

## APPENDIX 1

**Table 1**  
**THE CALCULATION OF TAKING GROUPS AS THE SAMPLE OF THE**  
**EXPERIMENT**

**The sample students' scores based on their latest formative scores**

NO	CLASS VIIIA		CLASS VIIID		CLASS VIIIE	
	$X_A$	$X_A^2$	$X_D$	$X_D^2$	$X_E$	$X_E^2$
1	70	4900	95	9025	90	8100
2	80	6400	90	8100	55	3025
3	85	7225	75	5625	90	8100
4	95	9025	75	5625	90	8100
5	85	7225	80	6400	95	9025
6	95	9025	85	7225	65	4225
7	85	7225	55	3025	85	7225
8	100	10000	70	4900	95	9025
9	80	6400	95	9025	75	5625
10	95	9025	80	6400	75	5625
11	90	8100	65	4225	80	6400
12	65	4225	85	7225	40	1600
13	95	9025	60	3600	70	4900
14	100	10000	90	8100	65	4225
15	100	10000	75	5625	90	8100
16	95	9025	85	7225	80	6400
17	85	7225	70	4900	70	4900
18	85	7225	95	9025	75	5625
19	95	9025	85	7225	75	5625
20	80	6400	85	7225	90	8100
21	85	7225	85	7225	85	7225
22	80	6400	90	8100	65	4225
23	95	9025	85	7225	95	9025
24	80	6400	85	7225	95	9025

25	55	3025	90	8100	700	10000
26	75	5625	90	8100	85	7225
27	80	6400	75	5625	95	9025
28	90	8100	80	6400	95	9025
29	85	7225	95	9025	60	3600
30	90	8100	65	4225	70	4900
31	80	6400	85	7225	95	9025
32	85	7225	65	4225	80	6400
33	75	5625	90	8100	80	6400
34	60	3600	85	7225	80	6400
35	95	9025	80	6400	90	8100
36	70	4900	90	8100	95	9025
37	55	3025	85	7225	90	8100

	CLASS VIIIA	CLASS VIIID	CLASS VIIIE	TOTAL
$\Sigma x$	3095	3015	3005	9115
$(\Sigma x)^2$	9579025	9090225	9030025	27699275
$\Sigma x^2$	264025	249475	250675	764175
<b>n</b>	37	37	37	111
<b>Mean</b>	83.65	81.49	81.22	-

n : Number of students in each group = 37  
N : The total number of students in all groups = 111  
K : Number of groups = 3

#### ANOVA TABLE

Source of variation	Sum of Squares (SS)	dF	Mean of Square (MS)	f calculation	f critical (table)
<b>Between groups</b>	131.5314	2	65.7657	0.456884244	3,07
<b>Within groups</b>	15545.9461	108	143.9439		
<b>Total</b>	15677.4775	110	209.7096		

$$dF(\text{betweengroups}) = K - 1 = 2$$

$$dF(\text{withingroups}) = \sum (n - 1) = (n_A - 1) + (n_B - 1) + (n_C - 1) = 108$$

$$CF = \frac{J^2 \text{total}}{N \text{total}} = \frac{(9115)^2}{111} = 748497,5225$$

$$SS(\text{betweengroups}) = \left( \frac{(\sum x_A^2)}{n_A} + \frac{(\sum x_B^2)}{n_B} + \frac{(\sum x_C^2)}{n_C} \right) - CF = 131,5314$$

$$SS(\text{total}) = (\sum x_A^2 + \sum x_B^2 + \sum x_C^2) - CF = 15677,4775$$

$$MS(\text{betweengroups}) = \frac{SS(Py)}{dF(Py)} = \frac{131,5314}{2} = 65,7657$$

$$MS(\text{withingroups}) = \frac{SS(Ey)}{dF(Ey)} = \frac{15545,9461}{108} = 143,9439$$

$$f_{\text{calculation}} = \frac{MS(Py)}{MS(Ey)} = 0,456884244$$

f calculation < f table (5%)

0,456884244 < 3,07

Because f calculation < f table (5%) so Ho is accepted

Therefore, there is no significant difference between groups.

