THE DESIGN OF LEARNING ACTIVITIES TO DEVELOP STUDENTS’ ABILITY TO USE PAST TENSES IN SPEAKING AND WRITING SKILLS FOR TENTH GRADE STUDENTS OF SMA 1 KASIHAN

A THESIS
Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Kristina Dwi Oktavia
Student Number: 061214027

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2011
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Date: 18 January 2011
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Defended before the Board of Examiners on 4 February, 2011 and Declared Acceptable

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Yogyakarta, 4 February 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
“The future belongs to those who believe in the beauty of their dream”

(Elanor Roosevelt)

I dedicate this thesis to all teachers and students and also to my parents and family
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 4 February 2011
The Writer

Kristina Dwi Oktavia
061214027
ABSTRACT


Learning tenses is an important activity which can be used to support English speaking and writing classes. Since speaking and writing skills are productive skills, therefore, the students are required to be able to use tenses while they are speaking and writing in English. The fact showed that tenth grade students of SMA N 1 Kasihan found difficulty when they were speaking and writing in English. The sentences which they produced were not in a good order. Therefore, this study attempted to design learning activities to develop students’ ability to use past tenses in English speaking and writing skills.

This study was aimed to help the senior high school teachers provide learning activities to develop students’ ability to use past tenses in speaking and writing skills. There was one problem to solve in this study: What is the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA N 1 Kasihan?

This study was done by conducting the steps of Kemp’s instructional design model which was put under the umbrella of Borg and Gall’s R&D cycle. This study considered relevant theories related to tenses, learning activity, speaking skill, writing skill, direct method, total physical response, audiolingual method, cooperative language learning to design learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students.

This study has found the answer to the formulated problem above. The design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students is learning activities design which includes identification of learners’ characteristics, the statement of competence standard, basic competence, topics, and objectives, the list of subject contents, learning activities design, and also experts’ validation and evaluation for the design revision.

The designed learning activities consisted of four designs. The first design was learning simple past tense in learning recount for speaking class. The second design was learning simple past tense in learning recount for writing class. The third design was learning past progressive tense in learning narrative for speaking class and the last design was learning past perfect tense in learning narrative for writing class.

In conclusion, the design was considered as an appropriate design for tenth grade students because it was appropriate with the students’ need and the design has been evaluated by some experts in order to make the design better. The design of learning activities was expected to be able to help students learn and use past tenses easily.
ABSTRAK


Pembelajaran tenses merupakan kegiatan yang penting yang dapat digunakan untuk mendukung kelas berbicara dan menulis bahasa Inggris. Karena ketrampilan berbicara dan menulis merupakan ketrampilan memproduksi, oleh karena itu para siswa dituntut agar dapat menggunakan tenses ketika mereka berbicara dan menulis dalam bahasa Inggris. Faktanya menunjukkan bahwa siswa-siswa kelas sepuluh SMA N 1 Kasihan menemukan kesulitan ketika mereka berbicara dan menulis dalam bahasa Inggris. Kalimat yang mereka hasilkan tidak dalam susunan yang bagus. Oleh karena itu, studi ini mencoba untuk mendesain kegiatan pembelajaran untuk mengembangkan ketrampilan siswa menggunakan past tenses dalam ketrampilan berbicara dan menulis bahasa Inggris.

Studi ini bertujuan untuk membantu para guru bahasa Inggris di SMA menyediakan kegiatan pembelajaran untuk mengembangkan ketrampilan siswa menggunakan past tenses dalam ketrampilan berbicara dan menulis. Terdapat sebuah permasalahan untuk dipecahkan dalam studi ini: Seperti apa desain kegiatan pembelajaran untuk mengembangkan ketrampilan siswa menggunakan past tenses dalam ketrampilan berbicara dan menulis bagi para siswa kelas sepuluh SMA N 1 Kasihan?

Studi ini diselesaikan dengan menerapkan langkah-langkah dari model desain materi Kemp yang dimasukkan ke dalam langkah-langkah metode penelitian dan pengembangan pendidikan (R&D) Borg dan Gall. Studi ini juga menggunakan teori-teori yang berkaitan dengan tenses, kegiatan pembelajaran, ketrampilan berbicara, ketrampilan menulis, direct method, total physical response, audiolingual method, cooperative language learning untuk mendesain kegiatan pembelajaran untuk mengembangkan ketrampilan siswa menggunakan past tenses dalam ketrampilan berbicara dan menulis bagi para siswa kelas sepuluh.

Studi ini telah menemukan jawaban atas permasalahan yang telah dirumuskan di atas, desain kegiatan pembelajaran untuk mengembangkan ketrampilan siswa menggunakan past tenses dalam ketrampilan berbicara dan menulis bagi para siswa kelas sepuluh adalah desain kegiatan pembelajaran yang mencakup adanya identifikasi karakteristik siswa, pernyataan tujuan desain, standar kompetensi, kompetensi dasar, topik, daftar materi, desain kegiatan pembelajaran, dan juga validasi dan evaluasi dari para ahli untuk merevisi desain tersebut.

Kegiatan pembelajaran yang didesain terdiri dari empat desain. Desain pertama yaitu pembelajaran simple past tense dalam pembelajaran recount untuk kelas berbicara. Desain kedua yaitu pembelajaran simple past tense dalam pembelajaran recount untuk kelas menulis. Desain ketiga yaitu pembelajaran past progressive tense dalam pembelajaran narrative untuk kelas berbicara, dan desain
keempat yaitu pembelajaran past perfect tense dalam pembelajaran narrative untuk kelas menulis.

Sebagai kesimpulan, desain ini dianggap sebagai desain yang cocok untuk para siswa kelas sepuluh karena desain tersebut cocok dengan kebutuhan siswa dan telah dievaluasi oleh beberapa ahli yang bertujuan untuk membuat desain tersebut menjadi lebih baik. Desain kegiatan pembelajaran ini diharapkan dapat membantu siswa belajar dan menggunakan past tenses dengan mudah.

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LEMBAR PERNYATAAN PERSETUJUAN
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Pada tanggal: 4 Februari 2011

Yang menyatakan

(Kristina Dwi Oktavia)
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With Love,

Kristin
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>PUBLICATION PAGE</td>
<td>ix</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

CHAPTER I: INTRODUCTION

- A. Research Background                                                                 1
- B. Problem Formulation                                                              4
- C. Problem Limitation                                                              4
- D. Research Objective                                                                 5
- E. Research Benefits                                                                5
- F. Definition of Terms
  1. Instructional Design                                                               6
  2. Tense                                                                               6
  3. Learning Activity                                                                  6
  4. SMA (Senior High School)                                                          6

CHAPTER II: REVIEW OF RELATED LITERATURE

- A. Theoretical Description                                                        7
  1. Educational Research and Development                                            7
  2. Instructional Design                                                            10
  3. Tenses                                                                             15
  4. Learning Activity                                                                20
  5. Speaking Skill                                                                   21
  6. Writing Skill                                                                   21
  7. Teaching Techniques
     a. Direct Method                                                                   22
     b. Total Physical Response                                                        23
     c. The Audioligual Method                                                          25
     d. Cooperative Language Learning                                                  29
- B. Theoretical Framework                                                          33

CHAPTER III: METHODOLOGY

- A. Research Method                                                                   39
- B. Research Participants                                                            42
C. Research Instruments .............................................. 43
D. Research Gathering Technique ................................. 45
E. Data Analysis Technique ........................................ 47
F. Research Procedure ............................................. 48

CHAPTER IV: RESEARCH RESULTS AND DISCUSSION
A. Learners’ Characteristics ....................................... 51
B. Goals, Topics, General Purposes ............................. 60
C. Learning Objectives ............................................. 63
D. Subject Contents ............................................... 65
E. Learning Activities .............................................. 66
F. Feedback from the Product Validation ....................... 76
G. Product Revision ................................................ 80

CHAPTER V: CONCLUSIONS AND SUGGESTIONS
A. Conclusions ..................................................... 81
B. Suggestions ..................................................... 82

REFERENCES ..................................................... 84
APPENDICES ..................................................... 86
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Data Needed</td>
<td>45</td>
</tr>
<tr>
<td>4.1 Students’ Interest in English Lesson</td>
<td>52</td>
</tr>
<tr>
<td>4.2 Student’s Enthusiasm</td>
<td>53</td>
</tr>
<tr>
<td>4.3 Students’ Motivation</td>
<td>53</td>
</tr>
<tr>
<td>4.4 Students’ Difficulty in Speaking English</td>
<td>54</td>
</tr>
<tr>
<td>4.5 Students’ Difficulty in Writing English</td>
<td>55</td>
</tr>
<tr>
<td>4.6 Students’ Grammar Understanding</td>
<td>57</td>
</tr>
<tr>
<td>4.7 Students’ Difficulty in Learning Grammar</td>
<td>57</td>
</tr>
<tr>
<td>4.8 Summary of Learners’ Characteristics</td>
<td>59</td>
</tr>
<tr>
<td>4.9 The Goals and General Purposes of the Designed Learning Activities</td>
<td>61</td>
</tr>
<tr>
<td>4.10 The Results of Chosen Topics</td>
<td>62</td>
</tr>
<tr>
<td>4.11 Learning Topics</td>
<td>63</td>
</tr>
<tr>
<td>4.12 The Indicators</td>
<td>64</td>
</tr>
<tr>
<td>4.13 The Organization of Subject Contents</td>
<td>66</td>
</tr>
<tr>
<td>4.14 Learning Activities Which Students Like Most</td>
<td>66</td>
</tr>
<tr>
<td>4.15 Existing Learning Activities in Classroom</td>
<td>68</td>
</tr>
<tr>
<td>4.16 The Example of Learning Activities for Speaking Class Which the Topics were Recount and Narrative</td>
<td>72</td>
</tr>
<tr>
<td>4.17 The Example of Learning Activities for Writing Class Which the Topics were Recount and Narrative</td>
<td>73</td>
</tr>
<tr>
<td>4.18 Description on the Preliminary Field Testing Respondents</td>
<td>76</td>
</tr>
<tr>
<td>4.19 Strengths and Weaknesses of the Design</td>
<td>79</td>
</tr>
<tr>
<td>4.20 Revision of the Design</td>
<td>80</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The Model of Kemp’s Instructional Design</td>
<td>15</td>
</tr>
<tr>
<td>2.2 The Steps of Designing Learning Activities Adapted from Kemp’s Instructional Model</td>
<td>38</td>
</tr>
<tr>
<td>3.1 R &amp; D Cycle and Kemp’s Instructional Model</td>
<td>42</td>
</tr>
</tbody>
</table>
### LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surat Permohonan Ijin Penelitian</td>
<td>86</td>
</tr>
<tr>
<td>2. Surat Keterangan</td>
<td>87</td>
</tr>
<tr>
<td>3. List of Questions for Need Analysis Interview</td>
<td>88</td>
</tr>
<tr>
<td>4. Result of Need Analysis Interview</td>
<td>89</td>
</tr>
<tr>
<td>5. Questionnaire for Need Analysis</td>
<td>91</td>
</tr>
<tr>
<td>6. Sample of Questionnaire</td>
<td>94</td>
</tr>
<tr>
<td>7. Questionnaire for Design Validation</td>
<td>104</td>
</tr>
<tr>
<td>8. Sample of Questionnaire</td>
<td>106</td>
</tr>
<tr>
<td>9. The Designed Learning Activities</td>
<td>112</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. In this chapter, there are six important parts. They are research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In recent year, adult learners need to learn second language, especially English. They need English because some schools have carried out International School or “Sekolah Bertaraf Internasional” (SBI). Therefore, English is needed in teaching and learning in the classroom. Another reason which has been stated why adult learners need to learn second language is because “adults have independent ways of developing competence in a second language” (Krashen, 1982). Therefore, in this case teacher has a big role to help them to develop their English ability.

In teaching and learning second language like English, teacher focuses on four language skills. Buck (2001) claimed that language ability has been considered to comprise four language skills; listening comprehension, speaking, reading and writing. To develop the students’ language skills in English, teacher is also expected to teach grammar. It is because grammar has relation with four language skills. In assessing listening skill, one of microskills of listening is to recognize grammatical word classes, and the systems like tense (Brown, 2004). In
reading skill, Simanjuntak (1988) stated that the reader must know both the meaning of the structures and words of which this sentence is composed. In addition, Veit (1986) also stated “all teachers want their students to speak and write fluent, effective, and grammatical English”.

Lock (1996) states that grammar is viewed as a resource for creating meaning in spoken and written discourse. Grammar has also been central to language teaching and assessment historically (Purpura, 2004). From those statements, grammar is important to learn. Veit (1986) states that people decide to learn grammar, because they want to be better writers or because they want to speak a more standard dialect. Therefore, in order to make students be better writers and speakers, the students have to learn grammar and are expected to speak and write in good grammar, especially in using tenses.

According to Celce-Murcia & Larsen-Freeman (1983), ESL/EFL learners have a great deal of difficulty mastering grammar, especially the English tense-aspect system. It can be seen from the fact of the writer’s observation and interview with one of English teachers when the writer had teaching practice in SMA Kasihan in July-October 2009. Based on the result of the interview, one of English teachers said that students lacked of grammar understanding. Students had not understood tenses, especially past tense since they had been in Junior High School.

Meanwhile the result of observing the students’ spoken and writing showed that they still made incorrect grammar in speaking and writing. In learning recount, especially in telling their experiences, the students could not
speak in good tenses when they were performing in front of the class. It also happened when they were writing their experiences (recount text), they could not make good sentences by using past tenses. Some sentences which they had produced were confusing. They also felt confused how to make good sentences in the form of past tenses. Whereas it was important for students to master tenses (past tenses) in order to speak and write English well.

The learning activity to teach grammar also affected students’ understanding about grammar. The result of the observation showed that the learning activity in the class was monotonous. There was no variation in learning grammar. The teacher only taught the tense briefly. The activity conducted was only asking and questioning to students, and giving examples. It could make students forget about the grammar taught easily. Therefore, the students always made the same mistakes while they were speaking and writing. The teacher did not make interesting learning activities to make them have deep understanding about grammar, especially tenses.

From the fact mentioned above, learning activity becomes the primary concern. Students need effective and efficient ways to learn grammar, especially tenses. Interesting activities can make students interested in learning grammar. Crooks and Schmidt (1991 in Lightbown and Spada, 1999) stated that “Varying the activities, tasks, and materials can increase students’ interest level”. Veit (1986: 3) also said that learning grammar can be a very exciting and even pleasurable activity, so that there is no “the old way” (Veit, 1986) to teach. This study is intended to propose learning activities to develop students’ ability to use
past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan. The designed learning activities are expected to help students learn and use past tenses easily. The design of learning activities is different from the existing learning activities in the class. In addition, the design of learning activities is expected to make the students more active and communicative in learning past tenses. Students do not need to listen the explanation from the teacher, but they learn past tenses through teacher’s guidance.

B. Problem Formulation

The research problem formulated in this study is “What is the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan?”

C. Problem Limitation

The scope of study is designing learning activities to develop students’ ability to use past tenses in speaking and writing skills. Therefore, this research is limited to the discussion on designing learning activities to develop students’ ability to use past tenses. This study is also limited to the discussion of speaking and writing skills, because speaking and writing skills are productive skills which use tenses. The design is for the students which are in tenth grade of SMA 1 Kasihan. Tenth grade students of SMA 1 Kasihan are chosen as the subjects of the research because they need learning activities which could improve their English ability.
D. Research Objectives

This research is conducted in order to design learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan.

E. Research Benefits

The benefits of the study can be stated as follows:

1. For the teachers

   In order to improve the students’ English proficiency, the result of the research can help the teacher provide the appropriate learning activities to develop the students’ ability to use past tenses in speaking and writing skills. This research also can inspire the teacher to be more creative in making various learning activities in the classroom.

2. For the students

   This study is expected to improve the students’ ability to use past tenses in speaking and writing skills. In addition, the students will be interested in learning English because there are various English learning activities.

3. For the other researchers/designers

   The researcher expects that this study can be used as an idea and reference in other designing learning activities, so that the other researchers can help the learners study English.
F. Definition of Terms

There are some terms used in this study which need to be clarified. The terms are:

1. Instructional Design

   According to Kemp (1977), instructional design is the plan which consists of eight plans starting from considering the goals until evaluating. In this study, the eight plans of instructional design are used to design the learning activities to develop students’ ability to use past tenses in speaking and writing skills.

2. Tense

   According to Veit (1986: 149), tense is frequently described as the property that relates to the time a verb’s action is performed. In this study, tenses, especially past tenses are the main point to learn.

3. Learning Activity

   According to Uljens (1997) learning activity is defined as process whereby an individual requires a better or new comprehension or specific matter. In this study, the design of learning activities is used to develop students’ ability to use past tenses in speaking and writing skills.

4. SMA (Senior High School)

   According to PERMEN number 22 year 2006, the curriculum structure of SMA/MA consists of learning substation which has to be passed for three years, starting from grade X up to grade XII. In this study, the learners are tenth grade students of SMA N 1 Kasihan.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides information and discusses the theories related to the study. Moreover, a theoretical framework is also included in this chapter to show the relationship between the study and theories applied.

A. Theoretical Description

In this part of theoretical description, there are some theories discussed and used as the guidance to design the learning activities to develop students’ ability to use past tenses in speaking and writing skills. They are educational research and development, instructional design, tenses, learning activity, speaking skill, writing skill, direct method, total physical response, audiolingual method and cooperative learning.

1. Educational Research and Development

Educational research and development (R&D) is a process which is used to develop and validate educational products (Borg and Gall, 1983: 772). It is a process which is used to develop and legalize educational product. The goal of research and development is to take the research knowledge and put it into a product that can be used in the school. The purpose of R & D is to bridge the gap that often exists between educational research and educational practice. R&D
consists of research steps which are known as R&D cycle. There are 10 major steps in the R & D cycle:

1. Research and information collecting
   
   It includes review of the literature used to collect research findings and other, information pertinent to the planned development; classroom observations and preparation.

