Score | | | | Explanation |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1. | Serious in accepting lessons | | | | | |

| No. | | | | | | |
|---|---|---|---|---|---|---|
| 2. | Responsible and thorough in carrying out their duties | | | | | |
| 3. | Be polite to the teacher (respect) | | | | | |
| 4. | Appreciate friends | | | | | |
| 5. | Actively participate in the PBM process | | | | | |

Criteria:

4 : Very Good    2 : Enough

3 : Good          1 : Less

4.  Scoring Guidelines:

Nilai : Jumlah jawaban benar x 4

$$\textbf{Total Score} = \frac{\sum \textbf{Skor perolehan}}{\textbf{Maximum Score}} \textbf{ X 100}$$

Criteria:

A = 80 – 100:      Very Good

B = 70 – 79 :      Good

C = 60 – 69 :      Enough

D = ... < 60 :      Less

Medan,      Nov 2019

Known by,

English Teacher                                    Researcher

Maulida Afriyani Lbs, S.Pd                    ANDRIYANSYAH
NKTAM : 1145722                               NPM : 1502050017

Headmaster of SMP Muhammadiyah 1

Paiman, S.Pd
NKTAM : 580427

# ESSAY TEST

## (Experimental and Control Group)

**Exercise 1 :**

Put in *am/is/are* or *was/were*.

Example:

The Sky *is* very clear today,. It *was* cloudy yesterday

1. I _____ OK today, but yesterday I _____ ill.
2. _____ you at the cinema last Friday morning?
3. Last year, she _____ 13, so she _____ 14 now.
4. Today the weather _____ nice, but yesterday it _____ cloudy.
5. The room _____ clean now, but it _____ very dirty this morning.
6. Martin _____ always late, but yesterday he _____ on time.
7. A: where _____ my key?
   B: it _____ on the table a moment ago.
8. They _____ at home now, but last week they _____ on holiday.


**Exercise 2 :**

**Complete the blanks with the given words. Number 1 and 2 have done for you.**

| did | walked | enjoy | studied | ~~were~~ | Weren't |
|-----|--------|-------|---------|----------|---------|
| was | played | ~~called~~ | was | visited | Went |

Linda : Hi, Rose. Where (1) *were* you last Saturday morning?

      I (2) *called* you but you (3) _____ at home.

Rose : I (4) _____ to the beach with my parents.

Linda : Really? I remember the weather (5) _____ nice. Did you (6) _____ it?

Rose : Yes, it (7) _____ great! We (8) _____ volleyball and (9) _____ along the seaside. What about you? What (10) _____ you do?

Linda : I (11) _____ maths in the morning and in the afternoon I (12) _____ my grandma

# APPENDIX II

## The Student's Attendance List of Experimental Group

| No. | Name of The Student's | Meeting | | | |
|-----|----------------------|---------|---------|---------|---------|
| | | 1st | 2nd | 3rd | 4th |
| 1. | Adzhani Amirah | | | | |
| 2. | Aghniya Rahmi | | | | |
| 3. | Ahmad Zaki Fajrian | | | | |
| 4. | Aisyah Rahmadina | | | | |
| 5. | Amelia Nazwa Pasya | | | | |
| 6. | Asyifa Fitria Amir | | | | |
| 7. | Azmi Aulia Syahputra | | | | |
| 8. | Chelsea Anadine | | | | |
| 9. | Daffa Abdad Draya | | | | |
| 10. | Ghaida Tsuraya | | | | |
| 11. | Iqbal Aidil Ali | | | | |
| 12. | Jauza Jahro | | | | |
| 13. | Lisa Syawalia | | | | |
| 14. | M. Farhan Al-Asyari | | | | |
| 15. | M. Hafiz Daffa | | | | |
| 16. | M. Ilham Muhfidz | | | | |
| 17. | M. Yusril Amin | | | | |
| 18. | M. Zaki Syarif Lubis | | | | |
| 19. | Naila Khansa Nasyiwa | | | | |
| 20. | Najwa Kalila Putri | | | | |
| 21. | Nayla Khaira Fauziyyah | | | | |
| 22. | Nayla Tavia Pasya Simorangkir | | | | |
| 23. | Putri Diah Amanda | | | | |
| 24. | Qinayah Naura Rahastri | | | | |
| 25. | Salsabila Santoso | | | | |
| 26. | Salwa Ramadhani Lubis | | | | |
| 27. | Sarah Chairunnisa | | | | |
| 28. | Surya Fathan Wintana | | | | |
| 29. | Syifa Azura Nasution | | | | |
| 30. | Tengku Syakillah Mahfuz | | | | |