## APPENDIX 2 TRY OUT RELIABILITY

**Table 1**  
**THE CALCULATION OF ITEM**  
**RELIABILITY OF THE FIRST**  
**TRY OUT TEST**

No	X	X <sup>2</sup>
1	25	625
2	25	625
3	24	576
4	24	576
5	23	529
6	22	484
7	22	484
8	22	484
9	22	484
10	22	484
11	21	441
12	21	441
13	21	441
14	21	441
15	21	441
16	21	441
17	21	441
18	20	400
19	20	400
20	19	361
21	18	324
22	16	256
23	16	256
24	14	196
25	13	169
26	13	169
27	13	169
28	13	169
29	13	169
30	12	144
31	12	144
32	11	121
33	11	121
34	11	121
35	9	81
36	8	64
<b>Total</b>	<b>640</b>	<b>12.272</b>
<b>N</b>	<b>36</b>	
<b>Mean</b>	<b>17,7</b>	
<b>Var</b>	<b>331,41975</b>	

$$M = \frac{\sum X}{n} = 17,77$$

$$V = \frac{\sum x^2 - \sum x^2 / n}{n} = 331,41975$$

Where,

V : Variance

n : number of students

$\Sigma X$ : the total sum of the correct  
answer

### KR-21 Formula

$$r = \frac{k}{k-1} \left( 1 - \frac{M(K-M)}{KV} \right) = 0,99$$

Where,

r : reliability estimation

M : the mean of the test score

K : the number of items in the test

V : variance

**Table 2**  
**THE CALCULATION OF ITEM**  
**RELIABILITY OF THE**  
**SECOND TRY OUT TEST**

No	X	X <sup>2</sup>
1	24	576
2	23	529
3	20	400
4	20	400
5	20	400
6	19	361
7	19	361
8	19	361
9	19	361
10	19	361
11	19	361
12	19	361
13	18	324
14	18	324
15	18	324
16	18	324
17	17	289
18	17	289
19	16	256
20	15	225
21	12	144
22	11	121
23	10	100
24	10	100
25	9	81
26	9	81
27	9	81
28	9	81
29	9	81
30	8	64
31	8	64
32	8	64
33	8	64
34	8	64
35	8	64
36	7	49
<b>Total</b>	<b>520</b>	<b>8.490</b>
<b>N</b>	<b>36</b>	
<b>Mean</b>	<b>14,44</b>	
<b>Var</b>	<b>229,2825</b>	

$$M = \frac{\sum X}{n} = 14,44$$

$$V = \frac{\sum x^2 - \sum x^2 / n}{n} = 229,2825$$

Where,

V : Variance

n : number of students

$\sum X$ : the total sum of the correct answer

**KR-21 Formula**

$$r = \frac{k}{k-1} \left( 1 - \frac{M(K-M)}{KV} \right) = 0,93$$

Where,

r : reliability estimation

M : the mean of the test score

K : the number of items in the test

V : variance

**Table 3**  
**THE CALCULATION OF ITEM**  
**RELIABILITY OF THE THIRD**  
**TRY OUT TEST**

No	X	X <sup>2</sup>
1	22	484
2	20	400
3	19	361
4	18	324
5	17	289
6	16	256
7	16	256
8	16	256
9	16	256
10	16	256
11	15	225
12	15	225
13	15	225
14	14	196
15	14	196
16	14	196
17	14	196
18	14	196
19	14	196
20	14	196
21	10	100
22	8	64
23	8	64
24	8	64
25	8	64
26	8	64
27	8	64
28	8	64
29	8	64
30	7	49
31	7	49
32	7	49
33	6	36
34	6	36
35	5	25
36	5	25
<b>Total</b>	<b>436</b>	<b>6.066</b>
<b>N</b>	<b>36</b>	
<b>Mean</b>	<b>12,11</b>	
<b>Var</b>	<b>163,8194</b>	