2. Planning
   
   It includes:
   
   a. Defining skills
   b. Stating objectives determining course sequence
   c. Small scale feasibility testing

3. Developing preliminary form of product
   
   This part includes the preparation of instructional materials, handbooks, and evaluation devices. An important principle in delivering this part is to structure the product so as to permit obtaining as much feedback as possible from the field-testing.

4. Preliminary field-testing
   
   The purpose of this step is to obtain an initial qualitative evaluation of the new educational product. It is conducted from 1 to 3 schools, using 6 to 12 subjects. The expected data are collected through interviews, questionnaires and observations.
5. Main product revision

In main product revision, the data obtained from the preliminary field-testing were compiled and analyzed. The collected data are used as feedback in developing and improving the educational product.

6. Main field-testing

The purpose of this step is to determine whether the educational product under development meets its performance objectives. Furthermore, it is also used to collect information that can be used to improve the course in its next revision. Therefore, the questionnaire and interview data should be obtained from all participants in the main field testing.

7. Operational product revision

This part compiled the revision of product as suggested by the main field-test results.

8. Operational field testing

The purpose of this step is to determine whether an educational product is fully ready to be used in the schools without the presence of the developer or his staff.

9. Final product revision

This part compiled the revision of product as suggested by operational field test results.
10. Dissemination and implementation

Dissemination refers to the process of helping potential users to become aware of R&D product. Implementation refers to the process of helping the adopter of R&D product to use it in the way it is intended by the developers.

This part includes:

a. Report on product at professional meetings and in journals
b. Work with publisher who assumes commercial distribution
c. Monitor distribution to provide quality control

2. Instructional Design

According to Kemp (1977: 8), the instructional design plan is designed to answer three questions, which are considered as the essentials elements of instructional technology:

1. What must be learned? (objectives)
2. What procedures and resources will work best? (activities and resources)
3. How will we know when the required learning has taken place? (evaluation)

There are eight plans of instructional design, such as:

a. Consider goals, list topics, starting the general purposes for teaching each topic.
b. Enumerate the important characteristics of the learners.c. Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.
d. List the subject content that supports each objective.

e. Develop pre-assessments to determine the student’s background & present level of knowledge about the topic.

f. Select teaching/learning activities & instructional resources that will treat the subject content so students will accomplish the objectives.

g. Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.

h. Evaluate students’ learning in terms of their accomplishment of objectives (Kemp, 1977)

In Kemp’s model design, the plan consists of eight important parts, they are:

1. Goals, listing topics, and stating general purposes

Goals are the bases of all educational programs, which can be derived from three sources – society, students, subject areas (Kemp, 1977: 14). Topics, which become the scope of the course or program, are usually sequenced according to a logical organization, from simple or concrete levels to complex and more abstract level (Kemp, 1977: 15). Planning for instruction often starts with teacher- oriented statements of the general purposes for topics. In shorts, general purposes are what students generally are expected to learn as a result of instruction.

2. Learners’ characteristics

In order to assure a students’ success in his educational program, the designer should recognize, and respect the student as an individual learner. To serve both group and individual means that the designer should obtain information
about the learners’ capabilities, needs and interest. Then, the designer must decide what information required for the design. There are two factors that can be viewed in order to understand learners’ characteristics. The first is academic factor. It includes: number of students and academic background; grade-point average and level of intelligence; study habits and learners’ motivation for studying the subject; expectations of the course; vocational and cultural aspirations. The second is social factors. It includes: age and maturity; attention span; special talent; physical and emotional handicaps; relation among students; socioeconomic situation. Besides the two factors, the designers should also consider the learning conditions and learning style when dealing with the planning.

3. The learning objectives

The learning objectives should be stated clearly in order to promote the learning itself. This consideration is based on the idea that learning requires active efforts by the learners. To engage actively in the learning activities, the learners need to know and understand the objectives of the learning process that they experience.

There are three categories of objectives for learning. The first is cognitive domain. This category includes objectives concerning knowledge and information. The second is psychomotor domain. This category includes objectives that care for the skills requiring the use and coordination of skeleton muscles, as in the physical activities of performing, manipulating and constructing. The third is affective domain. This category involves objectives such as attitudes, appreciations, values, and all emotions.
4. Subject content

Subject content in the context of instructional design is something which comprises the selection and organization of the specific knowledge, skills and attitudinal factors of any topics (Kemp, 1977: 44). The subject content must be related to the objectives and to the students’ needs. It must involve the selection and organization of specific knowledge (facts and information), skills (step by step procedures, conditions, and requirements), and behavioural factors of any topic.

5. Pre-assessment

Pre-assessment aims to know two major points. The first is prerequisite testing which is aimed to determine the students’ background and present level of knowledge about the topic being presented. The second one is pre-testing in order to determine which of the objectives that the students have already achieved.

6. Teaching-learning activities and resources

In this part, the designer should select teaching-learning activities and resources that support the instructional activities in order to enable the students achieving the objectives of the course. This selection must be based on consideration to determine the most efficient and effective methods along with the best way to provide the learning experience.

7. Support services

In this study, support services for implementing activities and producing materials include matters related to budget, facilities, equipment and personnel whose time must be scheduled for participation in the instructional plan (Kemp,
1977: 84). These support services must be considered at the same time when the instructional plan is made and the materials are selected.

8. Evaluation

In this part, the designer should evaluate the students’ learning in terms of their accomplishment of the objectives. As mentioned in the third part, specifying the learning objectives, the objectives involve three domains such as: cognitive, psychomotor and affective domain. The evaluation that is planned should indicate the objectives from each domain.

In the cognitive domain, the objectives test usually appears in the form of: multiple choice, matching, single-word completion, true-false, and essay. The first four forms usually measure knowledge on the lower cognitive levels. Meanwhile, essay tests are more applicable to measure students’ ability to organize, relate, integrate, and evaluate ideas (Kemp, 1977: 94). In psychomotor domain, a performance-type test can be the best way to implement. However, in some cases, the learning activities themselves are the performance like in the objective that states the learning activity is to prepare stamps collection, then, the result of making collection becomes the measure of success. In affective domain, the tests may require data from the learners. The data can be fulfilled by observing students’ behaviour while they are engaged in the learning activities, listening to their opinion and comments and asking the learners to complete the questionnaire.

The eight parts of Kemp’s model comprise a flexible process. There is interdependence among them. One element may affect others and vice versa. It is the planners’ choice to start wherever he/she wants to start and move back and
forth to the other steps (Kemp, 1977: 9). The Model of Kemp’s Instructional Design is presented in figure 2.1.

![Figure 2.1 The Model of Kemp’s Instructional Design](image)

3. Tenses

According to Leech (2004), the term “Tense” is used not only for the primary distinction of Present Tense and Past Tense, but also for the subcategories Present Prefect Tense, Past Progressive Tense, etc. Another opinion about tense is tense is “the verb feature that indicates time” (Carter, 1990).

Tenses may show whether the activity, action, or condition is done, or has been done, will be done, or is happening right at that time. In other words, tenses focus on the grammatical forms from the verb (Prastowo, 2008). According to
Wiliting (1983), the words “tenses” derived from the word “tempus” (Latin) which the meaning is time and it also derived from the word “temps” (France).

According to Wiliting (1983), there are 16 types of tenses based on the time and the different patterns, such as:

a. The Simple Present Tense

The simple present tense represents an action as taking place or a state as existing in present tense. The examples of the sentences which use simple present tense are as follows:

- I see the book.
- Today is Tuesday.

b. The Simple Past Tense

The simple past tense represents an action or state as belonging to time wholly past. The examples are as follows:

- I read that book last winter.
- He was a generous man.

c. The Simple Future

The simple future represents an action or state to take place or exist in time yet to come. The examples of the sentences are as follows:

- I shall go to New York.
- He will come soon.
d. The Present Continuous Tense

The present continuous tense represents an action or state is still continuing and is not yet completed now. The examples of the sentences are as follows:

- It is raining now.
- We are working on a book report.

e. The Past Continuous Tense

The past continuous tense represents an action or state is still continuing and is not yet completed at the past tense. The examples are as follows:

- It was raining all night.
- They were building a power station last summer.

f. The Future Continuous Tense

The future continuous tense represents an action or an event is still continuing, and is not yet completed in the future time. The examples of the sentences are as follows:

- He will be taking his exam next week.
- I shall be reviewing my lesson at ten tonight.

g. The Present Perfect Tense

The present perfect tense represents an action or an event is in a completed or perfect state in the present time. The examples of the sentences are as follows:

- I have lost my pen.
- The post has just come.
h. The Past Perfect Tense

The past perfect tense represents an action or an event is in a completed or perfect state in the past tense. The examples of the sentences are as follows:

- I had studied English before I left Germany.
- By the time we came home, the children had fallen asleep.

i. The Future Perfect Tense

The future perfect tense represents an action or an event is in a completed or perfect state in the future time. The examples of the sentences are as follows:

- The show will not have finished by five.
- By tomorrow, every one will have heard the news.

j. The Present Perfect Continuous Tense

The present perfect continuous tense represents an action or an event which began in the past and is still continuing, or has only just completed in the present. The examples of the sentences are as follows:

- I have been teaching this class for two years.
- The boys have been watching television since seven o’clock.

k. The Past Perfect Continuous Tense

The past perfect continuous tense represents an action or an event which began before the given moment of past time, and continued up to that time, or stopped just before it. The examples of the sentences are as follows:

- I had been studying in the institute two years when he entered it.
- They had been waiting for you a long time.
l. The Future Perfect Continuous Tense

The future perfect continuous tense represents an action or an event which begins before the given moment of the future time, and continues up to that time. The examples of the sentences are as follows:

- I shall have been working.
- He will have been working.

m. The Future in the Past Indefinite Tense

The future in the past indefinite tense is the past form of the simple future tense that represents an action or an event which is going to take place in the past time. The examples of the sentences are as follows:

- Every Sunday, he would go for a long walk.
- He would sit for hours without saying a word.

n. The Future in the Past Continuous Tense

The future in the past continuous tense is used in indirect sentence and in the clause of the object. The examples of the sentences are as follows:

- He said that they would be coming back soon.
- She knew her friends would be coming that way.

o. The Future in the Past Perfect Tense

The examples of the sentences of the future in the past perfect tense are as follows:

- I hoped that he would have finished before we got back.
- If he had known of your arrival I should have met you.
The examples of the sentences of the future in the past perfect continuous tense are as follows:

- They told me that by the end of the year they would have been working together for twelve years.
- She decided to retire that winter. By that time she would have been teaching in the university for 30 years.

4. Learning Activity

According to Conole and Fill (2005) learning activities consist of three elements. First, learning activity must have context in which the activity occurs, including the subject, level of difficulty, the intended outcomes and the environment in which the activity takes place. Second, it must adapt or adopt the learning and teaching approach. Finally, it must specify the tasks undertaken which include the type of task, the technique applied, tools and resources used, the interaction and roles of who are involved, and the assessments associated with the learning activity.

When we deal with learning context, Conole and Fill (2005) mention more about the aspects which are involved in. They are: aims/goals, learning outcomes, skills, subject, environment, time, and difficulty level. They also explain that the essence of learning activity is that it must have one or more learning outcomes which are associated with it. This learning outcome which reflects the aims/goals of the learning activity itself is defined as what the learners should know or be
able to do after completing the learning activity; e.g. identify, demonstrate, produce, etc.

5. Speaking Skill

Speaking is one of four language skills. Speaking and writing are classified as productive skills, meanwhile reading and listening are classified as receptive skills. According to Nunan (2003), speaking in a new language is harder than reading, writing and listening. The reasons are first, unlike reading or writing, speaking happens in real time: usually the person we are talking to is waiting for us to speak right then; second, when we speak, we cannot edit and revise what we wish to say, as we can if we are writing.

According to Luoma (2004), speaking skill is considered as oral language that differ with reading and writing, which commonly called as written language. A major difference among two kinds of language is that oral language consists of idea units, which are shorter in phrases and clauses compared to written language. Furthermore, speaking skill applies its own grammar which is commonly called as spoken grammar. The grammar in oral language is simpler than that of the written language with its long sentences and dependent as well as subordinates clauses since oral language happens in real time, as they are being spoken.

6. Writing Skill

Scholes and Comley (1985: 15) states that writing is not only a tool for communication, for transmitting ideas or transcribing what has already been
thought: it is itself a way of thinking, of developing ideas, trying them out, arranging them, testing them.

According to Brown (2004), in the field of second language teaching, second language learners are expected to write coherent essays with artfully chosen rhetorical and discourse devices. In assessing students’ writing ability, it should be clear the objective or the criterion, what should be tested: handwriting ability? correct spelling? writing sentences that are grammatically correct? paragraph construction? logical development of main idea? All of these are possible objectives. Each objective can be assessed through a variety of tasks.

7. Teaching Techniques

In order to design learning activities to develop students’ ability to use tenses, the researcher focused on the theories of Direct Method (DM), Total Physical Response (TPR), Audiolingual Method (ALM), and Cooperative Language Learning (CLL). Based on those theories, the researcher would make different design of learning activities to learn tenses. The researcher would use the principles of learning and teaching activities of those theories in order to create design of learning activities to learn tenses. Here, the detailed explanation of the theories of Direct Method (DM), Total Physical Response (TPR), Audiolingual Method (ALM), and Cooperative Language Learning (CLL) are presented.

a. Direct Method (DM)

According to Richards and Rogers (2001), direct method is widely known as natural method. Why it is natural because it is learning by doing or using
second language directly. It also refers to learning second language should parallel to learning first language. Richards and Rogers (2001) stated the principles and the procedures of direct method. They are:

1) Classroom instruction was conducted exclusively in target language.
2) The materials were only everyday vocabulary and sentences.
3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4) Grammar was taught inductively.
5) New teaching points were introduced orally.
6) Concrete vocabulary was taught through demonstration, objects, and pictures, abstract vocabulary was taught by association of ideas.
7) Both speech and listening comprehension were taught.
8) Correct pronunciation and grammar were emphasized.

b. Total Physical Response

Total Physical Response (TPR) is a language teaching method built around coordination of speech and action; it attempts to teach language through motor/physical activity. According to Asher (1977) as quoted by Richards and Rogers (2001), TPR reflects a grammar-based view of language. He views the centrality of verbs (as used in imperatives); verbs are as central linguistic motive around which language use and learning are organized.
Asher's learning hypotheses:

1. The Bio-Program
   a. A specific innate bio-program for LL defines an optimal path for L1 and L2 development.
   b. L1 and L2 learning are seen as parallel processes: L2 learning should reflect the naturalistic processes of L1 learning.

2. Brain Lateralization
   TPR is directed to right brain learning. Right brain is where language activities are centralized. Left brain is where language functions are comprehension and speech production. Right brain activities must occur before left hemisphere can process language for production. Therefore, adult second language learning combines the two learning which activate right-hemisphere motor activities; left watch and learn.

3. Reduction of stress
   L1 acquisition takes place in a stress-free environment, but in L2 acquisition or adult language learning environment, it causes considerable stress and anxiety. Therefore it makes them parallel. It is better to focus on meaning interpretation through movement rather than language forms.

   The general objectives of TPR are to teach oral proficiency at a beginning level through comprehension of imperatives. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Major activities of TPR are imperative drills to elicit physical actions by the learners. Other class activities are role plays (centering on everyday
situations) and slide presentation (for narration, followed by commands, questions). Reading and writing, as follow up to imperative drill, are used to consolidate structure and vocabulary.

Based on the theory of TPR, it could be concluded that TPR was appropriate method to help the students develop their ability to use simple past tense. Using some movement in learning a tense would help students memorize the form of the sentences and the tense of those sentences easily.

c. The Audiolingual Method

According to Richards and Rogers (2001), ALM had not only convincing and powerful theory of a language but also a psychology of learning, called behavioural psychology. Early practices focus on mastery of phonological and grammatical structures rather than on the mastery of vocabulary. According to Richards and Rogers (2001), psychological foundations of ALM are:

1. Learning is mechanical habit formation.
2. Teaching is presented in spoken form, then written.
3. Analogy involves the process of generalization and discrimination. Inductive \( \rightarrow \) rule explanation later.
4. Word meanings are learned in linguistic and cultural, not isolated.

The types of learning and teaching activities can be in the form of dialogues and drills. Dialogues provide important/basic structures and illustrate situation, used for repetition and memorization. Correct pronunciation, stress,
rhythm, and intonation are emphasized. Meanwhile, according to Brooks (1964: 156-61) as quoted by Richards and Rogers (2001), the various kinds of drills are

1. Repetition

   Student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

   Examples
   
   I used to know him. –I used to know him.
   
   I used to know him years ago. –I used to know him years ago when we were in school ....

2. Inflection

   It means one word in an utterance appears in another form when repeated.

   Examples
   
   I bought the ticket. –I bought the tickets.
   
   He bought the candy. –She bought the candy.
   
   I called the young man. –I called the young men ....

3. Replacement

   It means one word in an utterance is replaced by another.

   Examples
   
   He bought this house cheap. –he bought it cheap.
   
   Helen left early. –She left early.
   
   They gave their boss a watch. –They gave him a watch.
4. Restatement

It means that the students rephrases an utterance and addresses it to someone else, according to the instructions.

Examples
Tell him to wait for your. –Wait for me.
Ask her how old she is. –How old are you?

5. Completion

It means that the student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

Examples
I’ll go my way and you go ……. –I’ll go my way and you go yours.
We all have …….own troubles.-We all have our own troubles. …. 

6. Transposition

It means a change in word order in necessary when a word is added.

Examples
I’m hungry. (so). –So am I.
I’ll never do it again. (neither). –Neither will I. ….

7. Expansion

It means that when a word is added it takes a certain place in the sequence.

Examples
I know him. (hardly). –I hardly know him.
I know him. (well). –I know him well…. 
8. Contraction

It means a single word stands for a phrase or clause.

Examples

Put your hand *on the table*. –Put your hand *there*.

They believe *that the earth is flat*. –They believe *it*. ….

9. Transformation

It means that a sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples

He knows my address.

He doesn’t know my address.

Does he know my address?