Medan,    Nov 2019

Known by,

The Headmaster of SMP Muhammadiyah 1                The Researcher

Paiman, S.Pd                                        Andriyansyah
NKTAM . 580427                                      NPM : 1502050017

# The Student's Attendance List of Control Group

| No. | Name of The Student's | Meeting | | | |
|-----|----------------------|---------|---------|---------|---------|
| | | 1st | 2nd | 3rd | 4th |
| 1. | Adinda | | | | |
| 2. | Afridza Aini | | | | |
| 3. | Andreansyah | | | | |
| 4. | Alfrendi Aulia Rahman | | | | |
| 5. | Alisha Fuadi | | | | |
| 6. | Annisa Azahra Lubis | | | | |
| 7. | Dalfa Ramadhan | | | | |
| 8. | Fachri Rizky Audi | | | | |
| 9. | Fadya Afarin | | | | |
| 10. | Garda Ali Pulungan | | | | |
| 11. | Ikha Novita Sary | | | | |
| 12. | Khairisa Ulfani | | | | |
| 13. | Khalil Razan | | | | |
| 14. | Luthfi | | | | |
| 15. | Lyra Muzayyana | | | | |
| 16. | M. Alfi Syahri | | | | |
| 17. | M. Alief Rizky | | | | |
| 18. | M. Alvin | | | | |
| 19. | M. Ghufron | | | | |
| 20. | Najwatul Munawarah | | | | |
| 21. | Nia Ramadhani S | | | | |
| 22. | Nur Indah P | | | | |
| 23. | Rafasha Aditama | | | | |
| 24. | Raisa Amalia Sabrina | | | | |
| 25. | Reydo Fransisko | | | | |
| 26. | Rifaldi | | | | |
| 27. | Sherina Ayu Putri S | | | | |
| 28. | Siti Fadillah | | | | |
| 29. | Wirlia Salsabila Hasibuan | | | | |
| 30. | Yoga Kurnia Pratama | | | | |

Medan,     Nov 2019

Known by,

The Headmaster of SMP Muhammadiyah 1                    The Researcher
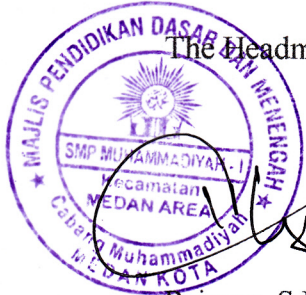
Paiman, S.Pd                                              Andriyansyah
NKTAM . 580427                                           NPM : 1502050017

# APPENDIX III

## THE STUDENT'S ANSWER SHEET

### A. Experimental Group (Pre-test)

Nama : **A A**
Kelas : VIII Terpadu 1 .

1. I am Ok today , but yesterday I <u>was</u> ill .
2. (⟋) you at the cinema last friday morning ?
3. Last year , she <u>was</u> 13 , so she (was) 14 now
4. Today the weather (was) nice , but yesterday it was cloudy .
5. The room (are) clean now , but it <u>was</u> very dirty this morning
6. Martin (was) always late , but yesterday he <u>was</u> ontime
7. A : Where (was) my key ?
   B : It was on the table a moment ago .

8. They <u>are</u> at home now , but last week they <u>were</u> on holiday .

Exercise 2 :
1. Linda : Hi , rose . Where (were) you last saturday morning .
   I (2) called you but you (3) were at home
   Rose : I (4) _____ to the beach ( with my parents
   Linda : (Realy ? I rememember the weather (5) were nice . Did you (6) enjoyed it
   Rose : Yes , it (7) was great . We (8) played volleyball and (9) _____ along the seaside

N= 10 × 4
= 40 .

Name: CA

Class: 8 Tenpodu !

~~Example~~
Exercise 1

1. I am ok today, but yesterday (am) ill

2. (are) you at the cinema last Friday morning ?