$$M = \frac{\sum X}{n} = 12,11$$

$$V = \frac{\sum x^2 - \sum x^2 / n}{n} = 163,819444$$

Where,

V : Variance

n : number of students

$\sum X$ : the total sum of the correct answer

**KR-21 Formula**

$$r = \frac{k}{k-1} \left( 1 - \frac{M(K-M)}{KV} \right) = 0,94$$

Where,

r : reliability estimation

M : the mean of the test score

K : the number of items in the test

V : variance

**Table 4**  
**THE CALCULATION OF ITEM**  
**RELIABILITY OF THE**  
**FOURTH TRY OUT TEST**

No	X	X <sup>2</sup>
1	19	361
2	18	324
3	17	289
4	17	289
5	16	256
6	16	256
7	15	225
8	15	225
9	15	225
10	15	225
11	15	225
12	15	225
13	14	196
14	14	196
15	14	196
16	14	196
17	14	196
18	14	196
19	14	196
20	13	169
21	12	144
22	11	121
23	10	100
24	10	100
25	9	81
26	7	49
27	7	49
28	7	49
29	7	49
30	7	49
31	7	49
32	7	49
33	6	36
34	6	36
35	6	36
36	6	36
<b>Total</b>	<b>424</b>	<b>5.562</b>
<b>N</b>	<b>36</b>	
<b>Mean</b>	<b>11,78</b>	
<b>Var</b>	<b>150,2083</b>	

$$M = \frac{\sum X}{n} = 12,11$$

$$V = \frac{\sum x^2 - \sum x^2 / n}{n} = 150,208333$$

Where,

V : Variance

n : number of students

ΣX: the total sum of the correct answer

**KR-21 Formula**

$$r = \frac{k}{k-1} \left( 1 - \frac{M(K-M)}{KV} \right) = 0,93$$

Where,

r : reliability estimation

M : the mean of the test score

K : the number of items in the test

V : variance

**APPENDIX 3**  
**ITEM DIFFICULTY**

**Table 1**  
**THE CALCULATION OF ITEM DIFFICULTY OF THE FIRST TRY OUT TEST**

<b>No</b>	<b>Right Answer</b>	<b>Wrong Answer</b>	<b>IF</b>	<b>Interpretation</b>
<b>A.1a</b>	28	8	0,78	Easy
<b>A.1b</b>	32	4	0,89	Easy
<b>A.1c</b>	33	3	0,92	Easy
<b>A.2a</b>	10	26	0,27	Difficult
<b>A.2b</b>	19	17	0,53	Moderate
<b>A.2c</b>	24	12	0,67	Moderate
<b>B.1</b>	21	15	0,58	Moderate
<b>B.2</b>	16	20	0,44	Moderate
<b>B.3</b>	15	21	0,42	Moderate
<b>B.4</b>	30	6	0,83	Easy
<b>B.5</b>	24	12	0,67	Moderate
<b>B.6</b>	7	29	0,2	Difficult
<b>B.7</b>	22	24	0,61	Moderate
<b>B.8</b>	28	8	0,78	Easy
<b>B.9</b>	23	13	0,64	Moderate
<b>B.10</b>	21	15	0,58	Moderate
<b>C.1</b>	30	6	0,83	Easy
<b>C.2</b>	9	27	0,25	Difficult
<b>C.3</b>	20	16	0,56	Moderate
<b>C.4</b>	26	10	0,72	Easy
<b>C.5</b>	23	13	0,64	Moderate
<b>C.6</b>	21	15	0,58	Moderate
<b>C.7</b>	27	9	0,75	Easy
<b>C.8</b>	12	24	0,33	Moderate
<b>C.9</b>	9	27	0,25	Difficult
<b>C.10</b>	19	16	0,53	Moderate
<b>C.11</b>	13	23	0,36	Moderate
<b>C.12</b>	14	22	0,39	Moderate
<b>C.13</b>	32	4	0,89	Easy
<b>C.14</b>	23	13	0,92	Moderate
<b>C.15</b>	9	27	0,25	Difficult