He used to know my address.

If he had known my address.

10. Integration

It means that two separate utterances are integrated into one.

Examples

They must be honest. This is important. –It is important that they be honest.

I know that man. He is looking for you. –I know the man who is looking for you…

11. Rejoinder

The student makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways:
BE POLITE. EXAMPLES
Thank you. – You’re welcome.
May I take one? – Certainly.

ANSWER THE QUESTION. EXAMPLES
What is your name? – My name is Smith.
Where did it happen? – In the middle of the street.

12. Restoration

The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past or future.

Examples
students/waiting/bus – The students are waiting for the bus.
boys/build/house/tree – The boys built a house in a tree.

From those kinds of drills, the researcher would use inflection to design learning activity to develop students’ ability to use past progressive tense. Inflection was an appropriate drill for the students, it would help students understand sentences and the tense of those sentences.

d. Cooperative Language Learning

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own
learning and is motivated to increase the learning of others (Olsen and Kagan, 1992; Kessler (1992)).

Three major benefits of cooperative learning:

1. CL provides a richness of alternatives interactions between students

2. CL addresses content area learning and language development needs within the same organizational framework

3. The variety ways of structure student practice with the lesson material increases opportunities for individualized instruction, such as peer-provided clarification.

CLL is used to support both structural and functional models as well as interactional models of language, since CLL activities may be used to focus on language form as well as to practice particular language functions. According to Richards and Rogers (2001), CLL is an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities. CLL is used in teaching content classes, ESP, the four skills, grammar, pronunciation, and vocabulary.

According to Coelho (1992b: 132) as quoted by Richards and Rogers (2001), there are three major kinds of cooperative learning tasks and their learning focus, each of which has many variations.

1) Team practice from common input – skills development and mastery of facts

a) All students work on the same material
b) Practice could follow a traditional teacher-directed presentation of new material.

c) The task is to make sure that everyone in the group knows the answer to a question and can explain how the answer was obtained or understands the material.

d) When the teacher takes up the question or assignment, anyone in a group may be called on to answer for the team.

e) This technique is good for review and for practice test; the group takes the practices test together, but each student will eventually do an assignment or take a test individually.

f) This technique is effective in situations where the composition of the groups is unstable (in adult programs, for example). Students can form new groups every day.

2) Jigsaw: differentiated but predetermined input – evaluation and synthesis of facts and opinions

a) Each group member receives a different piece of the information.

b) Students regroup in topic groups (expert groups) composed of people with the same piece to master the material and prepare to teach it.

c) Students return to home groups (Jigsaw groups) to share their information with each other.

d) Students synthesize the information through discussion.
e) Each student procedures an assignment of part of a group project, or takes a test, to demonstrate synthesis of all the information presented by all group members.

f) This method of organization may require team-building activities for both home groups and topic groups, long-term group involvement, and rehearsal of presentation methods.

g) This method is very useful in the multilevel class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency.

h) Information-gap activities in language teaching are jigsaw activities in the form of pair work. Partners have data (in the form of text, tables, charts, etc.) with missing information to be supplied during interaction with another partner.

3) Cooperative projects: topics/resources selected by students – discovery learning

a) Topics may be different for each group.

b) Students identify subtopics for each group member.

c) Steering committee may coordinate the work of the class as a whole.

d) Students research the information using resources such as library reference, interviews, visual media.

e) Students synthesize their information for a group presentation: oral and/or written. Each group member plays a part in the presentation.

f) Each group presents to the whole class.
g) This method places greater emphasis on individualization and students’ interests. Each student’s assignment is unique.

h) Students need plenty of previous experience with more structured group work for this to be effective.

From those three major kinds of cooperative learning activities, the researcher would choose jigsaw learning activity to be included in the designed learning activity to develop students’ ability to use past tenses. Since characteristics of tenth grade students were heterogeneous, so jigsaw was a good learning activity to help students work in group and understand the materials together.

B. Theoretical Framework

This part would discuss the synthesis of all major theories which have been discussed in the previous subchapters. In order to find out the answer of the objective of this study, the researcher focused on the theories of tenses, learning activity, speaking and writing skills, Direct Method (DM), Total Physical Response (TPR), Audiolingual Method (ALM), and Cooperative Language Learning (CLL).

According to Carter (1990), tense is the verb feature that indicates time. There are many forms of tenses to understand. The ability to use tenses is important to support the four language skills, such as, listening, speaking, reading, and writing. In this study, past tenses were used to support speaking and writing
skills. Since speaking and writing are productive skills, the ability to use tenses is required.

Learning activity must have aims/goals, learning outcomes. Learning activity also must adapt or adopt learning and teaching approach (Conole and Fill, 2005). In this study, the researcher adapted some teaching and learning approaches, such as, direct method, total physical response, audiolingual method and cooperative language learning.

Direct Method (DM) is known as natural method. Learning by doing is emphasized in order to make second language learning similar to first language learning (Richards and Rogers, 2001). Meaning and visual object (pantomime) are the techniques of direct method. Therefore, the researcher would design learning activity to learn a tense by using theory of direct method.

Total Physical Response (TPR) is a language teaching method built around coordination of speech and action (Richards and Rogers, 2001). Using some movement to learn a tense could help the students understand the tense. Learning activities which use movements or gestures could be one of varied learning activities in classroom.

Audiolingual Method (ALM) is a psychology of learning in which learning is mechanical habit formation (Richards and Rogers, 2001). Drill is one of the learning and teaching activities and inflection is one of various kinds of drills. Inflection means one word in an utterance appears in another form when repeated (Richards and Rogers, 2001). Based on that theory, the researcher would
use theory of inflection drill in order to design learning activity to learn past progressive tense.

CLL is an approach designed to foster cooperation rather than competition (Richards and Rogers, 2001). Cooperative activities could help the learner work and understand the materials together with other learners. CLL is also used in teaching grammar. Learning grammar in group could help the learners have deep understanding on grammar.

In this study, the researcher adapted Kemp’s model as the theory of instructional design. There are eight stages in Kemp’s instructional design model. However, the researcher omitted two stages which were pre-assessment and support services. According to Kemp (1977), the stages are a flexible process. The sequence and order were the designer’s choice. Based on that statement, the researcher modified the steps of Kemp’s model. The researcher put the step of identifying learners’ characteristics in the first step and put the step of considering goals, topic, and general purposes in the second step. It was aimed to obtain the data of learners’ characteristics before determining the goals, topics, and general purposes. There were the steps which were adapted from Kemp’s model to design the learning activities: (1) identifying learners’ characteristics, (2) considering goals, topic, and purposes, (3) specifying the learning objectives, (4) listing subject content, (5) selecting teaching/learning activities and resources, and (6) evaluating the designed learning activities. The explanation of each step is as follows.
1. Identifying Learners’ Characteristics

The data was gathered by distributing the questionnaires to tenth grade students of SMA N 1 Kasihan and conducting an interview with one of English teachers of SMA N 1 Kasihan. The researcher distributed questionnaires and conducted an interview in order to obtain the learners’ characteristics and needs.

2. Considering Goals, Topic, and Purposes

In this step, the researcher formulated the goals, topic, and purposes. The researcher focused on curriculum review to formulate the goals and general purposes. In addition, the researcher conducted research by distributing questionnaire to the students in order to formulate the topics.

3. Specifying the Learning Objectives

After formulating the goals, topics, and general purposes, the researcher moved to specifying learning objectives step. In this step, the researcher formulated the objectives or the indicators which must be achieved by the learners.

4. Listing Subject Content

After formulating the specific objectives, the researcher listed subject contents. The researcher developed the topics into subject contents which could support the objectives. The researcher also adapted the materials from internet and books.

5. Selecting Teaching/Learning Activities and Resources

After listing the subject contents, the researcher designed the learning activities which were appropriate for learning tenses in the classroom. The
researcher tried to make interesting activities to improve learners’ ability to use tenses, so that they could speak and write English well. In designing learning activities, the researcher focused on the theories of Direct Method (DM), Total Physical Response (TPR), Audiolingual Method (ALM) and Cooperative Language Learning (CLL). For the first design, the researcher used theories of DM and TPR as guidance on designing learning activity to learn a tense. For the second design, the researcher used TPR theory. For the third design, the researcher used ALM theory and for the fourth design, the researcher used CLL theory.

6. Evaluating the Designed Learning Activities

This step was aimed to obtain some feedback from the evaluators toward the designed learning activities. The researcher distributed questionnaires to two lecturers of Sanata Dharma University and one of English teachers of SMA N 1 Kasihan. The feedback from the evaluators could be used to revise the design.
Figure 2.2 Steps of Designing Learning Activities Adapted from Kemp’s Instructional Model
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodology which was applied in this study. This chapter is divided into six parts, they are: research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research was focused on the major problem to solve. The problem was what the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan is.

In this study, the researcher used a method which was proposed by Borg and Gall (1983). The method was Research and Development (R&D). According Borg and Gall (1983), educational research and development (R&D) is a process used to develop and validate educational products. There are ten steps in the R & D cycle as proposed by Borg and Gall (1983). However in this study, the researcher only used the five steps of R & D cycle, there were step 1 up to 5.

In this study, the researcher also applied Kemp’s design model together with R&D. To integrate R&D and Kemp’s model, the researcher would put Kemp’s model under the framework of R&D. The explanation of each step was as follows.
1. Research and Information Gathering

In this step, the researcher applied the *identification of learners’ characteristics* and *considering goals, topics and general purposes* steps from Kemp’s model. To identify the learners’ characteristics and need analysis, the researcher distributed questionnaires to tenth grade students of SMA N 1 Kasihan and also conducted interviews with one of English teachers in SMA N 1 Kasihan.

After gathering the data of the need and students’ characteristics, the researcher conducted reviewing related literature aimed to collect information and knowledge related to the research. Then, the researcher tried to formulate the goals, topic, and purposes in order to plan the learning activities.

2. Planning

After formulating the goals, topic and purposes, the researcher moved to planning step. In this step, the researcher applied *learning objectives* step from Kemp’s model. The researcher formulated specific objectives which were derived from the broad goals and the result of needs analysis.

3. Preliminary Product Developing

In this step, the researcher started to design the learning activities to develop students’ ability to use past tenses. The researcher applied *listing subject content and teaching/learning activities and sources* steps from Kemp’s model. The researcher made lists of subject content and designed the learning activities.
4. Preliminary Field Testing

In this step, the design was evaluated by the experts in English teaching. The researcher chose one of the English school teachers and the PBI lecturers to be the participants of the preliminary field testing step. The feedback and evaluation from them became the product revision to the design developed by the researcher. To get the feedback and evaluation, the researcher gave them questionnaires.

5. Main Product Revision

In this step, the feedback which was gathered from the preliminary field testing was compiled and analyzed. The result from the preliminary field testing step was used as the revision to develop the designed product into good design which was needed by tenth grade students of SMA N 1 Kasihan. This step was appropriate with evaluation step from Kemp’s model. Evaluation step aimed to make final revision. In order to make the explanation clear, the researcher made figure of the integration of R & D cycle and Kemp’s instructional model.
B. Research Participants

In this research, the researcher chose participants who were needed in each step of R & D cycle, such as participants in research and information collecting, and participants in preliminary field testing.

1. Participants in Research and Information Collecting

In order to obtain the data about the learners’ characteristics and needs, the researcher distributed questionnaires to the students and conducted an interview.
with one of the English teachers of SMA N 1 Kasihan. Therefore, the participants in this step were the English teacher and tenth grade students of SMA 1 Kasihan. Distributing questionnaires to the students was important to know students’ characteristics. Interviewing the English teacher was also needed because the teacher knew about the students’ characteristics and students’ need.

2. Participants in Preliminary Field Testing

In order to obtain the feedback and evaluation for the designed learning activities, the researcher gave questionnaires to the English teacher in SMA 1 Kasihan and some PBI lecturers of Sanata Dharma University who were proficient in teaching grammar. The reason why the researcher chose the English teacher was the teacher knew whether the design was suitable for the students or not. For the PBI lecturers, they were chosen because they were expert in English grammar and they had experiences in teaching English structure class.

C. Research Instruments

The instruments used in this research were questionnaires and interview. According to Seliger and Shohamy (1986:166), an interview is conducted to obtain information by actually talking to the subject. There was also another opinion about interview. Ary (2002: 434) stated, “Interview provides insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. It allows immediate follow-up and clarification of participants’ responses.
While for the questionnaire, Seliger and Shohamy (1989:172) stated that questionnaire was a printed list for the data collection, which contained questions or statement for the subject to respond. From those statements, it could be concluded that questionnaire and interview were instruments used to collect the data.

1. Instruments for Research and Information Collecting

In order to obtain the data and information of need analysis, the researcher distributed questionnaire to the students and conducted interview with the English teacher. Questionnaire was used to know the students’ characteristics, such as the activity which students like, students’ understanding about tenses, and students’ difficulties in learning tenses. The questionnaires were in the form of closed and open questions.

In addition, the interview was conducted by asking some questions to the English teacher about the learners’ characteristics, the learners’ need, method and technique used by the teacher, and students’ motivation and participation in learning English. The reason why the researcher conducted an interview was because the teacher was the source of information about the students. The teacher knew about the students’ characteristics and the condition of the classroom.

2. Instruments for Preliminary Field Testing

The instrument for preliminary field-testing was questionnaires which were in the form of open questions. The questionnaires were used to obtain some suggestions and feedback from one of the English teachers in SMA N 1 Kasihan and two PBI lecturers of Sanata Dharma University on the designed learning
activities. The suggestions and feedback were used as the source to revise the design of learning activities.

D. Data Gathering Technique

To gather the data needed, the researcher conducted some strategies, starting from research and information collecting which included literature study, need analysis through questionnaires, need analysis through interview and lasting with preliminary field testing which used questionnaires. Here, the table below was the summary of data needed.

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Data Needed</th>
<th>Participants</th>
<th>Research Instruments</th>
</tr>
</thead>
</table>
| 1. | Literature study   | • Theories in conducting the research
• Principles in developing the design                                                               | -            | -                    |
| 2. | Needs Analysis     | • Learners’ characteristics: students’ motivation and participation in learning English
• Students’ difficulties in learning grammar, especially tenses.
• Interesting activities which students like
• Learning topics which students like                                                                  | Students     | Questionnaire         |
<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Data Needed</th>
<th>Participants</th>
<th>Research Instruments</th>
</tr>
</thead>
</table>
| 3. | Needs Analysis                 | • Learners’ characteristics: students’ motivation and participation in learning English  
• Students’ difficulties in learning grammar, especially tenses.  
• Learners’ need  
• Recent learning activities and materials which had been applied  
• Learning methods and techniques which had been applied  
• Learning facilities which were used | Teacher      | Interview            |
| 4. | Preliminary Field Testing      | • Correlation between learning activities with the objectives of the design and the learners’ needs  
• Content quality of the design  
• Opinion/feedback: strengths, weaknesses of the product | Teacher  
PBI  
Lecturers | Questionnaire                    |
E. Data Analysis Technique

After gathering the data, the researcher analyzed it. The data analysis technique was divided into two parts. The first one was analyzing the data of participants’ need and the second one was analyzing the evaluation on the design. The detailed discussion was as follows.

1. Participants’ need

The data about participants’ need was gathered through distributing questionnaires to students and conducting an interview which were included in research and information collecting step. The data gathered through questionnaires was in closed form and it would be calculated by percentage. The percentage was calculated by the amount of the students who chose the options divided by the amount of all students who participated, then multiplied by 100%. The formulation to find out the percentage is presented as follows.

\[
\frac{N}{\sum n} \times 100\% 
\]

Note:

- \(N\) = the number of participants who choose certain statements
- \(\sum n\) = The total number of participants

Meanwhile the data gathered through interview was analyzed through qualitative data analysis. It would be shown in description.
2. Evaluation on the design

The data for evaluation on the design was obtained through questionnaires. The questionnaires were given to the English teacher and the PBI lecturers and the questionnaires were in form of open questions. The results were analysed through qualitative data analysis. The gathered data was used as the basis for revising the product and to decide whether the designed learning activities were suitable or not for tenth grade students of SMA 1 Kasihan.

F. Research Procedure

This section explained the research procedures used for conducting this study. The listed procedures of the study were as follows:

1. Research and Information Gathering
   a. Identifying research problem
      
      The researcher looked for research problem which existed in teaching and learning in SMA N 1 Kasihan when the researcher was having teaching practice (PPL) in SMA N 1 Kasihan. After identifying the research problem, the researcher limited the area of the research and started to formulate the objectives of the research.

   b. Making proposal and asking for permission to conduct the research
      
      After identifying the research problems, the researcher made the proposal. Then, the researcher asked permission letter to Sanata Dharma University, then asked permission to BAPPEDA Bantul. After that, the researcher asked
permission to the headmaster and the English teacher of SMA N 1 Kasihan after getting recommendation letter from BAPPEDA Bantul to conduct the research.

c. Collecting new knowledge and information related to the research

In this step, the researcher tried to gain new information and knowledge related to the research. The researcher looked for some appropriate books and articles for the literature review. The books and articles were used to support this research.

d. Designing initial research instruments

The researcher designed the research instruments needed to get the needs analysis data. The instruments were in form of questionnaires and interview. The researcher distributed questionnaires and conducted interview with the English teacher to obtain information about the students’ need and characteristics.

e. Distributing questionnaires and conducting an interview

In this step, the researcher distributed questionnaires in order to get the data from the students about their characteristics and topics which they liked most. In addition, the researcher also conducted interview with one of the English teachers of SMA N 1 Kasihan. The research instrument used for interview was list of interview questions.

f. Analyzing needs analysis data

After collecting the needs analysis data from distributing questionnaires and interviewing the English teacher, the researcher tried to analyze the data in order to design and to develop the learning activities.
2. Planning

After gathering the data of the need and students’ characteristics, the researcher moved to the planning step. The researcher formulated the learning objectives.

3. Preliminary Product Developing

In this step, the researcher started to develop the design of the research based on the needs analysis data obtained.