3. Last year, she (is) 13, So she ~~is~~ (was) 14 N

4. Today the weather is Nice, but it ~~very dirty~~ yesterday it was cloudy

5. The room is clean now, but it was very dirty this morning

6. Martin is always late, but yesterday he was on time

7. A : where (were) My key?
   B : It was on the table a moment ago

8. They are at home now, but last week they (are) on holiday

Exercise 2

2. Linda : Hi, Rose. Where (1) were you last saturday morning ? I (2) called yo but you (3) weren't at home

   Rose : I (4) went to the beach with my parents

   Linda : Really ? I Remember the weather (5) was nice. Did you (6) enjoy it ?

Roe : Yes, it (7) was great ! we (8) played
Volly ball and(9) walked along the seaside.
what about you ? what (10) did you do?

Linda : I (11) studied maths in the morning
and in the afternoon I (12) visited my
grandma

$N = 19 \times 4$

$= 76$

# PDA.

1. I am ok today, but yesterday I was ill.
2. <u>were</u> you at the cinema last friday morning?
3. last year, she was 13; so she is 14 now
4. Today the <u>weather</u> <u>is</u> nice, but yesterday it was cloudy.
5. the room <u>is</u> clean now, but it <u>was</u> very dirty this morning.
6. martin <u>is</u> always late, but yesterday he <u>was</u> on time.
7. A: where <u>is</u> my key?

   B: it <u>was</u> on the table a moment ago

8. they <u>are</u> at home now, but last week they <u>were</u> on holiday.

   Exersice 2:
   Linda: Hi, rose. where were you last saturday Morning!

   $\mu = 15 \times 4$

   $= 60$

**Post-test**

A A.
√III T2

No.
Date:

| | |
|---|---|
| 1 | I _am_ OK today, but yesterday I was ill |
| 2 | _are_ you at the cinema last ~~friday~~ morning? |
| 3. | Last year, she was 13, so she _was_ 14 now |
| 4. | Today the weather _was_ nice, ~~but~~ yesterday it was dady |
| 5. | The room is clean now, but it _was_ very dirty this morning |
| 6. | Martin is _always_ late, but yesterday he _was_ on time. |
| 7 | A : Where _are_ my key? |
| | B : it _was_ ~~on~~ the table a moment ago |
| 8 | They _are_ at home now, but last week they _were_ |
| | on holiday |

Exercise 2

Linda : Hi, rose. Where (1) _Were_ you last Saturday
morning?
: I (2) _called_ you but you (3) _Weren't_ at home

Rose : I (4) _went_ to ~~the~~ beach with my parent

Linda : Really? I remember the weather (5) /
Did you (6) _enjoy_ it?

Rose : Yes, it (7) _was_ great! We (8) _played_ volleyball
and (9) _walked_ along the seaside. What about
you? What (10) _did_ you do?

Linda : I (11) _studied_ maths in the morning and
in the afternoon I (12) _visited_ my
grandma

$$N = 20 \times 4$$

$$= 80$$

Name: C A
Class: VIII Terpadu 1

1. I am ok today, but yesterday I was ill
2. Were you at the cinema last Friday morning?
3. last year, she was 13, so she was 14 now
4. Today the weather is nice, but yesterday it was cloudy
5. The room is clean now, but it was very dirty this morning
6. Martin is always late, but yesterday he was on time
7. a: where were my key?
   b: It was on the table a moment ago
8. They are at home now, but last week they was on holiday

2

Linda: Hi, Rose, where were you last Saturday morning? I called you but you weren't at home

Rose: I went to the beach with my parents

Linda: Really? I remember the weather was nice Did you enjoy it?

Rose: Yeah it was great, we played volleyball and walked along the seaside what about you? What did you do?

Linda: I studied maths in the morning and in the afternoon I visited my grandma

$V = 22 \times 4$
$= 88$

Essay test

Exersice 1.

1. I <u>am</u> ok today, but yesterday I (am) will.
2. <u>were</u> you at the cinema last Friday Morning?
3. Last year she <u>was</u> 13, So she is 14 Now
4. Today the weather <u>is</u> nice, but yesterday it <u>was</u> cloudy.
5. The room <u>is</u> clean now, but it was very dirty this morning.
6. Martin <u>is</u> always late, but yesterday he <u>was</u> on time
7. A Where <u>is</u> my key?
   B It was on the table a moment ago
8. They <u>are</u> at home now but last week they (are) on holiday

Exersice 2:

1. Linda Hi, Rose. Where (1) were you last saturday morning?
   I (2) called you but you (3) weren't at home
   Rose I (4) went to the beach with my parents
   Linda Really ?I remember the weather (5) was nice. Did
   you (6) enjoy it?
   Rose Yes, It (7) was great! we (8) played volleyball and
   walked along the seaside. what about you?
   What (10) did you do?
   Linda I studied maths in the morning and in the
   afternoon I (12) visited My grand ma.