**Table 2**  
**THE CALCULATION OF ITEM DIFFICULTY OF THE SECOND TRY**  
**OUT TEST**

<b>No</b>	<b>Right Answer</b>	<b>Wrong Answer</b>	<b>IF</b>	<b>Interpretation</b>
<b>A.1a</b>	19	17	0,53	Moderate
<b>A.1b</b>	28	8	0,78	Easy
<b>A.1c</b>	24	12	0,67	Moderate
<b>A.2a</b>	15	21	0,42	Moderate
<b>A.2b</b>	30	6	0,83	Easy
<b>A.2c</b>	32	4	0,89	Easy
<b>B.1</b>	11	25	0,3	Moderate
<b>B.2</b>	16	20	0,44	Moderate
<b>B.3</b>	19	17	0,53	Moderate
<b>B.4</b>	11	25	0,3	Moderate
<b>B.5</b>	16	20	0,44	Moderate
<b>B.6</b>	21	15	0,58	Moderate
<b>B.7</b>	15	21	0,42	Moderate
<b>B.8</b>	16	20	0,44	Moderate
<b>B.9</b>	12	24	0,33	Moderate
<b>B.10</b>	14	22	0,39	Moderate
<b>C.1</b>	11	25	0,3	Moderate
<b>C.2</b>	27	9	0,75	Easy
<b>C.3</b>	11	25	0,3	Moderate
<b>C.4</b>	15	21	0,42	Moderate
<b>C.5</b>	30	6	0,83	Easy
<b>C.6</b>	10	26	0,28	Difficult
<b>C.7</b>	13	23	0,36	Moderate
<b>C.8</b>	10	26	0,28	Difficult
<b>C.9</b>	14	22	0,39	Moderate
<b>C.10</b>	19	17	0,53	Moderate
<b>C.11</b>	16	20	0,44	Moderate
<b>C.12</b>	11	25	0,3	Moderate
<b>C.13</b>	16	20	0,44	Moderate
<b>C.14</b>	10	26	0,28	Difficult
<b>C.15</b>	8	28	0,22	Difficult

**Table 3**  
**THE CALCULATION OF ITEM DIFFICULTY OF THE THIRD TRY**  
**OUT TEST**

<b>No</b>	<b>Right Answer</b>	<b>Wrong Answer</b>	<b>IF</b>	<b>Interpretation</b>
<b>A.1a</b>	24	12	0,67	Moderate
<b>A.1b</b>	32	4	0,89	Easy
<b>A.1c</b>	28	8	0,78	Easy
<b>A.2a</b>	19	17	0,53	Moderate
<b>A.2b</b>	21	15	0,58	Moderate
<b>A.2c</b>	27	9	0,75	Easy
<b>B.1</b>	11	25	0,3	Moderate
<b>B.2</b>	16	20	0,44	Moderate
<b>B.3</b>	11	25	0,3	Moderate
<b>B.4</b>	19	17	0,53	Moderate
<b>B.5</b>	8	28	0,22	Difficult
<b>B.6</b>	21	15	0,58	Moderate
<b>B.7</b>	15	21	0,42	Moderate
<b>B.8</b>	19	17	0,53	Moderate
<b>B.9</b>	17	19	0,47	Moderate
<b>B.10</b>	15	21	0,42	Moderate
<b>C.1</b>	16	20	0,44	Moderate
<b>C.2</b>	10	26	0,28	Difficult
<b>C.3</b>	10	26	0,28	Difficult
<b>C.4</b>	15	21	0,42	Moderate
<b>C.5</b>	16	20	0,44	Moderate
<b>C.6</b>	12	24	0,33	Moderate
<b>C.7</b>	14	22	0,39	Moderate
<b>C.8</b>	13	23	0,36	Moderate
<b>C.9</b>	11	25	0,3	Moderate
<b>C.10</b>	16	20	0,44	Moderate