4. Preliminary Testing

After developing the preliminary design, the researcher distributed questionnaires to ask some comments from the English teacher and two PBI lecturers to evaluate the design. The comments from them were collected through questionnaire which was in the form of open questions.

5. Product Revision

After analyzing the data which was collected from preliminary testing, the researcher revised the design of learning activities.
CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents the research results and discussion of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students. This chapter answers the question stated in problem formulation. The question is what the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan is.

In this study, the researcher applied six steps from Kemp’s Instructional design and integrated them with five steps from Research and Development (R&D) in order to design the learning activities to develop students’ ability to use past tenses. In addition, the researcher also applied other theories to support the process of designing the product, such as Tense, Learning Activity, Speaking Skill, Writing Skill, Direct Method (DM), Total Physical Response (TPR), Audioligual Method (ALM), and Cooperative Language Learning (CLL).

The followings are the components of the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills.

A. Learners’ Characteristics

In order to obtain the data about the learners’ characteristics, the researcher distributed questionnaire to the tenth grade students of SMA N 1 Kasihan and
conducted an interview with one of English teachers of SMA N 1 Kasihan. The detailed information of these two results was as follows.

1. Learners’ Characteristics Based on the Questionnaire

To obtain detailed information about learners’ characteristics, the researcher distributed questionnaire to one of tenth grade classes. That class consisted of 9 male students and 19 female students. Therefore, the total number of the participants was 28.

In order to make the data of the learners’ characteristics clear, the researcher analyzed and classified it into some criteria. The criteria were students’ interest in English lesson, students’ enthusiasm, students’ motivation, students’ difficulty in speaking English, students’ difficulty in writing English, students’ grammar understanding, and students’ difficulty in learning tenses. The data from the first criteria can be seen in Table 4.1.

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whether or not the students like English Lesson.</td>
<td>a. Yes</td>
<td>26</td>
<td>92.9%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>2. Students’ opinion about English lesson that they get at school</td>
<td>a. It’s very easy.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. It’s easy.</td>
<td>16</td>
<td>57.1%</td>
</tr>
<tr>
<td></td>
<td>c. It’s difficult.</td>
<td>12</td>
<td>42.9%</td>
</tr>
<tr>
<td></td>
<td>d. It’s very difficult.</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
From the data, it can be seen that most of the students liked English lesson. More than a half of the students thought that English lesson they got at school was easy. However, not all students had high enthusiasm to learn English. A half of the students were passive students. The data can be seen in Table 4.2.

**Table 4.2 Students’ Enthusiasm**

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the student is an active student or a passive student.</td>
<td>a. Active</td>
<td>13</td>
<td>46.4%</td>
</tr>
<tr>
<td></td>
<td>b. Passive</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>c. No answer</td>
<td>1</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

Although some students were not active in the classroom but they were motivated to learn English. They liked English and had motivation to learn English, but they could not be an active student. It can be seen in Table 4.3.

**Table 4.3 Students’ Motivation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the students are motivated to learn English.</td>
<td>a. Yes</td>
<td>25</td>
<td>89.3%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>c. No answer</td>
<td>2</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

Related to four language skills, most of the students had difficulties in both speaking and writing English. They had some reasons why they had difficulties in speaking and writing. The complete information about students’ difficulty in speaking English can be seen in Table 4.4.
### Table 4.4 Students’ Difficulty in Speaking English

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the students get some difficulties to speak English.</td>
<td>a. Yes Reasons:</td>
<td>25</td>
<td>89.3%</td>
</tr>
<tr>
<td></td>
<td>1. Understand what others say, but can’t speak in English</td>
<td></td>
<td>4.57%</td>
</tr>
<tr>
<td></td>
<td>2. Vocabulary and grammar</td>
<td></td>
<td>17.86%</td>
</tr>
<tr>
<td></td>
<td>3. Vocabulary</td>
<td>12</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td>4. Not accustomed to speaking English</td>
<td></td>
<td>10.71%</td>
</tr>
<tr>
<td></td>
<td>5. Pronunciation</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>6. Vocabulary and pronunciation</td>
<td></td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>7. Not appropriate with the way of student’s speaking</td>
<td></td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>8. Learning English only at school</td>
<td></td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>b. No Reasons:</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td></td>
<td>1. Joining course since Elementary School</td>
<td></td>
<td>3.57%</td>
</tr>
</tbody>
</table>
Table 4.5 showed the data about students’ difficulty in writing English.

### Table 4.5 Students’ Difficulty in Writing English

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the students get some difficulties to write in English.</td>
<td>a. Yes</td>
<td>17</td>
<td>60.7%</td>
</tr>
<tr>
<td></td>
<td>Reasons:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Students do not know how to write the words.</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td></td>
<td>2. Students do not understand the structure of the sentences</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td></td>
<td>3. Students are lack of vocabulary and tenses understanding.</td>
<td>2</td>
<td>7.14%</td>
</tr>
<tr>
<td></td>
<td>4. Students have a little bit difficulty to write.</td>
<td>2</td>
<td>7.14%</td>
</tr>
<tr>
<td></td>
<td>5. Some of words have similar pronunciation.</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>6. How to pronounce the word is different from how to write it.</td>
<td>4</td>
<td>14.28%</td>
</tr>
<tr>
<td>Item</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>7.</td>
<td>In reading and listening, the student is not clear to catch the words.</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>8.</td>
<td>No reason</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>b. No</td>
<td>Reasons:</td>
<td>11</td>
<td>39.3%</td>
</tr>
<tr>
<td>1.</td>
<td>Students are accustomed to writing English since they were in Elementary School.</td>
<td>2</td>
<td>7.14%</td>
</tr>
<tr>
<td>2.</td>
<td>Students have better understanding in written English than spoken English.</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>3.</td>
<td>There is a dictionary or an electric dictionary.</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>4.</td>
<td>Student likes English.</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>5.</td>
<td>Writing English is easy.</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>6.</td>
<td>Student has understood tenses.</td>
<td>1</td>
<td>3.57%</td>
</tr>
</tbody>
</table>

Related to designing learning activities to develop students’ ability to use past tenses in speaking and writing skills, the researcher looked for the data which was related to students’ grammar understanding, especially tenses. The data was
to know whether they have understood tenses or not. The data can be seen in Table 4.6.

Table 4.6 Students’ Grammar Understanding

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the students have understood about tenses.</td>
<td>a. Yes</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>14</td>
<td>50%</td>
</tr>
</tbody>
</table>

Although a half of the students have understood tenses but most of the students found some difficulties to use tenses. They gave some reasons why they still found some difficulties to learn and use tenses. The detailed information can be seen in Table 4.7.

Table 4.7 Students’ Difficulty in Learning Grammar

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not the students find some difficulties to learn tenses.</td>
<td>a. Yes Reasons: 1. Tenses are difficult and confusing. 2. Students are not clear about tenses. 3. Students are still confused. 4. Students often forget to use tenses. 5. There are various patterns of tenses.</td>
<td>20</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7.14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>28.57%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7.14%</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>b. No Reasons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students have been learning tenses since they were in Elementary School.</td>
<td>2</td>
<td>7.14%</td>
<td></td>
</tr>
<tr>
<td>2. There are some patterns to learn.</td>
<td>1</td>
<td>3.57%</td>
<td></td>
</tr>
<tr>
<td>3. Students have understood tenses.</td>
<td>2</td>
<td>7.14%</td>
<td></td>
</tr>
<tr>
<td>4. Students often read texts.</td>
<td>1</td>
<td>3.57%</td>
<td></td>
</tr>
<tr>
<td>5. Tenses are simple and easy.</td>
<td>1</td>
<td>3.57%</td>
<td></td>
</tr>
<tr>
<td>6. No reason</td>
<td>1</td>
<td>3.57%</td>
<td></td>
</tr>
</tbody>
</table>

2. Learners’ Characteristics Based on the Interview

In order to obtain detailed information about learners’ characteristics, the researcher also looked for the data by conducting an interview. The researcher interviewed one of English teachers of SMA 1 Kasihan who taught tenth grade students.

The results of the interview showed that the level of students’ proficiency in English was fair. Teacher said that cognitively their mark was good enough. They could answer some questions and do the task. However, in speaking and writing practice they were not good enough. The tenses that they used were not in good order.
The teacher also said that the students’ moods could be easy to change. If their feeling was good, they would be active in class. However, if their feeling was not good, they would not be active. Teacher said that it depended on how the teacher taught, how the teacher made them active, and it also depended on the materials. If they liked the materials, they would be motivated to be active in class. Moreover, their motivation to learn English was high enough.

The teacher also stated that students still found difficulties in speaking and writing. They were lack of grammar ability, especially tenses. When the students performed and spoke in front of the class, the tense that they used was not good. It also happened in their writing. They were still confused to use the tense when they were speaking and writing. Their grammar ability was under achievement.

From the data of questionnaire and interview, the learners’ characteristics could be concluded into some points. Here, the summary of data about learners’ characteristics which was got from questionnaires and interview in Table 4.8.

**Table 4.8 Summary of Learners’ Characteristics**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| Level of English proficiency | • The students’ English proficiency was fair.  
                           | • Students can do the task, but their speaking and writing abilities were low. |
| Motivation            | • Students have high motivation.                                            |
| Enthusiasm            | • Students’ moods could be easy to change.  
                           | • Not all students were active.                                               |
### Criteria Explanation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ grammar ability</td>
<td>• Students’ grammar ability was under achievement.</td>
</tr>
<tr>
<td></td>
<td>• Students’ grammar performance in speaking and writing were low.</td>
</tr>
<tr>
<td></td>
<td>• Students still found difficulty in learning and using tenses.</td>
</tr>
</tbody>
</table>

#### B. Goals, General Purposes, Topics

To formulate the goals and general purposes, the researcher adapted School Based Curriculum as known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In KTSP, the goals were considered as **Competence Standards**. Meanwhile, the general purposes were considered as **Basic Competences**.

The steps to formulate the goals and the general purposes in KTSP were different from the steps of Kemp’s Instructional design. In KTSP, the researcher had to specify the broad goals or Competence Standards into the general purposes or Basic Competences. After that, the functional skills and texts from the basic competences were used to select the learning topics.

In this study, the researcher formulated the goals for speaking and writing skills. It was related to the students’ difficulty in using tenses in speaking and writing English. Therefore, the researcher made design of learning activities to develop students’ ability to use past tenses which were focused on speaking and writing skills. The goals and the general purposes of the design of learning
activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students are presented in Table 4.9.

**Table 4.9 The Goals and General Purposes of the Designed Learning Activities**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills</th>
<th>Goals (Competence Standard)</th>
<th>General Purposes (Basic Competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speaking</td>
<td>To express the meaning in short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context</td>
<td>To express the meaning in simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount.</td>
</tr>
<tr>
<td>2.</td>
<td>Writing</td>
<td>To express the meaning in short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context</td>
<td>To express meanings and rhetorical steps in written essay accurately, fluently, and acceptably by using various written language in the context of daily life in the form of recount.</td>
</tr>
<tr>
<td>3.</td>
<td>Speaking</td>
<td>To express the meaning in short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context</td>
<td>To express the meaning in simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of narrative.</td>
</tr>
</tbody>
</table>
### No. Skills Goals (Competence Standard) General Purposes (Basic Competence)

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills</th>
<th>Goals</th>
<th>General Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Writing</td>
<td>To express the meaning in short functional written text, simple essay in the form of recounts, narrative, and procedure in daily life context.</td>
<td>To express meanings and rhetorical steps of essay written text accurately, fluently, and acceptably by using various written language in the context of daily life in the form of narrative.</td>
</tr>
</tbody>
</table>

After formulating the goals and the general purposes, the researcher listed the topics based on the basic competencies. The researcher offered ten options which consisted of lists of topics in questionnaire which distributed to the participants. For the last option, the participants might add additional topics that they liked. Here, the lists of topics are presented in Table 4.10

**Table 4.10 The Results of Chosen Topics**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My Experience in Junior High School</td>
<td>6</td>
<td>21.43%</td>
</tr>
<tr>
<td>2. My Unforgettable Experience</td>
<td>18</td>
<td>64.29%</td>
</tr>
<tr>
<td>3. My Childhood Experience</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>4. How to make a cup of tea</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>5. How to make an omelet</td>
<td>4</td>
<td>14.29%</td>
</tr>
<tr>
<td>6. Legend</td>
<td>10</td>
<td>35.71%</td>
</tr>
<tr>
<td>7. Myth</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>8. Fable</td>
<td>2</td>
<td>7.14%</td>
</tr>
<tr>
<td>9. Short story</td>
<td>18</td>
<td>64.29%</td>
</tr>
</tbody>
</table>
From that result of chosen topics, the researcher took three topics which had higher percentage. The three topics are presented in Table 4.11.

Table 4.11 Learning Topics

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recount: My Unforgettable Experience</td>
</tr>
<tr>
<td>2.</td>
<td>Narrative: Short Story</td>
</tr>
<tr>
<td>3.</td>
<td>Narrative: Legend</td>
</tr>
</tbody>
</table>

C. Learning Objectives

After formulating the goals and the general purposes, the researcher formulated learning objectives of the design. Learning objectives were considered as Indicators. Based on School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP), the indicators were developed based on the basic competences. The indicators are presented in Table 4.12.
<table>
<thead>
<tr>
<th>No.</th>
<th>Skills</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speaking</td>
<td>Recount: My unforgettable</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience</td>
<td>• Identify verbal and nominal sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mention the pattern of simple past correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mention the function of simple past correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make sentences using past tense correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use simple past tense in telling experience correctly.</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
<td>• Identify simple past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use simple past tense in writing experiences correctly</td>
</tr>
<tr>
<td>2.</td>
<td>Speaking</td>
<td>Narrative: Short Story</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mention the pattern of past progressive tense correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mention the function of past progressive tense correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use past progressive tense to tell stories correctly</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Narrative: Legend</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify past perfect tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Differentiate simple past tense, past progressive tense and past perfect tense correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use past perfect tense to rewrite the legend correctly</td>
</tr>
</tbody>
</table>
Related to designing learning activities to develop students’ ability to use past tenses in speaking and writing skills, the researcher made four designs. For the first and the second designs, the researcher chose recount (My unforgettable experience) as a topic. The first design was the designed learning activity for learning simple past tense in speaking skill, and the second design was the designed learning activity for learning simple past tense in writing skill.

Meanwhile, for the third and the fourth designs, the researcher chose narrative as a topic. The topic of the third design was short story, while the topic of the fourth design was legend. Although the specific topics of both third and fourth designs were different, but short story and legend were included in narrative. The researcher made them different because it was based on the chosen topics. Some of the students chose short story and legend. In this study, the third design was the designed learning activity for learning past progressive tense in speaking skill and the fourth design was the designed learning activity for learning past perfect tense in writing skill.

D. Subject Contents

After formulating the goals, topics, general purposes, and learning objectives, the researcher arranged the subject contents. Subject contents consisted of the appropriate topics which were chosen to facilitate the students learning in the classroom. The topics were developed into subject contents which supported the objectives. The subject contents are presented in Table 4. 13.
Table 4.13 the Organization of Subject Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Skills</th>
<th>Topics</th>
<th>Subject Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speaking</td>
<td>Recount: My unforgettable experience</td>
<td>My horrible experience</td>
</tr>
<tr>
<td>2.</td>
<td>Writing</td>
<td>Experience</td>
<td>My interesting experience</td>
</tr>
<tr>
<td>3.</td>
<td>Speaking</td>
<td>Narrative: Short Story</td>
<td>Love story</td>
</tr>
<tr>
<td>4.</td>
<td>Writing</td>
<td>Narrative: Legend</td>
<td>Indonesian Legend</td>
</tr>
</tbody>
</table>

E. Learning Activities

In this part, the design of learning activities to develop students’ ability to use past tenses is discussed. In order to design the learning activities to develop students’ ability to use past tenses, the researcher gathered some information about learning activities which students liked in the classroom. The researcher distributed questionnaire to the students. They chose the options and gave opinions about activities that they wanted in class. The data can be seen in Table 4.14.

Table 4.14 Learning Activities Which Students Like Most

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning activities which students like most</td>
<td>a. Discussion</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td></td>
<td>b. Lecturing</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>c. Game</td>
<td>22</td>
<td>78.5%</td>
</tr>
</tbody>
</table>
From the data, it can be seen that learning activity which students liked was game. That data was also similar to the data from interview with the English teacher. Teacher said that learning activities which students liked were games. Meanwhile, teacher said that the teacher was lack of games to teach the students. In addition, learning activity which students did not like was writing. Teacher said that the method to teach writing was monotonous.

Related to the learning activities to learn tenses, teacher also said that the existing learning activities were drilling and analyzing the sentences from the text. Teacher gave examples of sentences, and then asked to the students the tenses of those sentences. It was also related to the result of the questionnaire, not all the students gave answer that learning activities to learn tenses in class were various. Some of them answered that the learning activities to learn tenses were monotonous. There were also students who gave additional opinion that learning activities to learn tenses were both various and monotonous. The data can be seen in Table 4.15.

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Others:</td>
<td>- More exercise</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>- Game and exercise</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>- Both teacher and students were active</td>
<td>1</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
Table 4.15 Existing Learning Activities in Classroom

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Existing learning activities to learn tenses in classroom</td>
<td>a. Various</td>
<td>13</td>
<td>46.4%</td>
</tr>
<tr>
<td></td>
<td>b. Monotonous</td>
<td>13</td>
<td>46.4%</td>
</tr>
<tr>
<td></td>
<td>c. Various and monotonous</td>
<td>2</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

Based on the data from the questionnaire and the interview, the researcher would design learning activities to develop students’ ability to use past tenses in speaking and writing skills which were different from the existing learning activities in class. The researcher also included games in the design of learning activities to develop students’ to use past tenses. The learning activities here were based on the goals and general purposes. Since past tense was one of language features of recount and narrative text, so the designed learning activities to learn past tenses were used as supporting activities to learn recount and narrative text.