N: 23 × 4
· 92 ·

## B. Control Group (Pre-test)

AD (VIII^A)

Exercise : 1

1) I am ok today, but yesterday I was ill.

2) were you at the cinema last friday morning?

3) Last year, she is 13, so she (are) 14 now

4) Today the weather is nice, but yesterday it was cloudy

5) The room (are) clean now, but it is very dirty

6) martin is always late, but yesterday he was on time.

7) A: where (are) my key?
   B: it was on the table a moment ago.

8) They are at home now, but last week they were on holiday.

Exercise : II

3.) studid at home.     9.) walked

4) visited to the beach with my parents.

5) enjoy nice       N = 15 × 4

6) walked it ?       = 60

7) was great! we

8) played volley

English

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Senin
14/10-2019

Nama = SAPS

Kelas = VIII A (Reguler)

Exercise 1

1. I am OK today, but yesterday I was sill.
2. (Are) you at the cinema last friday morning?
3. Last year, she was 13, so she (were) 14 now.
4. Today the weather is nice, but yesterday it was cloudy.
5. The room (are) clean now, but it (is) very dirty this morning.
6. Martin is always late, but yesterday he was on time
7. A : Where (are) my key?
   B : it was on the table a moment a go
8. They are at home now, but last week they (was on) holiday.

Exercise 2

1. Where Were you last Saturday morning?
2. I called you but you
3. weren't at home.
4. I (visited to) the beach with my parents.
5. Really? I remember the weather was nice
6. Did you enjoy it?
7. Yes, it was great!
8. We (studied) volleyball
9. and walked along the seaside.
10. What did you do?
11. I (played) maths in the morning and in the afternoon
12. I (went) my grandma

٢ : 15 × 4

= 60

Nama: SF
Kelas: VIII^A ⟨8^A⟩

### Exercise : 1

1. I __am__ ok today. but yesterday I __was__ ill.

2. __were__ you at the cinema last friday morning?

3. Last year. she __was__ 13. So she __is__ 14 now.

4. Today the weather __is__ nice. but yesterday it was cloudy.

5. the room __is__ clean now. but it was very dirty this morning.

6. Marrin __is__ always late. but yesterday he __was__ on time.

7. A: where __is__ my key?
   B: It __was__ on the table a moment ago.

8. they (~~are~~ were) at home now. but last week they (are) on holiday

### Exercise : 2

(did / was)  (walked / Played)  (enjoy / ~~called~~)  (studied / was)  (were / visited)  (weren't / went)

Linda: Hi, Rose. where (is) __were__ you last saturday morning?

Rose: I (4) ~~went~~ (visited) to the beach with my
parents.

Linda: Really? I remember the weather (5) (did)
nice. Did you (6) enjoy it?

Rose: Yes. It (7) was great | we (8) played
volleyball and (9) walked along the
seaside. What about you? What (10) did
you do?

Linda: I (11) studied maths in the morning
and in the afternoon (12) ~~stayed~~ (went) my
grandma.

$$N = 16 \times 4$$
$$= 64.$$

**Post-test**

AD... (VIII^A)

**I**

1) I __am__ ok today, but yesterday I ~~am~~ ill. ⟨was⟩

2) __were__ you at the cinema last Friday morning?

3) Last year, she __was__ 13, so she __is__ 14 now

4) Today the weather __is__ nice, but yesterday it __was__ cloudy.

5) The room __is__ clean now, but it __was__ very dirty this morning.

6) Martin __is__ always late, but yesterday he __was__ on time.

7) A: where __is__ my key?
   B: it __was__ on the table a moment ago.