**Table 4**  
**THE CALCULATION OF ITEM DIFFICULTY OF THE FOURTH TRY**  
**OUT TEST**

<b>No</b>	<b>Right Answer</b>	<b>Wrong Answer</b>	<b>IF</b>	<b>Interpretation</b>
<b>A.1a</b>	26	10	0,72	Easy
<b>A.1b</b>	23	13	0,64	Moderate
<b>A.1c</b>	18	18	0,5	Moderate
<b>A.2a</b>	20	16	0,56	Moderate
<b>A.2b</b>	19	17	0,53	Moderate
<b>A.2c</b>	22	14	0,61	Moderate
<b>B.1</b>	20	16	0,56	Moderate
<b>B.2</b>	14	22	0,39	Moderate
<b>B.3</b>	18	18	0,5	Moderate
<b>B.4</b>	12	24	0,33	Moderate
<b>B.5</b>	17	19	0,47	Moderate
<b>B.6</b>	15	21	0,42	Moderate
<b>B.7</b>	10	26	0,28	Difficult
<b>B.8</b>	20	16	0,56	Moderate
<b>B.9</b>	14	22	0,39	Moderate
<b>B.10</b>	12	24	0,33	Moderate
<b>C.1</b>	18	18	0,5	Moderate
<b>C.2</b>	15	21	0,42	Moderate
<b>C.3</b>	11	25	0,3	Moderate
<b>C.4</b>	17	19	0,47	Moderate
<b>C.5</b>	15	21	0,42	Moderate
<b>C.6</b>	12	24	0,33	Moderate
<b>C.7</b>	20	16	0,56	Moderate
<b>C.8</b>	14	22	0,39	Moderate
<b>C.9</b>	16	20	0,44	Moderate
<b>C.10</b>	12	24	0,33	Moderate

### The Formula of Item Difficulty

$$IF = \frac{N_{correct}}{N_{total}}$$

Where,

IF : Item Facility

$N_{correct}$  : number of students answering correctly

$N_{total}$  : number of students taking the test.

### The Criteria of the Level of Difficulty

IF Index	Interpretation
0.10 - 0.30	Difficult item (D)
0.30 - 0.70	Moderate item (M)
0.70 -1.00	Easy item (E)

**APPENDIX 4  
ITEM DISCRIMINATION**

**Table 1  
THE CALCULATION OF ITEM DISCRIMINATION OF THE FIRST TRY  
OUT TEST**

<b>No</b>	<b>R<sub>U</sub></b>	<b>R<sub>L</sub></b>	<b>D</b>	<b>Interpretation</b>
<b>A.1a</b>	15	13	0,11	Poor
<b>A.1b</b>	18	14	0,22	Satisfactory
<b>A.1c</b>	17	16	0,05	Poor
<b>A.2a</b>	7	3	0,22	Satisfactory
<b>A.2b</b>	14	5	0,5	Good
<b>A.2c</b>	15	9	0,33	Satisfactory
<b>B.1</b>	13	8	0,28	Satisfactory
<b>B.2</b>	10	6	0,33	Satisfactory
<b>B.3</b>	10	5	0,28	Satisfactory
<b>B.4</b>	17	13	0,22	Satisfactory
<b>B.5</b>	14	10	0,22	Satisfactory
<b>B.6</b>	6	1	0,28	Satisfactory
<b>B.7</b>	14	8	0,33	Satisfactory
<b>B.8</b>	16	12	0,22	Satisfactory
<b>B.9</b>	14	9	0,28	Satisfactory
<b>B.10</b>	14	7	0,39	Satisfactory
<b>C.1</b>	18	12	0,33	Satisfactory
<b>C.2</b>	9	0	0,5	Good
<b>C.3</b>	14	6	0,44	Good
<b>C.4</b>	15	11	0,22	Satisfactory
<b>C.5</b>	14	9	0,28	Satisfactory
<b>C.6</b>	13	8	0,28	Satisfactory
<b>C.7</b>	16	11	0,28	Satisfactory
<b>C.8</b>	8	4	0,22	Satisfactory
<b>C.9</b>	7	2	0,28	Satisfactory
<b>C.10</b>	13	6	0,39	Satisfactory
<b>C.11</b>	11	2	0,5	Good
<b>C.12</b>	12	2	0,55	Good
<b>C.13</b>	17	15	0,11	Poor
<b>C.14</b>	15	8	0,39	Satisfactory
<b>C.15</b>	7	2	0,28	Satisfactory