In addition, the designed learning activities were also used to support speaking and writing classes. In order to make the learning activities of speaking and writing classes well structured in each meeting, the researcher gave examples of learning activities in speaking and writing classes and divided the learning activities into three major sections, such as, pre-activities, whilst activities, and post activities. Here, the detailed explanation of the learning activities in speaking and writing classes in which the topics were recount and narrative.
1. Pre-activities

Pre-activity aimed to prepare and encourage the learners to be involved in the main activity called whilst activity. In this study, pre-activity was also used as warm-up for the learners that would help and motivate the learners to be active in class.

In pre-activity, the researcher applied showing pictures activity. The researcher provided some pictures in order to introduce the topic and the goals which should be achieved by the students. Pre-activities in speaking and writing classes were similar. The purpose was also similar, it was for introducing the topics and the goals and motivating the students to study.

2. Whilst Activities

Whilst activities were the main activities used to facilitate the students’ learning. Whilst activities needed a lot of time, therefore, various learning activities were required to reduce students’ boredom.

In this study, whilst activities for speaking class were little bit different from whilst activities for writing class. There were various learning activities applied in both of them. For speaking class, the researcher conducted listening to a story, analyzing story, learning tenses, speaking practice, and evaluation. Meanwhile, for writing class, the researcher applied reading story, analyzing story, leaning tenses, writing draft and writing practice, and evaluation.

For speaking class, the researcher applied listening to a story in order to help students understand recount and narrative. The researcher gave examples of
stories. After listening to a story, the students moved to analyzing story. In this activity, the students analyzed the generic structures and the tenses used in the stories.

Learning tenses was also needed in order to help students have deep understanding of tenses. In this part, the designed learning activities were applied. For speaking class which the topic was recount, the design aimed to help students understand simple past tense. Meanwhile, for speaking class which the topic was narrative, the design aimed to help students understand past progressive tense.

Speaking practice was important learning activity in speaking class. Speaking practice aimed to give chance to students to perform or speak in front of the class. Related to recount theory, students had to tell their experiences, share their horrible experiences with their friends. Meanwhile, for narrative, the students had to tell short story, for example, love story.

Giving evaluation was also an important activity. This activity aimed to get some feedback from their friends. Knowing the mistakes and obtaining suggestion from friends were required in order to improve students’ speaking ability in English.

For writing class, the researcher applied reading story in order to help students understand recount and narrative texts. The researcher provided reading text as the materials. Next, the reading texts were analyzed in analyzing activity. The students determined the generic structure of the story.

Learning tenses should be conducted in writing class, especially in learning recount and narrative. This activity could help students understand past
tenses. In this part, the designed learning activities were applied. For writing class
which the topic was recount, the researcher created design of learning activity to
develop students’ ability to use simple past tense, while for writing class which
the topic was narrative, the researcher created design of learning activity to help
students understand past perfect.

In writing class, writing story draft and writing practice were important.
Writing story draft would be useful for the students to arrange or organize their
ideas before writing. In writing practice, the students wrote stories based on the
draft and they had to make good writing. The tenses used should be correctly.

Giving evaluation was also important activity to evaluate the students’
writing. Exchanging student’s work to their friends could be one of ways to check
the grammar mistakes of their writing. Feedback from their friends could help
students to know their mistakes.

3. Post-activities

Post-activity was conducted before the class ended. It was in the form of
concluding the materials that had been learnt. Post-activity was also for checking
whether the students achieved the objectives or not. Post-activity in speaking class
was similar to post-activity in writing class.

Here, the examples of learning activities for speaking and writing classes
in which the topics were recount and narrative are presented.
Table 4.16 The Example of Learning Activities for Speaking Class in which the Topics were Recount and Narrative

<table>
<thead>
<tr>
<th>Items</th>
<th>Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>Showing Pictures</td>
<td>This activity was used to introduce the topic and motivate students to study.</td>
</tr>
<tr>
<td>Whilst</td>
<td>Listening to a story</td>
<td>This activity helped students understand recount and narrative through the examples of stories.</td>
</tr>
<tr>
<td>Activities</td>
<td>Analyzing the story</td>
<td>This activity helped students understand the generic structure of the story and tenses used in the story.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning tenses</strong></td>
<td><strong>This activity helped students have deep understanding of tenses. In this part, the design was applied.</strong></td>
</tr>
<tr>
<td></td>
<td>Speaking Practice</td>
<td>This activity was to give chance to students to perform or speak in front of the class.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>This activity was to give opinion or suggestion of the students’ performance.</td>
</tr>
<tr>
<td>Post-activity</td>
<td>Conclusion</td>
<td>This activity aimed to conclude the materials which have been learnt.</td>
</tr>
</tbody>
</table>
Table 4.17 The Example of Learning Activities for Writing Class in which the Topics were Recount and Narrative

<table>
<thead>
<tr>
<th>Items</th>
<th>Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activities</td>
<td>Showing Pictures</td>
<td>This activity was used to introduce the topic and motivate students to study.</td>
</tr>
<tr>
<td></td>
<td>Reading story</td>
<td>This activity helped students understand recount and narrative text through the examples of stories.</td>
</tr>
<tr>
<td></td>
<td>Analyzing the story</td>
<td>This activity helped students understand the generic structure of the story in the story.</td>
</tr>
<tr>
<td>Whilst activities</td>
<td>Learning tenses</td>
<td>This activity helped students have deep understanding of tenses. In this part, the design was applied.</td>
</tr>
<tr>
<td></td>
<td>Writing story draft</td>
<td>This activity aimed to help students organize their ideas.</td>
</tr>
<tr>
<td></td>
<td>Writing practice</td>
<td>This activity was used to practice writing. The students wrote stories based on the writing draft.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>This activity aimed to give opinion or suggestion on the students’ writing.</td>
</tr>
<tr>
<td>Post-activities</td>
<td>Conclusion</td>
<td>This activity aimed to conclude the materials which have been learnt.</td>
</tr>
</tbody>
</table>

Learning tenses of whilst activities is an important part to apply the designed learning activities. There were four learning activities which had been designed. To make the design of learning activities to develop students’ ability to use past tenses clear, the researcher organized them into four parts.
a. Learning Simple Past Tense in Learning Recount for Speaking Class

In speaking class which the topic was recount, the design aimed to help students understand simple past tense. In this design, the teaching technique was guessing game. The designed learning activity was based on theories of Direct Method (DM), Total Physical Response (TPR) which had been stated in Chapter 2. Related to the theories of DM and TPR, the researcher included pantomime and movements (physical activity) in the designed learning activity. It aimed to help students understand simple past tense through movements or physical activity. After that, the students had to guess the movements which the volunteer did and they practiced to make sentences in simple past tense form orally. The material used to support the designed learning activity was cards. The cards consisted of verbs, adjectives, and adverb of time which were used to help the students guess and make the sentences.

b. Learning Simple Past Tense in Learning Recount for Writing Class

For writing class which the topic was recount, the researcher created design of learning activity to develop students’ ability to use simple past tense. The teaching technique of the designed learning activity was learning tense through pictures. Therefore, the material used to support the designed learning activity was pictures. The pictures helped the students know the verbs which would be used to make sentences. The designed learning activity was based on theory of Total Physical Response (TPR). The researcher also included movements or physical activity in the designed learning activity. In this designed
learning activity, the students had to imitate some movements from the volunteer in which the movements were based on the pictures, and then students make sentences orally. After that, they discussed together the tense of those sentences.

c. Learning Past Progressive Tense in Learning Narrative for Speaking Class

For speaking class which the topic was narrative, the design aimed to help students understand past progressive tense. In this design, the teaching technique was learning tense through a song. The designed learning activity was based on the theory of Audiolingual Method (ALM) stated in Chapter 2. In this design, the researcher chose one of drills namely inflection. According to Brooks (1964) as quoted by Richards and Rogers (2001), inflection means one word in an utterance appears in another form when repeated. Based on that theory, the researcher designed the learning activity by using a song. The researcher included inflection drill in the lyrics of the song. The lyrics of the song would help students understand past progressive tense.

d. Learning Past Perfect Tense in Learning Narrative for Writing Class

For writing class which the topic was narrative, the researcher applied theory of Cooperative Language Learning (CLL) as stated in Chapter 2. The design aimed to help students understand past perfect. The researcher included Jigsaw learning activity in the designed learning activity. In this design, the students were required to work with their friends in groups. They were expected
to find the meaning and the function of past perfect in groups. In addition, the students also could differentiate simple past tense, past progressive, and past perfect.

F. Feedback from the Product Validation

After finishing the design, the researcher checked the design whether the design was good or not. The researcher conducted product validation through preliminary field testing in order to evaluate the design. The evaluation from preliminary field testing was used as a guidance to revise the design.

In order to evaluate the design, the researcher distributed questionnaires to some experts. The researcher chose three respondents who were considered as experts in English language teaching. There were two PBI lecturers and one of English teachers of SMA N 1 Kasihan. Lecturers and teacher were considered as the right respondents because they got experiences in designing learning activities and other learning materials. The description on the respondents is presented in Table 4.18.

Table 4.18 Description on the Preliminary Field Testing Respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>S1</td>
</tr>
<tr>
<td>1.</td>
<td>Lecturer A</td>
<td>√</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer B</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher</td>
<td>-</td>
<td>√</td>
<td>-</td>
</tr>
</tbody>
</table>
The researcher had distributed the questionnaires for three weeks in November 2010. Distributing Questionnaires was done in two different places. Distributing questionnaires to lecturers was done in Campus 1 of Sanata Dharma University, whereas distributing questionnaire to the teacher was done in SMA N 1 Kasihan Bantul Yogyakarta. The results of the questionnaires are discussed in the following paragraphs.

There were several questions in the questionnaires. Those were grouped into some parts to find answers related to the objective, learning activities, materials, method and technique, and also the strengths and weaknesses of the design. The questions of the questionnaires were in the form of open questions.

Talking about the objectives of the design, the respondents agreed that the designed learning activities met the students’ need and matched the learning objectives. The learning activities made the students active in learning a tense.

According to all respondents, the method and technique which were applied suited the design. Direct Method (DM) combined with Total Physical Response (TPR) in the first design helped the students learn a tense. The movements were helpful to help students remember a tense. TPR in the second design was also appropriate for helping the students in learning a tense. It was similar to the first design in which movements were helpful to help students remember the tense. Audilingual Method (ALM) had been reflected in the third design. Drilling helped students study, especially for English language. In addition, the lyrics of the song could be used to replace drilling for the students to imitate the pattern. Cooperative Language Learning (CLL) in the fourth design
also helped the students learn a tense. Working together with other classmates could enhance communication in English.

In addition, the respondents agreed that the methods and techniques were able to help students develop their ability to use tenses. The methods and techniques were various and communicative enough. Because of those methods and the techniques, students did not only listen to the teacher’s explanation, but also they were required to be more active to learn a tense. The methods and techniques were also good enough for tenth grade students. On the other hand, one of the respondents suggested that the methods and the techniques should be the most current methods, and the methods and techniques used should be one or two methods. However, the researcher disagreed with those suggestions. Using more than one methods could make the activities more various.

Talking about the designed learning activities, the respondents agreed that the designed learning activities had been varied. However, one of the respondents suggested that the first design and second design should be different, not all used movements. In this case, the researcher disagreed with that suggestion, because in the first and second designs the researcher emphasized that movement as part of the activities in those designs. Learning a tense through movement would help the students understand the tense. In addition, two of the respondents agreed that the procedures were clear enough for the teacher to be applied in the class. The procedures were also simple and easy to follow. However, another respondent gave opinion that not all the procedures were clear enough. There should be added some instructions for each activity.
According to all the respondents, the enclosed materials had facilitated the designed learning activities. The pictures and big letters help the students learn the materials. The materials were also applicable to other schools. Beside those were applicable, the vocabularies were easy to understand. One of the respondents suggested that the text or the material in the fourth design should be simplified because the text was too long and it also took plenty of time to read and analyze the text. To summarize the data obtained from the questionnaires, the strengths and the weaknesses of the design are presented in Table 4.19.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The design was simple, and easy to follow.</td>
<td>1. The design application took plenty of time in order to make students understand and use the tense in oral and written forms.</td>
</tr>
<tr>
<td>2. The designed learning activities were helpful enough for the students to understand a tense and the students could be more communicative.</td>
<td>2. The learning principles were not explicitly stated.</td>
</tr>
<tr>
<td>3. The design required the students to be more active to understand a tense.</td>
<td>3. The instructions for each activity were not clear.</td>
</tr>
<tr>
<td>4. The activities were various enough.</td>
<td>4. The exercise to use the tense in each design was not complete.</td>
</tr>
<tr>
<td>5. The design did not use traditional method.</td>
<td></td>
</tr>
<tr>
<td>6. The design is usable for other communities.</td>
<td></td>
</tr>
</tbody>
</table>
G. Product Revision

The data obtained from the questionnaires was important to evaluate the design. The feedback from the respondents was used to revise the design. Based on the obtained data, the revisions for the design are presented in Table 4.20.

Table 4.20 Revision of the Design

<table>
<thead>
<tr>
<th>Designed Learning Activity</th>
<th>First Design</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The learning principles were not explicitly stated.</td>
<td>✓ Make an overview of the designed learning activities.</td>
</tr>
</tbody>
</table>
| 1                          | • There were unclear instructions.  
                            | • The design was only used to learn verbal sentences. | ✓ Make the instruction more detailed.  
                            |                                                   | ✓ Add some adjectives to learn nominal sentences. |
| 2                          | • There were unclear instructions.  
                            | • There was no exercise to use the tense. | ✓ Make the instruction more detailed.  
                            |                                                   | ✓ Add instruction to do the exercise to use the tense. |
| 3                          | • There was no practice or exercise to use the tense. | ✓ Add instruction to do the exercise to use the tense. |
| 4                          | • The text was too long.  
                            | • There was no exercise to use the tense. | ✓ Simplify the text.  
                            |                                                   | ✓ Add instruction to do the exercise to use the tense. |
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion drawn from the findings and data analysis discussed in Chapter IV. This chapter also proposes some suggestions for English teachers and other researchers who would like to use and develop this design.

A. Conclusions

This study was conducted to answer the research question: what the design of learning activities to develop students’ ability to use past tenses in speaking and writing skills for tenth grade students of SMA 1 Kasihan is. To answer that question, the researcher conducted Educational Research and Development proposed by Borg and Gall. The researcher also applied some theories to support in designing the product. There were theories of instructional design proposed by Kemp, Tense, Learning Activity, Speaking Skill, Writing Skill, Direct Method (DM), Total Physical Response (TPR), Audioligual Method (ALM), and Cooperative Language Learning (CLL). The theories were used as the information in designing the product. In the end of the study, the conclusion is elaborated.

In this study, the design had seven important components. First, the design included learners’ characteristics as the information to fulfill the learners’ need. Second, the design stated the competence standard, basic competence, topics. Third, the design stated the objectives of the design. Fourth, the design had list of
subject contents used to facilitate students learning in the classroom. Fifth, the design stated the process in developing learning activities to learn tense. Sixth, the design had been evaluated and validated by some experts, two PBI lecturers of Sanata Dharma University and an English teacher of SMA N 1 Kasihan. Seventh, the design had product revision in which the researcher revised the product based on the product validation from the lecturers and the teacher.

B. Suggestions

In this part, the researcher would like to give suggestions to those who like to use and develop this learning activities design to learn tenses. The followings are the suggestions.

1. For the teachers
a. Teacher may use additional materials, such as, pictures and other reading texts to be applied in the designed learning activities in order to help students understand a tense.

b. Teacher may add other activities to make the students more active and communicative in learning a tense.

c. Teacher should pay attention on the time allocation in applying the design.

2. For other researchers
a. Other researchers may conduct a research to measure whether the designs of learning activities are effective or not when they are implemented to the learners.
b. Other researchers may develop the design into a new design by applying other methods or techniques in order to increase students’ understanding on other tenses.
REFERENCES


APPENDIX 1

SURAT PERMOHONAN IJIN PENELITIAN

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352,
Fax. (0274) 562383

Nomor: 049/Pnl/Kajur/JPBS/IV/2010
Hal: Permohonan Ijin Penelitian

Kepada:
Yth. 

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama: Kristina Dwi Oktavia
No. Mahasiswa: 061214027
Program Studi: Pendidikan Bahasa Inggris (PBI)
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: VIII (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:
Lokasi: SMA N 1 KASIHAN
Waktu: April - Desember
Topik/Judul: Designing Learning Activities to Develop Students' Ability in Using Tenses for Ten Grade Students of SMA N 1 Kasihan

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 16 April 2010

[Signature]
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan Yth:
1. 
2. Dekan FKIP
APPENDIX 2

SURAT KETERANGAN
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 1 KASIHAN
Jalan Bugisan Selatan Yogyakarta Pos Kasihan 55181

SURAT KETERANGAN
Nomor : 422/ 008

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kasihan Bantul Propinsi Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : KRISTINA DWI OKTAVIA
NIM : 061214027
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FKIP
Universitas : Universitas Sanata Dharma Yogyakarta

Benar-benar telah melaksanakan penelitian di SMA Negeri 1 Kasihan pada tanggal 27 Mei sampai dengan 27 Agustus 2010, dengan judul penelitian : “DESIGNING LEARNING ACTIVITIES TO DEVELOP STUDENTS’ ABILITY TO USE PAST TENSES IN SPEAKING AND WRITING SKILLS FOR TENTH GRADE STUDENTS OF SMA N 1 KASIHAN”

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Bantul, 06 Januari 2011

Kepala Sekolah

Drs. H. SUHARJA, M.Pd.
NIP. 19550510 198103 1 011
APPENDIX 3

LIST OF QUESTIONS FOR NEED ANALYSIS INTERVIEW
Need Analysis Interview

List of questions
1. Bagaimanakah gambaran karakteristik umum para siswa ini bila dipandang dari segi prestasi akademik di sekolah (terutama B. Inggris) atau bagaimana tingkat inteligensinya?
2. Bagaimana keaktifan mereka selama di kelas? Apakah mereka antusias dan termotivasi untuk mengikuti pelajaran bahasa Inggris?
3. Bagaimanakah kemampuan siswa khususnya dalam penggunaan tenses?
4. Menurut anda, kesulitan apakah yang dimiliki oleh siswa dalam ketrampilan berbahasa Inggris, khususnya dalam penggunaan tenses yang berhubungan dengan 4 English skills?
5. Kegiatan pembelajaran seperti apakah yang selama ini telah diterapkan selama ini?
6. Aktivitas pembelajaran yang seperti apa yang paling digemari oleh para siswa?
7. Aktivitas pembelajaran yang seperti apakah yang paling tidak digemari oleh para siswa?
8. Materi pembelajaran apa saja yang digunakan untuk memfasilitasi kegiatan pembelajaran ini?
9. Sumber apa saja yang digunakan untuk mendapatkan dan menyediakan materi-materi pembelajaran?
10. Metode dan strategi apa yang digunakan dalam pembelajaran tenses selama ini?(deduktif/induktif)
11. Dengan metode dan strategi apa para siswa menjadi sangat terlibat aktif dalam kegiatan pembelajaran?
12. Media pembelajaran apa saja yang selama ini digunakan untuk memfasilitasi kegiatan pembelajaran ini?
13. Apa saran anda untuk penyusunan dan pengembangan Learning Activities bagi para siswa di SMA N Kasihan ini untuk meningkatkan kemampuan dalam berbahasa Inggris?
APPENDIX 4
RESULT OF NEED ANALYSIS
INTERVIEW
Result of Need Analysis Interview

Date of interview : August 3, 2010.
Respondent : English teacher of SMA N 1 Kasihan

1. Level intelligence: Level of students’ intelligence was fair. Cognitively, students’ scores are good enough, they can do the task. But for the practice speaking and writing, they were not good, especially the tenses they use.