8) They ⟨were⟩ at home now, but last week they ⟨was⟩ on holiday.

$$N = 23 \times 4 = 92$$

**II**

| | | |
|---|---|---|
| 1.) Were | 5.) Was | 9.) Walked |
| 2.) Called | 6.) Enjoy | 10.) did |
| 3.) Weren't | 7.) was | 11.) Studied |
| 4.) Went | 8.) Played | 12.) Visited |

English

Nama : SAPS
Kelas : VIII A

Selasa
15/10-2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## Exercise 1

1. I **am** OK today, but yesterday I **was** ill.
2. **are** you at the cinema last friday morning?
3. Last year, she **was** 13, so she **was** 14 now.
4. Today the weather **was** nice, but yesterday it **was** cloudy.
5. The room **are** clean now, but it **was** very dirty this morning.
6. Martin **is** always late, but yesterday he **was** on time.
7. A : Where **are** my key?

   B : it **was** on the table a moment ago
8. They **are** at home now, but last week they **were** on holiday

## Exercise 2

1. Where **were** you last saturday morning?
2. I **called** you but you.
3. **weren't** at home.
4. I **went** to the beach with my parents.
5. Really? I remember the weather **was** nice.
6. Did you **enjoy** it?
7. Yes, it **was** great!
8. We **played** volleyball and
9. **walked** along the seaside.
10. I **studied** maths in the morning and in the afternoon
12. I **visited** my grandma
10. What **did** you do?

N = 21 × 4.

= 84

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

Nama : S.F. dhilah

Kelas : VIII⁴ (8A)

Essay test.

exercise : 1.

1. I am ok today, but yesterday I ~~were~~ *was* ill.

2. (are) you at the Cinema last Friday morning ?

3. Last year, she was 13 so she is 14 now.

4. today the weather is nice but yesterday it was cloudy

5. the room (are) clean now, but it (is) very dirti this morning.

6. Martin is always late, but yesterday he (is) on time

7. A. where is my key ?
   B. It (were) on the table a moment ago.

8. they are at home now, but last week they on holiday

exercise : 2

Linda : Hi, Rose. where (1) were you last Saturday morning ?
I (2) called you but you (3) weren't at home.

I (2) _____ you but you (3) weren't at home.

Rose: I (4) _went_ to the beach with my parents.

Linda: Really? I remember the weather (5) _was_ nice. Did you (6) _enjoy_ it?

Rose: Yes, it (7) _was_ great! we (8) _played_ volley-ball and (9) _walked_ along the seaside. what about you? what (10) _did_ you do?

Linda: I (11) _Studied_ maths in the morning and in the afternoon I (12) _Visited_ my grandma

$$N = 23 \times 4$$
$$= 92$$

**THE DOCUMENTATIONS OF RESEARCH**

**A. Activities in Experimental Group**



Picture 1. The students did the pre-test



Picture 2. The researcher explained grammar to the students

Picture 3. The researcher taught Grammar by Applying Board Race Method



Picture 4. The students did the post-test

## B. Activities in Control Group



Picture 5. The students did the pre-test



Picture 6. The researcher explained grammar to the students

Picture 7. The students did the post-test

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http:/www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id
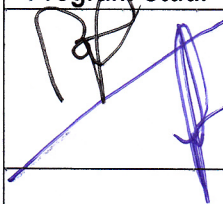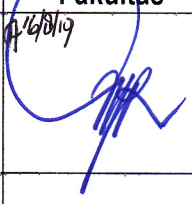
Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal  : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

| | |
|---|---|
| Nama Mahasiswa | : Andriyansyah |
| N P M | : 1502050017 |
| Program Studi | : Pendidikan Bahasa Inggris |
| I PK | : 3.00 |

Kredit Kumulatif :  154 SKS

| Persetujuan Ketua/Sekret Program Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|---|---|---|
| | The Effect of Teaching Grammar by Applying Board Races Method to Students at SMP Muhammadiyah 1 Medan. | |
| | The Effect of Providing Different accents in Listening Ability to Improve Student Comprehension. | |
| | The Effect of Applyng Peer Tutoring Method in The Student Achievement on Grammar Learning at Junir High School. | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan,  14 Agustus 2019
Hormat Pemohon

Andriyansyah

Keterangan :
Dibuat rangkap 3  : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan

Form  K-2

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Asslamu'alaikum Wr. Wb.