**Table 2**  
**THE CALCULATION OF ITEM DISCRIMINATION OF THE SECOND**  
**TRY OUT TEST**

<b>No</b>	<b>R<sub>U</sub></b>	<b>R<sub>L</sub></b>	<b>D</b>	<b>Interpretation</b>
<b>A.1a</b>	14	5	0,5	Good
<b>A.1b</b>	16	12	0,22	Satisfactory
<b>A.1c</b>	15	9	0,33	Satisfactory
<b>A.2a</b>	10	5	0,28	Satisfactory
<b>A.2b</b>	18	12	0,33	Satisfactory
<b>A.2c</b>	17	15	0,11	Poor
<b>B.1</b>	8	3	0,28	Satisfactory
<b>B.2</b>	11	5	0,33	Satisfactory
<b>B.3</b>	13	6	0,39	Satisfactory
<b>B.4</b>	9	2	0,39	Satisfactory
<b>B.5</b>	10	6	0,33	Satisfactory
<b>B.6</b>	14	7	0,39	Satisfactory
<b>B.7</b>	10	5	0,28	Satisfactory
<b>B.8</b>	11	5	0,33	Satisfactory
<b>B.9</b>	8	4	0,22	Satisfactory
<b>B.10</b>	10	4	0,33	Satisfactory
<b>C.1</b>	9	2	0,39	Satisfactory
<b>C.2</b>	16	11	0,28	Satisfactory
<b>C.3</b>	8	3	0,28	Satisfactory
<b>C.4</b>	10	5	0,28	Satisfactory
<b>C.5</b>	17	13	0,22	Satisfactory
<b>C.6</b>	8	2	0,33	Satisfactory
<b>C.7</b>	11	2	0,5	Good
<b>C.8</b>	9	1	0,44	Good
<b>C.9</b>	8	6	0,11	Poor
<b>C.10</b>	13	6	0,39	Satisfactory
<b>C.11</b>	11	5	0,33	Satisfactory
<b>C.12</b>	8	3	0,28	Satisfactory
<b>C.13</b>	10	6	0,33	Satisfactory
<b>C.14</b>	8	2	0,33	Satisfactory
<b>C.15</b>	6	2	0,22	Satisfactory

**Table 3**  
**THE CALCULATION OF ITEM DISCRIMINATION OF THE THIRD**  
**TRY OUT TEST**

<b>No</b>	<b>R<sub>U</sub></b>	<b>R<sub>L</sub></b>	<b>D</b>	<b>Interpretation</b>
<b>A.1a</b>	15	9	0,33	Satisfactory
<b>A.1b</b>	17	15	0,11	Poor
<b>A.1c</b>	16	12	0,22	Satisfactory
<b>A.2a</b>	14	5	0,5	Good
<b>A.2b</b>	14	7	0,39	Satisfactory
<b>A.2c</b>	16	11	0,28	Satisfactory
<b>B.1</b>	8	3	0,28	Satisfactory
<b>B.2</b>	11	5	0,33	Satisfactory
<b>B.3</b>	9	2	0,39	Satisfactory
<b>B.4</b>	13	6	0,39	Satisfactory
<b>B.5</b>	6	2	0,22	Satisfactory
<b>B.6</b>	14	7	0,39	Satisfactory
<b>B.7</b>	9	6	0,17	Poor
<b>B.8</b>	13	6	0,39	Satisfactory
<b>B.9</b>	11	6	0,28	Satisfactory
<b>B.10</b>	10	5	0,28	Satisfactory
<b>C.1</b>	10	6	0,33	Satisfactory
<b>C.2</b>	8	2	0,33	Satisfactory
<b>C.3</b>	8	2	0,33	Satisfactory
<b>C.4</b>	10	5	0,28	Satisfactory
<b>C.5</b>	11	5	0,33	Satisfactory
<b>C.6</b>	8	4	0,22	Satisfactory
<b>C.7</b>	10	4	0,33	Satisfactory
<b>C.8</b>	11	2	0,5	Good
<b>C.9</b>	9	2	0,39	Satisfactory
<b>C.10</b>	10	6	0,33	Satisfactory