2. Motivation and enthusiasm: The students’ moods are easy to change. It depends on the materials. If the students like the materials, they will be active. It also depends on how the teacher makes the students active.

3. Students’ tenses ability: the students lack of tenses understanding. Their ability to use tenses is not good enough.

4. Students’ difficulty related to four language skills: vocabulary is the problem. The tenses students use in speaking and writing are not in good order.

5. The existing learning activities to teach tenses: teacher gives text to students. Then, teacher takes the two sentences, for example active and passive sentences. Teacher asks students to analyze and understand the meaning of those two sentences.

6. Activity which students like: the activity which students like is games. But, the teacher is lack of games.

7. Activity which students do not like: Students do not like writing. They are lazy to write. In addition, the teacher’s method to teach writing is monotonous.

8. The materials to facilitate the learning process: the materials are from the book BSE. For learning structure, the materials are from the book, written by Betty Azar.

9. The sources to provide the materials: the materials are taken from the book, BSE, newspaper, magazine and internet.

10. Method used to learn tenses: inductive (giving examples of sentences based on the theme)
11. Method used to make the students active in learning tenses is drill.
12. Media used to teach: the teacher seldom uses media.
13. Suggestion for design learning activities to develop students’ ability in using tenses: teacher is not allowed to teach tenses in detail, but teaching tenses is in a glance. But, the teacher needs learning activity to help the students increase students’ understanding in using tenses.
APPENDIX 5

QUESTIONNAIRE FOR NEED ANALYSIS
Kuisiner

Nama : 
Jenis kelamin : L / P
Umur :

Berilah tanda silang (X) pada pilihan yang mewakili pendapat mu terhadap suatu pernyataan dan tulislah pendapat atau saranmu pada tempat yang tersedia.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………
   b. Kalau menjawab “Tidak” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………
   b. Kalau menjawab “Tidak” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………

8. Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
   a. Sudah
   b. Belum

9. Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………
   b. Kalau menjawab “Tidak” sebutkan alasannya.
      …………………………………………………………………………………
      …………………………………………………………………………………

10. Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continuous, present perfect, dll) di kelas?
    a. Bervariasi
    b. Monoton
11. Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
   a. Diskusi
   b. Lecturing (guru aktif, murid pasif)
   c. Game
   d. Lain-lain, sebutkan!
      …………………………………………………………………………………
      …………………………………………………………………………………

12. Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
   a. My experience in Junior High School (pengalamanku di SMP)
   b. My unforgettable experience (Pengalamanku yang tak terlupakan)
   c. My childhood experience (Pengalamanku semasa kecil)
   d. How to make a cup of tea (Bagaimana membuat secangkir teh)
   e. How to make an omelet (Bagaimana membuat omelet)
   f. Legend (legenda)
   g. Myth (mitos)
   h. Fable (fabel)
   i. Short story (cerita pendek)
   j. (lainnya) ……………………………..

_Terima Kasih_
APPENDIX 6

SAMPLE OF QUESTIONNAIRE
Kuisioner

Jenis kelamin : L ( ) P ( )

Berilah tanda silang (X) pada pilihan yang mewakili pendapatmu terhadap suatu pernyataan dan melilah pendapat atau saranmu pada tempat yang tersedia.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      ... kalau soal, gak bisa, nyebelin, kaku mat... ya, aksen diomongin...
   b. Kalau menjawab “Tidak” sebutkan alasannya.

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      ... yang 2aing, 3aiva... vocab, sedikit, kadang lupa penulisannya...
      ... tense, masih bingung...
   b. Kalau menjawab “Tidak” sebutkan alasannya.


8. Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
   a. Sudah
   [ ] Belum

9. Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
   [ ] Kalau menjawab "Ya" sebutkan alasannya.
   [ ] Kalau menjawab "Tidak" sebutkan alasannya.

10. Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continuous, present perfect, dll) di kelas?
   a. Bervariasi
   [ ] selengah - selengah
   b. Monoton

11. Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
   a. Diskusi
   b. Lectureing (guru aktif, murid pasif)
   c. Game
   d. Lain-lain, sebutkan!

12. Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
   a. My experience in Junior High School (pengalamanku di SMP)
   b. My unforgettable experience (Pengalamanku yang tak terlupakan)
   c. My childhood experience (Pengalamanku semasa kecil)
   d. How to make a cup of tea (Bagaimana membuat secangkir teh)
   e. How to make an omelet (Bagaimana membuat omelet)
   f. Legend (legenda)
   g. Myth (mitos)
   h. Fable (fabel)
   i. Short story (cerita pendek)
   j. (lainnya)

_Terima Kasih_
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Kuisioner

Nama: 
Umur: 
Jenis kelamin: L / P

Berilah tanda silang (X) pada pilihan yang mewakili pendapatmu terhadap suatu pernyataan dan tulislah pendapat atau sarannya pada tempat yang tersedia:

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
   b. Kalau menjawab “Tidak” sebutkan alasannya.

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
   b. Kalau menjawab “Tidak” sebutkan alasannya.
8. Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
   a. Sudah
   X. Belum

9. Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      
      "Karena... masih belum paham struktur kalimatnya."
      
   b. Kalau menjawab “Tidak” sebutkan alasannya
      
10. Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continuous, present perfect, dll) di kelas?
    a. Bervariasi
    X. Monoton

11. Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
    a. Diskusi
    b. Lecturing (guru aktif, murid pasif)
    X. Game
    d. Lain-lain, sebutkan!

12. Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
    a. My experience in Junior High School (pengalamanku di SMP)
    ❍. My unforgettable experience (Pengalamanku yang tak terlupakan)
    c. My childhood experience (Pengalamanku semasa kecil)
    d. How to make a cup of tea (Bagaimana membuat secangkir teh)
    e. How to make an omelet (Bagaimana membuat omelet)
    ❍. Legend (legenda)
    g. Myth (mitos)
    h. Fable (fabel)
    ❍. Short story (cerita pendek)
    i. (lainnya) ........................................

_terima kasih_
Kuisiner

Nama : 
Umur : 
Jenis kelamin : L/P

Berilah tanda silang (X) pada pilihan yang mewakili pendapatmu terhadap suatu pernyataan dan masalah pendapat atau saranmu pada tempat yang tersedia.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      Kadang-kadang saya merasa kesulitan karena kurang memahami bahasa dengan keatahuan.
   b. Kalau menjawab “Tidak” sebutkan alasannya.

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      Kadang-kadang karena tidak menguasai peraturan kata, kalimat, atau menggunakan vocab/tenses
   b. Kalau menjawab “Tidak” sebutkan alasannya.
1. Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
   a. Sudah
   x. Belum

2. Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      _Saya kurang bahasa dan masih merasa bingung_
   b. Kalau menjawab “Tidak” sebutkan alasannya.

3. Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continous, present perfect, dll) di kelas?
   x. Bervariasi
   b. Monoton

4. Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
   a. Diskusi
   b. Lecturing (guru aktif, murid pasif)
   x. Game
   d. Lain-lain, sebutkan!

5. Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
   a. My experience in Junior High School (pengalamanku di SMP)
   x. My unforgettable experience (Pengalamanku yang tak terlupakan)
   x. My childhood experience (Pengalamanku semasa kecil)
   d. How to make a cup of tea (Bagaimana membuat secangkir teh)
   e. How to make an omelet (Bagaimana membuat omelet)
   f. Legend (legenda)
   g. Myth (mitos)
   h. Fable (fabel)
   i. Short story (cerita pendek)
   x. (lainnya) love story

_Terima Kasih_
Kuisiner

Nama :
Umur :

Jenis kelamin : L / P

Berilah tanda silang (X) pada pilihan yang mewakili pendapatmu terhadap suatu pernyataan dan tindakan pendapat atau saranmu pada tempat yang tersedia.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Ya
      - Kalau menjawab "Ya" sebutkan alasannya.
      - Kalau menjawab "Tidak" sebutkan alasannya.

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Ya
      - Kalau menjawab "Ya" sebutkan alasannya.
      - Kalau menjawab "Tidak" sebutkan alasannya.
1. Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
   a. Sudah
   b. Belum

2. Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
   a. Kalau menjawab “Ya” sebutkan alasannya.
   b. Kalau menjawab “Tidak” sebutkan alasan.

3. Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continuous, present perfect, dll) di kelas?
   a. Bervariasi
   b. Monoton

4. Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
   a. Diskusi
   b. Lecturing (guru aktif, murid pasif)
   c. Game
   d. Lain-lain, sebutkan!

5. Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
   a. My experience in Junior High School (pengalaman di SMP)
   b. My unforgettable experience (Pengalaman yang tak terlupakan)
   c. My childhood experience (Pengalaman semasa kecil)
   d. How to make a cup of tea (Bagaimana membuat secangkir teh)
   e. How to make an omelet (Bagaimana membuat omelet)
   f. Legend (legenda)
   g. Myth (mitos)
   h. Fable (fabel)
   i. Short story (cerita pendek)
   j. Lainnya

6. Terima Kasih
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Kuisiner

Nama: 

Jenis kelamin : ♂ / ♀

Berilah tanda silang (X) pada pilihan yang mewakili pendapatmu terhadap suatu pernyataan dan nilai pendapat atau saranmu pada tempat yang tersedia.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Menurutmu bagaimana pelajaran bahasa Inggris selama ini?
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Menurutmu bagaimana pembelajaran bahasa Inggris yang kamu terima selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Membosankan

4. Menurut pendapatmu, apakah kamu termasuk siswa yang aktif atau siswa yang pasif?
   a. Aktif
   b. Pasif

5. Apakah kamu termotivasi untuk mengikuti pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah kamu mengalami kesulitan berbicara dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      karena saya kurang menguasai vocab dan grammar.
   b. Kalau menjawab “Tidak” sebutkan alasannya.

7. Apakah kamu mengalami kesulitan menulis dalam bahasa Inggris?
   a. Kalau menjawab “Ya” sebutkan alasannya.
      karena saya kurang menguasai assunsi kalimat.
   b. Kalau menjawab “Tidak” sebutkan alasannya.
Apakah kamu sudah paham dengan Tenses (Simple Present tense, Present Continuous tense, Simple Past tense, dll)?
- Sudah
- Belum

Apakah kamu mengalami kesulitan dalam belajar bahasa Inggris, khususnya tenses (Simple Present tense, simple past tense, dll)?
- Kalau menjawab "Ya" sebutkan alasannya.
- Kalau menjawab "Tidak" sebutkan alasannya.

Bagaimana pendapatmu tentang kegiatan-kegiatan pembelajaran tenses (Simple Present tense, simple past tense, present continuous, present perfect, dll) di kelas?
- Bervariasi
- Monoton

Menurutmu bagaimanakah kegiatan belajar Bahasa Inggris yang menarik?
- Diskusi
- Lecturing (guru aktif, murid pasif)
- Game
- Lain-lain, sebutkan!

Pilihlah 3 topik yang menurutmu menarik untuk dipelajari!
- My experience in Junior High School (pengalamanku di SMP)
- My unforgettable experience (Pengalamanku yang tak terlupakan)
- My childhood experience (Pengalamanku semasa kecil)
- How to make a cup of tea (Bagaimana membuat secangkir teh)
- How to make an omelet (Bagaimana membuat omelet)
- Legend (legenda)
- Myth (mitos)
- Fable (fabel)
- Short story (cerita pendek)
(lainnya) ........................................

_Terima Kasih_
APPENDIX 7

QUESTIONNAIRE FOR DESIGN VALIDATION
QUESTIONNAIRE FOR THE TEACHER AND LECTURERS

Name: _________________________

List of the questions

Objectives
1. Have the designed learning activities been appropriate with students’ need? Please give your opinion.

………………………………………………………………………………………
………………………………………………………………………………………

2. Have the designed learning activities matched the learning objectives. What is your opinion?

………………………………………………………………………………………
………………………………………………………………………………………

Method and technique
1. Have Total Physical Response (TPR) and Direct Method (DM) been reflected in the first design? What is your opinion?

………………………………………………………………………………………
………………………………………………………………………………………

2. Have Total Physical Response (TPR) been reflected in the second design? What is your opinion?

………………………………………………………………………………………
………………………………………………………………………………………

3. Have Audiolingual Method (ALM) been reflected in the third design? What is your opinion?

………………………………………………………………………………………
………………………………………………………………………………………

4. Have Cooperative Language Learning (CLL), especially Jigsaw been reflected in the fourth design? What is your opinion?

………………………………………………………………………………………
………………………………………………………………………………………

5. Are the method and techniques used able to help the students develop their ability to use tenses? What do you think?

………………………………………………………………………………………
………………………………………………………………………………………

6. What are your criticisms and suggestions of the methods and techniques applied?

………………………………………………………………………………………
………………………………………………………………………………………

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Learning Activities
1. Have the learning activities been varied? What is your opinion?


2. Are the procedures of the design clear enough? What is your opinion?

Materials
1. Have the enclosed materials facilitated the learning activities? What do you think?

2. Are the materials being used accessible to school or other community? What do you think?

3. What do you think about the vocabulary? Is it easy to understand by the students?

Opinion on the design
- What are the strengths of the designed learning activities?

- What are the weaknesses of the designed learning activities?

- What are your criticisms and suggestions of the designed learning activities?
APPENDIX 8

SAMPLE OF QUESTIONNAIRE
QUESTIONNAIRE FOR THE TEACHER AND LECTURERS

Name: 

List of the questions

Objectives
1. Have the designed learning activities been appropriate with students’ need? Please give your opinion.
   Yes, it makes students be active in learning a tense. 

2. Have the designed learning activities matched the learning objectives. What is your opinion?
   Two of them haven't shown the exercise. 

Method and technique
1. Have Total Physical Response (TPR) and Direct Method (DM) been reflected in the first design? What is your opinion?
   Yes. 

2. Have Total Physical Response (TPR) been reflected in the second design? What is your opinion?
   Yes. 

3. Have Audiolingual Method (ALM) been reflected in the third design? What is your opinion?
   Yes. 

4. Have Cooperative Language Learning (CLL), especially Jigsaw been reflected in the fourth design? What is your opinion?
   Yes. 

5. Are the method and techniques used able to help the students develop their ability to use tenses? What do you think?
   Yes, the methods and techniques used help students develop their ability to use tense and the students are required to be more active, so 

6. What are your criticisms and suggestions of the methods and techniques applied?
   Methods and techniques should be more various.
Learning Activities
1. Have the learning activities been varied? What is your opinion?
   Yes

2. Are the procedures of the design clear enough? What is your opinion?
   Yes

Materials
1. Have the enclosed materials facilitated the learning activities? What do you think?
   Yes, the text should be simplified

2. Are the materials being used accessible to school or other community? What do you think?
   Yes

3. What do you think about the vocabulary? Is it easy to understand by the students?
   Yes

Opinion on the design
- What are the strengths of the designed learning activities?
  The activity is varied enough it helps students understand a topic and make students active and communitative in learning a topic.
- What are the weaknesses of the designed learning activities?
  It lacks plenty of time to make students understand a topic and apply the topic in speaking and writing
- What are your criticisms and suggestions of the designed learning activities?
  The text in design four should be simplified
QUESTIONNAIRE FOR THE LECTURERS

Name: ____________________________

List of the questions

Objectives
1. Have the designed learning activities matched the learning objectives? What is your opinion?
   Yes: ______________________________________________________
   Remember: __________________________________________________

Method and technique
1. Have Total Physical Response (TPR) and Direct Method (DM) been reflected in the first design? What is your opinion?
   Yes: ______________________________________________________

2. Have Total Physical Response (TPR) been reflected in the second design? What is your opinion?
   Yes: ______________________________________________________

3. Have Audiolingual Method (ALM) been reflected in the third design? What is your opinion?
   Yes: Drilling helps to learn, study... especially for English language.

4. Have Cooperative Language Learning (CLL), especially Jigsaw been reflected in the fourth design? What is your opinion?
   Yes: Working together with other classmates can enhance communication in English.

5. Are the method and techniques used able to help the students develop their ability to use tenses? What do you think?
   Yes: ______________________________________________________

6. What are your criticisms and suggestions of the methods and techniques applied? It's good enough for the level given.
   ____________________________________________________________
Learning Activities
1. Have the designed learning activities been varied? What is your opinion?
   Yes, they have.

2. Are the procedures of the design clear enough? What is your opinion?
   Not all of them are clear enough. Make sure that it’s clear who does what.