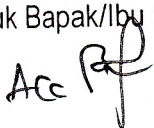Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa      : Andriyansyah
N P M      : 1502050017
Program Studi      : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

The Effect of Teaching Grammar by Applying Board Races Method to Students at SMP Muhammadiyah 1 Medan.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1.   Prof. Amrin Saragih, MA.Ph.D    Acc

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Agustus 2019
Hormat Pemohon

Andriyansyah

Keterangan :
Dibuat rangkap 3  : - Untuk Dekan/Fakultas
               - Untuk Ketua/Sekretaris Program Studi
               - Untuk Mahasiswa yang Bersangkutan

Nomor          : 5287 /II.3/UMSU-02/F/2019
Lamp           : ---
H a l          : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

| | | |
|---|---|---|
| Nama | : | Andriyansyah |
| N P M | : | 1502050017 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Penelitian | : | The Effect of Teaching Grammar by Applying Board Races Method to Students at SMP Muhammadiyah 1 Medan. |

Pembimbing          : Prof. Amrin Saragih, MA, Ph.D
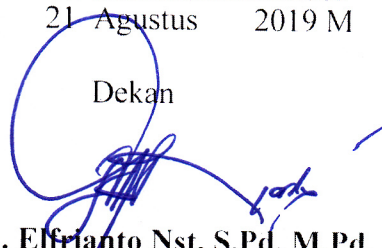
Dengan demikian mahasiswa tersebut di atas diizinkan menulis  proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1.  Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2.  Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3.  Masa kadaluarsa tanggal :  21  Agustus  2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan,  20  Dzulhijjah  1440 H
21  Agustus    2019 M

Dekan

**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**
NIDN :  0115057302

Dibuat rangkap 4 (empat) :
1.  Fakultas (Dekan)
2.  Ketua Program Studi
3.  Pembimbing
4.  Mahasiswa yang bersangkutan :
    *WAJIB MENGIKUTI SEMINAR*

بسم الله الرحمن الرحيم

## BERITA ACARA BIMBINGAN PROPOSAL

| | |
|---|---|
| Nama Mahasiswa | : Andriyansyah |
| N P M | : 1502050017 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Penelitian | : The Effect of Teaching Grammar by Applying Board Races Method to Students at SMP Muhammadiyah 1 Medan. |

| Tanggal | Materi Bimbingan | Paraf | Tanda Tangan |
|---|---|---|---|
| 28 /2019 /08 | Chapter 1 | | |
| | Chapter II | | |
| | Chapter III | | |
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Medan, 28 Agustus 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Diketahui/Disetujui
Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Prof. Amrin Saragih, MA, Ph.D

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
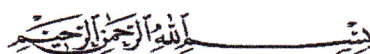
## LEMBAR PENGESAHAN PROPOSAL
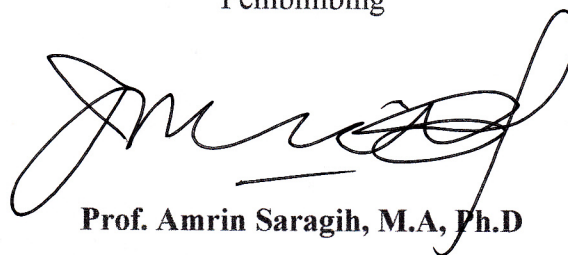
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap        : Andriyansyah

N.P.M               : 1502050017

Program Studi       : Pendidikan Bahasa Inggris

Judul Proposal      : The Effect of Teaching Grammar by Applying Board Race Method to
                      Students at SMP Muhammadiyah 1 Medan

Sudah layak diseminarkan.

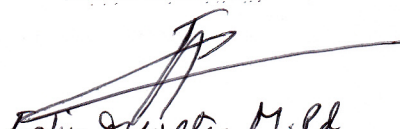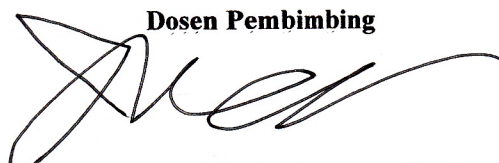Medan,    September 2019

Disetujui oleh
Pembimbing

**Prof. Amrin Saragih, M.A, Ph.D**

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ...... tanggal ..... Bulan Agustus 2019 telah diselenggarakan seminar prodi
pendidikan Bahasa Inggris menerangkan bahwa :

| | |
|---|---|
| Nama Lengkap | : Andriyansyah |
| N.P.M | : 1502050017 |
| Prog. Studi | : Pendidikan Bahasa Inggris |
| Judul Proposal | : The Effect of Teaching Grammar by Applying Board Races Method to Students at SMP Muhammadiyah 1 Medan |