**Table 4**  
**THE CALCULATION OF ITEM DISCRIMINATION OF THE FOURTH**  
**TRY OUT TEST**

<b>No</b>	<b>R<sub>U</sub></b>	<b>R<sub>L</sub></b>	<b>D</b>	<b>Interpretation</b>
<b>A.1a</b>	15	11	0,22	Satisfactory
<b>A.1b</b>	15	8	0,39	Satisfactory
<b>A.1c</b>	11	7	0,22	Satisfactory
<b>A.2a</b>	13	7	0,33	Satisfactory
<b>A.2b</b>	13	6	0,39	Satisfactory
<b>A.2c</b>	14	8	0,33	Satisfactory
<b>B.1</b>	12	8	0,22	Satisfactory
<b>B.2</b>	9	5	0,22	Satisfactory
<b>B.3</b>	11	7	0,22	Satisfactory
<b>B.4</b>	8	4	0,22	Satisfactory
<b>B.5</b>	11	6	0,28	Satisfactory
<b>B.6</b>	10	5	0,28	Satisfactory
<b>B.7</b>	8	2	0,33	Satisfactory
<b>B.8</b>	14	6	0,44	Good
<b>B.9</b>	9	5	0,5	Good
<b>B.10</b>	7	5	0,11	Poor
<b>C.1</b>	11	7	0,22	Satisfactory
<b>C.2</b>	10	5	0,28	Satisfactory
<b>C.3</b>	7	4	0,17	Poor
<b>C.4</b>	11	6	0,28	Satisfactory
<b>C.5</b>	10	5	0,28	Satisfactory
<b>C.6</b>	8	4	0,22	Satisfactory
<b>C.7</b>	13	7	0,33	Satisfactory
<b>C.8</b>	9	5	0,5	Good
<b>C.9</b>	10	6	0,22	Satisfactory
<b>C.10</b>	8	4	0,22	Satisfactory

### The Formula of Item Discrimination

$$D = \frac{R_u - R_L}{n}$$

Where,

D : The item discrimination power

R<sub>u</sub>: The number of upper group students who give the correct answers

R<sub>L</sub> : The number of lower group students who give the correct answers

n : a half number of students

### The Criteria of the Item Discrimination

<b>Discrimination Power</b>	<b>Interpretation</b>
0.00-0.19	Poor
0.20-0.39	Satisfactory
0.40-0.69	Good
0.70-1.00	Excellent

## APPENDIX 5

**Table 1**  
**THE CALCULATION OF THE FIRST POST TEST SCORES**

NO	Inductive Group ( VIID )		Deductive Group ( VIIE )	
	$X_A$	$X^2_A$	$X_B$	$X^2_B$
1	23	529	31	961
2	30	900	10	100
3	17	289	28	784
4	22	484	20	400
5	27	729	29	841
6	29	841	28	784
7	28	784	26	676
8	19	361	21	441
9	31	961	26	676
10	27	729	26	676
11	19	361	12	144
12	29	841	18	324
13	18	324	25	625
14	27	729	22	484
15	14	196	20	400
16	29	841	19	361
17	29	841	31	961
18	22	484	18	324
19	30	900	27	729
20	15	225	30	900
21	26	676	26	676
22	27	729	23	529
23	28	784	25	625
24	11	121	21	441
25	21	441	31	961
26	29	841	28	784
27	12	144	25	625
28	27	729	30	900
29	31	961	25	625
30	28	784	29	841
31	28	784	27	729
32	29	841	24	576
<b>Total</b>	<b>782</b>	<b>20.184</b>	<b>761</b>	<b>19.903</b>
<b>n</b>	<b>32</b>		<b>32</b>	
<b>Mean</b>	<b>24,4375</b>		<b>23,78125</b>	
<b>SD</b>	<b>5,8856</b>		<b>7,6315</b>	

## TEST OF HYPOTHESIS OF THE FIRST POST TEST

1. Ha:  $\mu_A > \mu_B$  : There is a significant difference between the mean groups  
Ho:  $\mu_A = \mu_B$  : There is no significant difference between the mean groups

2.  $dF = n_A + n_B - 2 = 62$   
 $t(5\%) = 1,671$

3. Calculation of t-observation ( $\tau_o$ ):

INDUCTIVE GROUP

$$X_A = \frac{\sum x}{n} = 24,4375 \quad n = 32$$

$$SD_A = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 5,8856$$

DEDUCTIVE GROUP

$$X_B = \frac{\sum x}{n} = 23,78125 \quad n = 32$$

$$SD_B = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 7,6315$$

$$\tau_o = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0,3852$$

Where : X : Mean  
SD : The Standard Deviation  
n : The number of students  
 $\Sigma x$  : The total sum of the samples' scores

4. Conclusion  
t-obtained < t-table (5%)  
 $0,3852 < 1,671$   
Because t-obtained < t-table (5%) so Ho is accepted  
Hence there is no a significant difference between both groups and that group B (deductive group) is greater.