Materials
1. Have the enclosed materials facilitated the designed learning activities? What do you think?
   Yes.

2. Are the materials being used accessible to school or other community? What do you think?
   Yes.

3. What do you think about the vocabulary? Is it easy to understand by the students?
   Yes.

Opinion on the design
- What are the strengths of the designed learning activities?
  It is... useful... for other... communities.

- What are the weaknesses of the designed learning activities?
  Instructions... for each... activity... are not clear.

- What are your criticisms and suggestions of the designed learning activities?
  Give... instructions... for each... activity...
QUESTIONNAIRE FOR THE LECTURES

Name: 

List of the questions

Objectives

1. Have the designed learning activities been appropriate with students' needs? Please give your opinion.
   I can't answer this: I don't know their needs.

2. Have the designed learning activities matched the learning objectives. What is your opinion?
   Which learning objectives: indicators? The 2nd unit: able to produce a short text: which activity is used?

Method and technique

1. Have Total Physical Response (TPR) and Direct Method (DM) been reflected in the first design? What is your opinion?
   We are not aware that you use TPR & DM while I read the above question.

2. Have Total Physical Response (TPR) been reflected in the second design? What is your opinion?
   (ideo) Not yet. I don't see students doing physical activity based on oral instructions. Can activity be taught using TPR effectively?

3. Have Audiolingual Method (ALM) been reflected in the third design? What is your opinion?
   No. I don't see drilling here in units. This can be used to replace drilling for the students to repeat patterns.

4. Have Cooperative Language Learning (CLL), especially Jigsaw been reflected in the fourth design? What is your opinion?

5. Is the method applicable for the learning activities? What is your opinion?

6. Are the method and techniques used able to help the students develop their ability to use tenses? What do you think?
   Free speaking activities in order to be able to use
   Tenses in speaking & writing

This is not format design activity clear enough.
7. What are your criticisms and suggestions of the methods and techniques applied?

*Use the most current approach of learning principles.*

**Learning Activities**

1. Have the learning activities been varied? What is your opinion?
   
   No...there is only one learning activity in each unit.
   
   Yes...it varied of from the 4 units.

2. Have the learning activities provided naturally for a great variety of individual and group work activities?
   
   Natural use of learning tends to be bit artificial.

3. Are the procedures of the design clear enough? What is your opinion?
   
   Clear because simple procedures steps.

**Materials**

1. Have the enclosed materials facilitated the learning activities? What do you think?
   
   The pictures & big letters help students learn the materials.

2. Are the materials being used accessible to school or other community? What do you think?
   
   Yes...they can be applied to other schools with some adaptation.

3. What do you think about the vocabulary? Is it easy to understand by the students?
   
   Yes...it is easy to understand.

**Opinion on the design**

- What are the strengths of the designed learning activities?
  
  Simple...easy to follow.

- What are the weaknesses of the designed learning activities?
  
  The use of many methods can be a problem for each procedure.

- What are your criticisms and suggestions of the designed learning activities?
  
  Develop Pre & Post activities in the procedure: use one learning principle/method (ATM & Direct M are not recommended; use CLT).
  
  The learning principles should be explicitly stated.
APPENDIX 9
THE DESIGNED LEARNING ACTIVITIES
LEARNING ACTIVITIES TO DEVELOP STUDENTS’ ABILITY TO USE PAST TENSES IN SPEAKING AND WRITING SKILLS FOR TENTH GRADE STUDENTS OF SMA 1 KASIHAN

THE CONTENTS OF THIS BOOK:

- The Overview of the Designed Learning Activities
- Syllabus
- Topics
- Learning Activities in Speaking and Writing Classes
- Lesson Plan
- The Procedure to Learn Past Tenses
- The materials
The Overview of the Designed Learning Activities

Learning tenses is an important activity which can be used to support speaking and writing classes. Since speaking and writing skills are productive skills, therefore, the students are required to be able to use good tenses while they are speaking and writing.

Meanwhile, the fact showed that some students found difficulty when they were speaking and writing. They were confused to use the tense when they were speaking and writing. The sentences which they produced were not in a good order. Therefore, the students need learning activities which can develop their ability to use tenses.

In designing learning activities, it needs some theories or principles which are used as the base to design the learning activities. In order to make the designed learning activities clear, this part will elaborate the learning principles which are used in each designed learning activity.

For the first design, the learning principles used are Direct Method (DM), and Total Physical Response (TPR). Related to the theory of DM the pantomime is a good way to support learning grammar. It encourages the students to guess and produce sentences orally based on the volunteer did. Pantomime also includes movements (physical activity). Therefore, there is also TPR theory which is included in the designed learning activity. It will help students understand simple past tense through movements or physical activity. The material used to support the designed
learning activity is cards. The cards consist of verbs and adverb of time which are used to help the students guess and make the sentences.

For the second design, the design aims to develop students’ ability to use simple past tense. The teaching technique of the designed learning activity is learning tense through pictures. Therefore, the material used to support the designed learning activity is pictures. The designed learning activity is also based on theory of Total Physical Response (TPR). There is movement or physical activity in the designed learning activity. In this designed learning activity, the students have to imitate some movements from the volunteer in which the movements were based on the pictures, and then students make sentences orally. After that, they discussed together the tense of those sentences.

For the third design, the design aims to help students understand past progressive tense. In this design, the teaching technique was learning tense through a song. The designed learning activity is based on the theory of Audiolingual Method (ALM). In this design, there is one of drills applied, namely inflection. Inflection means one word in an utterance appears in another form when repeated. Based on that theory, inflection drill is included in the lyrics of the song. The lyrics of the song will help students understand past progressive tense.

For the fourth design, the theory used is Cooperative Language Learning (CLL). The design aims to help students understand past perfect. There is Jigsaw learning activity which is included in the designed learning activity. In this design, the students are required to work with their friends in groups. They are expected to
find the meaning and the function of past perfect in groups. In addition, the students also can differentiate simple past tense, past progressive, and past perfect. The material used to support this design is a text which is about Legend of Sangkuriang.
Syllabus

School name: SMA N 1 KASIHAN
Subject: English
Grade: X
Semester: 1

Competence Standard:
Listening: To understand the meaning of transactional and interpersonal dialogues in the daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material</th>
<th>Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. To respond the meaning of both formal and informal transactional and interpersonal dialogues which use various simple spoken language accurately, fluently, and acceptably in the daily life context and involve the expressions of: introduction, meeting/parting, accepting offer and invitation,</td>
<td>- Introduction, meeting/parting Example: A: Nice to meet you! B: Nice to meet you too. - Accepting offer, invitation: Example: That sounds a nice idea. With pleasure. - Accepting appointment: Example: Sure, that will be fine. Sure, I’ll be waiting for you. - Canceling</td>
<td>- Discussing various kinds of expressions in pairs. - Listening to the listening passage - Identifying some expressions from the listening passage - Discussing the expressions from the listening passage and the</td>
<td>- To identify the meaning of expression of introduction - To identify the meaning of the expression of accepting offer and invitation - To identify the meaning of the expression of accepting appointment - To identify the function of canceling appointment - To summarize the</td>
<td>Quiz Written test Assignment</td>
<td>2 x 45’</td>
<td>Bse interlanguage Cassettes CD</td>
<td></td>
</tr>
<tr>
<td>accepting and canceling appointment</td>
<td>appointment: I’m afraid I can’t. Sorry, I don’t think so.</td>
<td>response of the expressions in pairs</td>
<td>expressions of introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment - To identify the detailed information</td>
<td></td>
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</tr>
</tbody>
</table>
**Competence Standard:**
**Speaking:** To express the meaning of transactional and interpersonal dialogues in the daily life context.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/ Material Teaching Aid</th>
</tr>
</thead>
</table>
| 3.1. To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken language in the daily life context and involving the of expressions introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment | - Introduction, meeting/parting  
  Example:  
  A: Nice to meet you!  
  B: Nice to meet you too.  
  - Accepting offer, invitation:  
  Example:  
  That sounds a nice idea.  
  With pleasure.  
  - Accepting appointment:  
  Example:  
  Sure, that will be fine.  
  Sure, I’ll be waiting for you.  
  - Canceling appointment:  
  I’m afraid I can’t.  
  Sorry, I don’t think so. | - Making dialog and using some expressions of introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment  
  - Practicing dialog in pairs in front of the class | - To produce a dialog in pairs by using expressions of introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment  
  - To practice dialog in pairs by using expressions introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment | Performance | 2 x 45’ | Bse interlanguage |
### Competence Standard:
**Listening:** To understand the meaning in transactional and interpersonal dialogues in the daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
</table>
| 1.2. To respond the meaning in both formal and informal transactional and interpersonal dialogues which use various simple spoken language accurately, fluently, and acceptably in the daily life context and involve the expressions of expressing happiness, showing attention, showing sympathy, and giving instruction | - To express happiness  
Example:  
I’m really delighted.  
I’m very glad about...  
- To show attention  
Example:  
I see  
You’re right.  
- To show sympathy  
Example:  
I’m sorry to hear that,  
That’s a pity.  
- To give instruction  
Example:  
First, prepare the spices, eggs, and cooked rice.  
Finally, fry them together with the cooked rice until they are well mixed | - Listening to listening passage  
identifying some expressions from the listening passage  
- To identify the meaning of the expression of happiness  
- To identify the meaning of the expression of showing sympathy  
- To identify the meaning of the expression of showing attention  
- To identify the expression of giving instruction  
- To identify the detailed information  
- To summarize some expressions which have been listened | Quiz  
Written test Assignment | 2 x 45’ | Bse interlanguage  
Cassettes CD |
**Competence Standard:**
**Speaking:** To express the meaning of transactional and interpersonal dialogues in the daily life context.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
</table>
| 3.2 To express the meaning in both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably by using various simple spoken language in the daily life context and involving the expressions of happiness, showing attention, showing sympathy, and giving instruction | - To express happiness  
Example:  
*I’m really delighted.*  
*I’m very glad about...*  
- To show attention  
Example:  
*I see.*  
*You’re right.*  
- To show sympathy  
Example:  
*I’m sorry to hear that, That’s a pity.*  
- To give instruction  
Example:  
*First, prepare the spices, eggs, and cooked rice. Finally, fry them together with the cooked rice until they are well mixed.* | - Making dialog and using some expressions of showing happiness, showing attention, showing sympathy and giving instruction  
Practicing dialog in pairs in front of the class | - To produce a dialog in pairs by using expressions of showing happiness, showing attention, showing sympathy and giving instruction  
To practice dialog in pairs by using expressions of showing happiness, showing attention, showing sympathy and giving instruction | Performance | 2 x 45' | Bsl interlanguage |
**Competence Standard:**

*Listening:* To understand the meaning of short functional texts and simple monologue in the form of *recount, narrative, and procedure* in the daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Not structured self activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. To respond the meaning of simple, short, functional spoken texts accurately, fluently, and acceptably (e.g. announcement, advertisement, invitation) in the daily life context</td>
<td>- Oral announcements/advertisements/invitation</td>
<td>- Identifying some announcements in public places</td>
<td>- Classical listening to an announcement from a tape recorder</td>
<td>- To identify the topic of an announcement/invitation/advertisement</td>
<td>Quiz Written test Assignment</td>
<td>4 x 45'</td>
<td>Bse interlanguage Cassettes CD</td>
</tr>
</tbody>
</table>
Competence Standard:
**Speaking:** To express the meaning of short functional texts and monologue in the form of *recount, narrative, and procedure* in the daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. To express the meaning of both formal and informal short functional texts (e.g. announcement, advertisement, invitation) by using various spoken language in the various daily life contexts</td>
<td>Oral announcements/advertisement/invitation</td>
<td>- making an announcement</td>
<td>- To make an announcement  - To make an invitation  - To convey the announcement/advertisement/invitation</td>
<td>Performance</td>
<td>2 x 45’</td>
<td>Bse interlanguage</td>
</tr>
</tbody>
</table>
### Competence Standard:

**Listening:** To understand the meaning of short functional texts and simple monologue texts in form of *recount, narrative, and procedure* in the daily life context.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2. To respond the meaning of simple monologue texts which uses spoken language accurately, fluently, and acceptably in the daily life context in the genres of recount, narrative, and procedure</td>
<td>Oral text of recount - Oral text of narrative - Oral text of procedure</td>
<td>- listening to listening passages about narrative, recount and procedure - identifying some information from the listening passage</td>
<td>- To identify the main idea - To identify the characters of the story - To identify the sequence of events in the text - To identify the material used in the text of procedure - To identify the purpose of the text - To summarize and conclude the content of the listening passage</td>
<td>Quiz Written test Assignment</td>
<td>10 x 45’</td>
<td>Source: Developing English Competencies <a href="http://www.eslpod.com">www.eslpod.com</a> Teaching Aids: Cassettes CDs</td>
</tr>
</tbody>
</table>
**Competence Standard:**

**Speaking:** To express the meaning of short functional texts and monologue texts in the form of *recount, narrative, and procedure* in the daily life context.

<table>
<thead>
<tr>
<th><strong>Basic Competence</strong></th>
<th><strong>Material</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Indicator</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Time Allocation</strong></th>
<th><strong>Source/ Material Teaching Aid</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recount: horrible experience</td>
<td>- Narrative: short story (love story)</td>
<td>- Procedure</td>
<td>- Individual assignment</td>
<td>- Structured assignment</td>
<td>Not structured self activity</td>
<td>- To identify verbal and nominal sentences.</td>
</tr>
</tbody>
</table>

**Note:**
- Recount: horrible experience
- Narrative: short story (love story)
- Procedure
- Individual assignment, making a story and presenting it in group and front of the class
- Performance
- To mention the pattern of past progressive tense correctly.
- To mention the function of past progressive tense correctly.
- To use past progressive tense to tell stories correctly.
- To tell story by using simple past tense and past progressive correctly.
- To do a monologue for presenting a procedure.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
**Competence Standard:**

**Reading:** To understand the meaning of short functional written texts in the daily life context and to access the knowledge

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/ Material Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Announcement, advertisement, invitation, etc.</td>
<td>- Finding some announcements in public places, some advertisements from newspaper and some invitation</td>
<td>- To read aloud a written text with the right pronunciation and intonation, - To identify the topic and some information of the text, - To explain the content of the announcement/advertisement/invitation</td>
<td>Quiz Written text</td>
<td>8 x 45’</td>
<td>Bse interlanguage Jakarta Post</td>
</tr>
</tbody>
</table>
Competence Standard:
Writing: To express the meaning of short functional written text in the daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
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<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1. To express the meaning of both formal and informal short functional written text (e.g. announcement, advertisement, invitation, etc) by using various written language accurately, fluently, and acceptably, in the daily life context</td>
<td>- Announcement, advertisement, invitation, etc.</td>
<td>- making draft of announcement, advertisement, invitation</td>
<td>- making a written announcement and publicizing it at class/school</td>
<td>- To elaborate the main ideas - To make drafts, to revise, and to edit - To produce announcement/advertisement/invitation by using grammar, vocabularies, punctuation, and spelling accurately</td>
<td>Students’ writing: Announcement/advertisement/invitation</td>
<td>8 x 45’</td>
</tr>
</tbody>
</table>
**Competence Standard:**
**Reading:** To understand short functional written text, simple essay in the form of *recount, narrative, and procedure* in daily life context and to access the knowledge

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 5.2. To respond the meanings and rhetorical steps of written essay accurately, fluently, and acceptably in daily life context and to access the knowledge in the forms of recount, narrative, and procedure | A written text of recount (Past Tense) - *When I was in the Junior High School, I joined two clubs. They were the Football club and the karate club. I joined those clubs because I love sports.* | - reading aloud of narrative text individually  
- In groups, discussing the various aspects of the texts like content, the structure of the text  
- Finding other recount, narrative and procedure texts from other sources and analyzing the structure of the text  
- To read aloud the narrative, recount, and procedure texts with the correct pronunciation and intonation  
- To identify the main idea of a paragraph  
- To identify the meaning of a word in the text  
- To identify the characters of a story  
- To identify the chronological events in the text  
- To identify the rhetorical steps of the essays  
- To identify the purpose of the text | Quiz  
Written text Assignment | 10 x 45’ | Bse interlanguage |
### Competence Standard:
**Writing:** To express the meaning of short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Material Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2. To express meanings and rhetorical steps of written essay accurately, fluently, and acceptably by using various written language in the context of daily life in the forms of recount, narrative, and procedure</td>
<td>- A written text of recount: my interesting experiences&lt;br&gt;- A written text of narrative: legend of Sangkuriang&lt;br&gt;- A written text of procedure</td>
<td>- To make a draft of narrative, recount and procedure&lt;br&gt;- To make up the draft based on the correction by classmates&lt;br&gt;- To write narrative, recount, and procedure texts</td>
<td>- To identify simple past tense&lt;br&gt;- To use simple past tense in writing experiences correctly&lt;br&gt;- To produce recount text&lt;br&gt;- To identify past perfect tense, past progressive tense and past perfect tense correctly.&lt;br&gt;- To use past</td>
<td>Students’ writing</td>
<td>8 x 45*</td>
<td>Internet</td>
</tr>
</tbody>
</table>
| perfect tense to rewrite the legend correctly | - To produce narrative text  
- To produce procedure text  
- To summarize the content of the text by using students’ own language |
# TOPICS

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>SPEAKING RECOUNT: MY HORRIBLE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>WRITING RECOUNT: MY INTERESTING EXPERIENCE</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>SPEAKING NARRATIVE: LOVE STORY</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>WRITING NARRATIVE: INDONESIAN LEGEND</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The Design of Learning Activities to Develop Students’ Ability to Use Past Tenses for Teaching Speaking in which the Topics are Recount and Narrative

<table>
<thead>
<tr>
<th>Items</th>
<th>Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>Showing Pictures</td>
<td>This activity was used to introduce the topic through pictures and motivate students to study.</td>
</tr>
<tr>
<td></td>
<td>Listening to a story</td>
<td>This activity helped students understand recount and narrative through the examples of stories.</td>
</tr>
<tr>
<td></td>
<td>Analyzing the story</td>
<td>This activity helped students understand the generic structure of the story and tenses used in the story.</td>
</tr>
<tr>
<td>Whilst</td>
<td>Learning tenses</td>
<td><em>This activity helped students have deep understanding of tenses. In this part, the design was applied.</em></td>
</tr>
<tr>
<td>Activities</td>
<td>Speaking Practice</td>
<td>This activity was to give chance to students to perform or speak in front of the class.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>This activity was to give opinion or suggestion of the students’ performance.</td>
</tr>
<tr>
<td>Post-activity</td>
<td>Conclusion</td>
<td>This activity aimed to conclude the materials which have been learnt.</td>
</tr>
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</table>
The Design of Learning Activities to Develop Students’ Ability to Use Past Tenses for Teaching Writing in which the Topics Recount and Narrative

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<tr>
<td></td>
<td>Reading story</td>
<td>This activity helped students understand recount and narrative text through the examples of stories.</td>
</tr>
<tr>
<td></td>
<td>Analyzing the story</td>
<td>This activity helped students understand the generic structure of the story.</td>
</tr>
<tr>
<td>Whilst activities</td>
<td>Learning tenses</td>
<td>This activity helped students have deep understanding of tenses. In this part, the design was applied.</td>
</tr>
<tr>
<td></td>
<td>Writing story draft</td>
<td>This activity aimed to help students organize their ideas.</td>
</tr>
<tr>
<td></td>
<td>Writing practice</td>
<td>This activity was used to practice writing. The students wrote stories based on the writing draft.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>This activity aimed to give opinion or suggestion on the students’ writing</td>
</tr>
<tr>
<td>Post-activity</td>
<td>Conclusion</td>
<td>This activity aimed to conclude the materials which have been learnt.</td>
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</table>
learning simple past tense in learning recount for speaking class
Lesson Unit Plan (RPP)

School Name  : Senior High School
Subject  : English
Class/Semester : X/1
Text genre  : recount text
Theme   : a horrible experience
Skills   : speaking
Time Allocation : 2X45’

Competence Standard : To express the meaning in short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context

Basic Competence : To express the meaning in simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount.