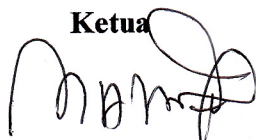| No. | Argument/Komentar/Saran |
|---|---|
| Judul | ✓ |
| Bab I | - Rewrite the background of the study. - Scope & Limitation |
| Bab II | Add the quotation - Review of literature work. - Conceptual frame work - Relations relevant studies. |
| Bab III | Determining the step treatment in Control Group (Use one of the conventional method). |
| Lainnya | Reference |
| Kesimpulan | [ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan |

**Dosen Pembahas**

Erlin Driwaty, M.Pd

**Dosen Pembimbing**

**Prof. Amrin Saragih, MA., Ph.D**

**Panitia Pelaksana**
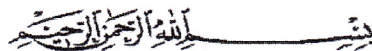
**Ketua**

**Mandra Saragih, S.Pd, M.Hum**

**Sekretaris**

**Pirman Ginting, S.Pd, M.Hum**

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Andriyansyah

N.P.M   : 1502050017

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Teaching Grammar by Applying Board Race Method to Students at SMP Muhammadiyah 1 Medan

Pada hari Kamis tanggal 19 bulan September tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 19 September 2019

Disetujui oleh:

Dosen Pembahas           Dosen Pembimbing

**Erlindawati, S.Pd, M.Pd**      **Prof. Amrin Saragih, M.A, Ph.D**

Diketahui oleh
Ketua Program Studi,

**Mandra Saragih, S.Pd., M.Hum.**

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id   E-mail: fkip@yahoo.co.id

| | | |
|---|---|---|
| Nomor | : 567 /II.3/UMSU-02/F/2019 | Medan, 04 Shafar 1441 H |
| Lamp | : --- | 03 Oktober 2019 M |
| H a l | : Mohon Izin Riset | |

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 1 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

| | | |
|---|---|---|
| Nama | : | Andriyansyah |
| N P M | : | 1502050017 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Penelitian | : | The Effect of Teaching Grammar by Applying Board Race Method to Students at SMP Muhammadiyah 1 Medan. |

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302

** Pertinggal **

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

## SURAT KETERANGAN
## NO : 785/IV.4.AU/KET/F/2019

Kepala SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan, dengan ini menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | ANDRIYANSYAH |
| NPM | : | 1502050017 |
| Program Studi | : | PEND. BAHASA INGGRIS |
| Judul Skripsi | : | "THE EFFECT OF TEACHING GRAMMAR BY APPLYING BOARD RACE METHOD TO STUDENTS AT SMP MUHAMAMDIYAH 1 MEDAN" |

Benar nama tersebut diatas telah **melaksanakan Penelitian** yang bertempat di SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan – 20214, yang nantinya dipergunakan untuk menambah wawasan dalam melengkapi penyusunan **Skripsi di Universitas Muhamamdiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan.**

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan, 26 November 2019
Ka. SMP Muhammadiyah 1 Medan

**PAIMAN, S.Pd**
**NKTAM : 580 427**

• *pertinggal*

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Andriyansyah
N.P.M : 1202050017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Teaching Grammar by Applying Board Race Method to Students at SMP Muhammadiyah 1 Medan

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---------|-----------------------------------|--------------|
| | Chapter III   Research Design | |
| | chapter IV   Data analysis | |
| | Chapter V   conclusion | |
| | References. | |
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Medan,   November 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Prof. Amrin Saragih, MA, P.hD)

# CURRICULUM VITAE

Name                    : ANDRIYANSYAH

Place/Date of Birth     : Medan, 13 September 1996

Sex                     : Male

Religion                : Islam

Address                 : Jl. B. Katamso Gg. Lampu I Medan

Parents Name

a. Father's Name        : Mardi


b. Mother's Name        : Rosmani Tanjung


EDUCATION

1. Elementary School at SD Negeri 066430 (2002-2008)

2. Junior High School at SMP Swasta PGRI 2 Medan  (2008-2011)

3. Senior High School at SMK Negeri 7 Medan  (2011-2014)

4. Students of English Department of FKIP UMSU (2015-2019)

Medan, Februari  2020


ANDRIYANSYAH