Indicators  :
1. Students are able to mention the pattern of simple past correctly.
2. Students are able to mention the function of simple past correctly.
3. Students are able to make sentences using past tense correctly.
4. Students are able to use simple past tense in telling experience correctly.
5. Students are able to do monologue to tell an experience

Learning material/media:
Pictures, handouts about recount text, listening text, cards

Learning Activities:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre-activity</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are to see some pictures which are related to the topic.</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td><strong>Whilst-activities</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are given the listening text. Students are asked to listen to a</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>story about a horrible experience and fill in the blank.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students are given handouts about recount text. Students analyze the</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>generic structure and the tense of the listening text.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students are to learn simple past tense.</td>
<td>10’</td>
</tr>
<tr>
<td>4.</td>
<td>Students are asked to make 5-10 sentences using simple past</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>tense. The topic is about a horrible experience.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students are divided into small groups consist of 3-4 members.</td>
<td>3’</td>
</tr>
<tr>
<td>6.</td>
<td>Students are to share their horrible experiences in front of group</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>members.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students are to give comments and suggestions on their friends’</td>
<td>10’</td>
</tr>
</tbody>
</table>
Post-activity

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Students are to mention what they have learnt from today’s meeting.</td>
</tr>
</tbody>
</table>

Learning Method:
- a. Listening story
- b. Pantomime
- c. Class discussion
- d. Speaking Practice

Evaluation:
Students’ comments and suggestions
PROCEDURES FOR LEARNING SIMPLE PAST TENSE IN LEARNING RECOUNT FOR SPEAKING CLASS

Competence Standard:
To express the meaning of short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context.

Basic Competence:
To express the meaning of simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount.

Objectives of the design:
Students are able to:
1. Identify verbal and nominal sentences.
2. Mention the pattern of simple past correctly.
3. Mention the function of simple past correctly.
5. Use simple past tense in telling experience correctly.

Equipments/Materials:
1. Cards which consist of verbs and adjectives, such as, drive, write, sleep, walk, dance, sleepy, angry, sad, happy, scared, and adverb of time, such as, yesterday, last night, last Saturday, last month, last year.

Example:

Drive – last night  (be) Happy - yesterday
PROCEDURE FOR TEACHER

1. Stick the cards which contain of verbs and adjectives on the board.

2. Ask one of the students to be a volunteer to come in front of the class. Tell the volunteer to choose one of the verbs or the adjectives on the board and make gesture based on the verb or the adjective that he/she has chosen. Ask the volunteer not to produce sounds while making gesture.

3. When the volunteer is making gesture, ask other students to guess and make sentences orally, describing what the volunteer is doing. Give a question to the students “What did he/she do last night?” or “How was his/her feeling?”

4. When the student makes a mistake in making sentence orally, for example, he drive a car last night, the teacher corrects the sentence “He drove a car last night”. Ask the students to imitate and say the correct sentence repeatedly until they say the sentence correctly.

5. Ask other student to be a volunteer. Do similar steps, step 2-4 for other verbs and adjectives.

6. After finishing using all the verbs and the adjectives, ask the students to work in groups, each group consists of 3-4 members. Ask them to discuss and analyze those sentences by focusing on the following questions:
   a. What tense is used in those sentences?
   b. What is the function of that tense?
   c. What is the pattern of that tense?

7. Choose two students to share the results of the discussion.

8. For the exercise, ask the students to make 5-10 sentences using simple past tense. The topic is about their horrible experiences. After finishing making sentences, ask the students to present in small groups.
The Examples of the Cards

DRIVE A CAR - LAST NIGHT

WRITE A LETTER - LAST YEAR
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SLEEP - LAST NIGHT

WALK - THIS MORNING
DANCE - LAST MONTH (be) HAPPY - YESTERDAY
(be) SLEEPY-LAST NIGHT

(be) SCARED-LAST NIGHT
(be) SAD - TWO DAYS AGO

(be) ANGRY - AN HOUR AGO
learning simple past tense in learning recount for writing class
Lesson Unit Plan (RPP)

School Name  : Senior High School  
Subject  : English  
Class/Semester  : X/1  
Text genre  : recount text  
Theme   : an interesting experience  
Skills   : writing  
Time Allocation : 2X45’

Competence Standard : To express the meaning in short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context

Basic Competence : To express meanings and rhetorical steps in written essay accurately, fluently, and acceptably by using various written language in the context of daily life in the form of recount.

Indicators  :
1. Students are able to identify simple past tense
2. Students are able to use simple past tense in writing experiences correctly.
3. Students are able to produce recount text

Learning material/media:
Pictures, reading text

Learning Activities:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>1.</td>
<td>Students are to see some pictures which are related to the topic.</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td><strong>Whilst-activities</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are given reading text about an interesting experience. Students are to read the reading text.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td>Students are to analyze the generic structure of the text.</td>
<td>10’</td>
</tr>
<tr>
<td>3.</td>
<td>Students are to learn simple past tense.</td>
<td>10’</td>
</tr>
<tr>
<td>4.</td>
<td>Students are to make writing draft and write 10-15 sentences using simple past tense. The topic is about their interesting experiences.</td>
<td>35’</td>
</tr>
<tr>
<td>5.</td>
<td>Students work in pair and give comment and suggestion on their friends’ writing.</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td><strong>Post-activity</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are to mention what they have learnt from today’s meeting.</td>
<td>10’</td>
</tr>
</tbody>
</table>
Learning Method:
   a. Pantomime
   b. Group discussion
   c. Writing practice
   d. Peer evaluation

Evaluation:
Peer evaluation: students’ comments and suggestions on student’s writing.
PROCEDURES FOR LEARNING SIMPLE PAST TENSE IN LEARNING RECOUNT FOR WRITING CLASS

Competence Standard:
To express the meaning of short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context

Basic Competence:
To express meanings and rhetorical steps of written essay accurately, fluently, and acceptably by using various written language in the context of daily life in the genres of recount.

Objectives of the design:
Students are able to:
1. Identify simple past tense
2. Use simple past tense in writing experiences correctly

Equipments/Materials:
1. Pictures
2. Chalk
3. Board

Vocabularies:
play a kite, play cards, read a book, draw a picture, watch TV, swim, climb a tree, ride a bike

PROCEDURE FOR TEACHER
1. Show a picture to the students. Ask some questions to the students, “What do you think about this picture? What are they doing?”
2. Stick the picture on the board.
3. Give instruction to students: “Make a correct sentence based on this picture and use adverb of time provided under the picture.”

4. Make gesture based on the picture, for example, play cards. Ask the students to imitate the gesture. Choose one of the students to make a sentence orally and give a question “What did we do?”

5. When the student makes a mistake in making the sentence, for example, We play cards last night, the teacher corrects the sentence orally, We played cards last night. Ask the students to imitate and repeat the correct sentence until they say it correctly.

6. Write the correct sentence on the board.

7. Show another picture. Ask the student who has made a sentence correctly to be a volunteer to make gesture based on the picture. Ask other students to imitate the gesture. Choose one of the students to make a sentence orally. Write the correct sentence on the board.

8. After finishing showing all the pictures, discuss the sentences that are on the board. The discussion focuses on the following questions:
   a. What is the tense of those sentences?
   b. What is the function of the tense?

9. For the exercise, ask the students to write 10-15 sentences using simple past tense correctly. The topic is about my interesting experiences.
The Examples of the Pictures

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Learning past progressive tense in learning narrative for speaking class
Lesson Unit Plan (RPP)

School Name : Senior High School
Subject : English
Class/Semester : X/1
Text genre : narrative text
Theme : short story (love story)
Skills : speaking
Time Allocation : 2X45’

Competence Standard : To express the meaning in short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context

Basic Competence : To express the meaning in simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of narrative.

Indicators :
1. Students are able to mention the pattern of past progressive tense correctly.
2. Students are able to mention the function of past progressive tense correctly.
3. Students are able to use past progressive tense to tell stories correctly.
4. Students are able to tell story by using simple past tense and past progressive correctly.

Learning material/media:
Pictures, handouts, listening text, songs.

Learning Activities:

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
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<tr>
<td>1.</td>
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<td>7’</td>
</tr>
<tr>
<td><strong>Whilst-activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are given the listening text. Students are asked to listen to a love story and fill in the blank.</td>
<td>8’</td>
</tr>
<tr>
<td>2.</td>
<td>Students are given handouts about narrative text. Students analyze the generic structure and the tense of the listening text.</td>
<td>10’</td>
</tr>
<tr>
<td>3.</td>
<td>Students are to learn past progressive tense.</td>
<td>15’</td>
</tr>
<tr>
<td>4.</td>
<td>Students are to make 10-15 sentences using past progressive tense and simple past tense. The topic is love story.</td>
<td>15’</td>
</tr>
<tr>
<td>5.</td>
<td>Students are divided into small groups consist of 3-4 members. Students are to perform in front of group members.</td>
<td>15’</td>
</tr>
<tr>
<td>6.</td>
<td>Students are to give comment and suggestion on their friends’</td>
<td>10’</td>
</tr>
</tbody>
</table>
Post-activity

1. Students are to mention what they have learnt from today’s meeting. | 10’

Learning Method :
   a. Listening story
   b. Class discussion
   c. Singing a song
   d. Speaking practice

Evaluation:
Students’ comments and suggestions
PROCEDURES FOR LEARNING PAST PROGRESSIVE TENSE IN
LEARNING NARRATIVE FOR SPEAKING CLASS

Competence Standard:
To express the meaning of short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context.

Basic Competence:
To express the meaning of simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of narrative.

Objectives of the design:
Students are able to:
1. Mention the pattern of past progressive tense correctly.
2. Mention the function of past progressive tense correctly.
3. Use past progressive tense to tell stories correctly.

Equipments/Materials:
1. Song: My eyes, my ears, my nose, my mouth

Vocabularies:
Walk, cook, sleep, eat, dance, read, write, sit, drink, and stand.

PROCEDURE
1. Give the lyric text of the song to students. Give examples how to sing the song.
2. Ask the students to sing together. Sing repeatedly.
3. Use other vocabularies to change the lyrics, such as, walk, cook, sleep, eat, dance, read, write, sit, drink, and stand.
4. Ask the students to analyze the lyrics of the song. Give some questions to students. The questions are as follows:
a. What is the tense in the lyrics?

b. What is the function of the tense?

c. What is the pattern of the tense?

5. Show a picture to the students. Give them some questions as the guidance to tell a story.

a. What were they doing?

b. What was the old man holding?

c. What was the old woman wearing?

6. For the exercise, ask students to make 10-15 sentences using past progressive tense and simple past tense. The topic is love story.

The song:

I was walking you were walking
He was walking she was walking
They were walking we were walking
We were walking together

Adapted from the song, My eyes, my ears, my nose, my mouth.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

The Example of the Picture
learning past perfect tense in learning narrative for writing class
Lesson Unit Plan (RPP)

School Name : Senior High School  
Subject : English  
Class/Semester : X/1  
Text genre : narrative text  
Theme : legend  
Skills : writing  
Time Allocation : 2X45’

Competence Standard : To express the meaning in short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context

Basic Competence : To express meanings and rhetorical steps in essay written text accurately, fluently, and acceptably by using various written language in the context of daily life in the form of narrative.

Indicators :
1. Students are able to identify past perfect tense.  
2. Students are able to differentiate simple past tense, past progressive tense and past perfect tense correctly.  
3. Students are able to use past perfect tense to rewrite the legend correctly.  
4. Students are able to produce narrative text.

Learning material/media:  
Pictures, reading text, worksheet

Learning Activities:

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<td>1.</td>
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<td>7’</td>
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<tr>
<td><strong>Whilst-activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students are given reading text about legend of Sangkuriang. Students are to read and analyze the generic structure of the reading text.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td>Students are to learn past perfect tense.</td>
<td>15’</td>
</tr>
<tr>
<td>3.</td>
<td>Students are asked to make 5 sentences using past perfect tense.</td>
<td>5’</td>
</tr>
<tr>
<td>4.</td>
<td>Students are to make writing draft.</td>
<td>10’</td>
</tr>
<tr>
<td>5.</td>
<td>Students are to write Indonesian legends.</td>
<td>25’</td>
</tr>
<tr>
<td>6.</td>
<td>Students work in pair and give comment and suggestion on their friends’ writing.</td>
<td>8’</td>
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<tr>
<td><strong>Post-activity</strong></td>
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<tr>
<td>1.</td>
<td>Students are to mention what they have learnt from today’s meeting.</td>
<td>10’</td>
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Learning Method:
   a. Group discussion
   b. Class discussion
   c. Writing practice
   d. Peer evaluation

Evaluation:
Peer evaluation: students’ comments and suggestions on student’s writing
PROCEDURES FOR LEARNING PAST PERFECT TENSE IN LEARNING NARRATIVE FOR WRITING CLASS

Competence Standard:
To express the meaning of short functional written text, simple essay in the form of recount, narrative, and procedure in daily life context

Basic Competence:
To express meanings and rhetorical steps of essay written text accurately, fluently, and acceptably by using various written styles in the context of daily life in the genres of narrative.

Objectives of the design:
Students are able to:
1. Identify past perfect tense.
2. Differentiate simple past tense, past progressive tense and past perfect tense correctly.
3. Use past perfect tense to rewrite the legend correctly

Equipments/Materials:
1. Text of The Legend of Sangkuriang
2. Worksheet

PROCEDURE FOR TEACHER
1. Distribute the text of the legend of Sangkuriang and a worksheet to each student.
2. Divide the students into five groups. Each group consists of 5-6 students.
3. Ask each group to analyze the text of the legend of Sangkuriang. Tell the following instructions to students:
   a. Write down the verbs which are in form of simple past, past progressive and past perfect in the worksheet.
b. Discuss the differences of simple past, past progressive, and past perfect.

c. Focus on the discussion of the function and the pattern of simple past, past progressive, and past perfect.

4. Make sure that each member of the group understands the differences of simple past, past progressive, and past perfect.

5. Count 1 up to 5 the members of each group. Ask the students who have similar number to gather in a new group, for example, student who has number 1 gathers with students who have number 1 from other groups, student who has number 2 gathers with students who have number 2 from other groups, and so forth.

6. Ask the new groups to compare and discuss the result of the discussion from the previous group. Ask each group to find a new finding or a big conclusion of the differences of simple past, past progressive, and past perfect.

7. After finishing discussing in group, choose one of the members of each group to share the result of the discussion. Make last conclusion of the differences of simple past, past continuous, and past perfect together after getting the opinion from each group.

8. For the exercise, ask the students to make 5 sentences using past perfect tense.

9. Check the sentences which students made. Then, ask students to write Indonesian legends that they ever heard.
One day, when Sangkuriang was going home, he stopped at a small village. He met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own sacred mother.

Their love grew naturally. One day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head had matched that of her only son's who had left twenty years earlier. Finally, she agreed to marry him. She asked Sangkuriang to provide a lake and a boat in which they could sail on the dawn of their wedding day. Sangkuriang built a lake by damming the Citarum River and made a boat. When the boat was almost complete, Dayang Sumbi lit up the eastern horizon with flashes of light with a wave of her supernatural shawl. She had deceived with false dawn, the cock crowed and farmers rose for the new day.

His work was not complete. With all his anger, Sangkuriang kicked the boat that he himself had built. The boat fell over and, it became mountain TANGKUBAN PARAHU (in Sundanese, TANGKUBAN means upturned or upside down, and PARAHU means boat). The water drained from the lake becoming a wide plain and nowadays became a city called BANDUNG (from the word BENDUNG, which means Dam).

Adapted from: http://indonesia.elga.net.id/hikayat/sangkuriang.html
WORKSHEET

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Past Progressive</th>
<th>Past Perfect</th>
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The Function of:

a. Simple Past

b. Past Progressive

c. Past Perfect
The pattern of:

a. Simple Past
   .........................................................................................................................
   .........................................................................................................................

b. Past Progressive
   .........................................................................................................................
   .........................................................................................................................

c. Past Perfect
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   .........................................................................................................................