**Table 2**  
**THE CALCULATION OF THE SECOND POST TEST SCORES**

NO	Inductive Group ( VIIE )		Deductive Group ( VIID )	
	$X_A$	$X_A^2$	$X_B$	$X_B^2$
1	31	961	21	441
2	23	529	22	484
3	31	961	30	900
4	31	961	23	529
5	24	576	26	676
6	27	729	30	900
7	29	841	28	784
8	31	961	29	841
9	30	900	24	576
10	29	841	31	961
11	30	900	19	361
12	31	961	29	841
13	26	676	24	576
14	31	961	31	961
15	31	961	24	576
16	31	961	31	961
17	30	900	22	484
18	29	841	29	841
19	30	900	20	400
20	29	841	25	625
21	31	961	18	324
22	31	961	25	625
23	29	841	27	729
24	31	961	20	400
25	30	900	28	784
26	25	625	29	841
27	31	961	28	784
28	30	900	28	784
29	31	961	21	441
30	18	324	29	841
31	30	900	29	841
32	31	961	15	225
33	31	961	31	961
34	31	961	20	400
35			31	961
<b>Total</b>	<b>994</b>	<b>29.340</b>	<b>897</b>	<b>23.659</b>
<b>n</b>	<b>34</b>		<b>35</b>	
<b>Mean</b>	<b>29,2352</b>		<b>25,6285</b>	
<b>SD</b>	<b>2,9134</b>		<b>4,4396</b>	

## TEST OF HYPOTHESIS OF THE SECOND POST TEST

1.  $H_a: \mu_A > \mu_B$  : There is a significant difference between the mean groups  
 $H_o: \mu_A = \mu_B$  : There is no significant difference between the mean groups

2.  $df = n_A + n_B - 2 = 67$   
 $t(5\%) = 1,671$

3. Calculation of t-observation ( $\tau_o$ ):

INDUCTIVE GROUP

$$X_A = \frac{\sum x}{n} = 29,2352 \quad n = 34$$

$$SD_A = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 2,9134$$

DEDUCTIVE GROUP

$$X_B = \frac{\sum x}{n} = 25,6285 \quad n = 35$$

$$SD_B = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 4,4396$$

$$\tau_o = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 3,9804$$

Where :  $X$  : Mean  
 $SD$  : The Standard Deviation  
 $n$  : The number of students  
 $\Sigma x$  : The total sum of the samples' scores

4. Conclusion  
 $t\text{-obtained} > t\text{-table (5\%)}$   
 $3,9804 > 1,671$   
 Because  $t\text{-obtained} > t\text{-table (5\%)}$  so  $H_a$  is accepted  
 Hence there is a significant difference between both groups and that group A (inductive group) is greater.

**Table 3**  
**THE CALCULATION OF THE THIRD POST TEST SCORES**

NO	Inductive Group ( VIIRD )		Deductive Group ( VIIE )	
	$X_A$	$X^2_A$	$X_B$	$X^2_B$
1	26	676	21	441
2	28	784	26	676
3	25	625	24	576
4	30	900	25	625
5	26	676	26	676
6	28	784	24	576
7	25	625	26	676
8	27	729	26	676
9	26	676	23	529
10	22	484	26	676
11	26	676	21	441
12	28	784	22	484
13	25	625	26	676
14	26	676	24	576
15	29	841	21	441
16	26	676	25	625
17	27	729	25	625
18	28	784	18	324
19	26	676	20	400
20	18	324	22	484
21	20	400	25	625
22	25	625	26	676
23	26	676	18	324
24	28	784	21	441
25	26	676	26	676
26	30	900	26	676
27	25	625	7	49
28	28	784	26	676
29	18	324	20	400
30	27	729	25	625
31	25	625	20	400
32	28	784	15	225
33	25	625	21	441
34	30	900	17	289
35	23	529	24	576
36	21	441	13	169
37	30	900		
<b>Total</b>	<b>957</b>	<b>900</b>	<b>801</b>	<b>18471</b>
<b>n</b>	<b>37</b>		<b>36</b>	
<b>Mean</b>	<b>25,8648</b>		<b>22,25</b>	
<b>SD</b>	<b>3,001</b>		<b>4,3053</b>	

### TEST OF HYPOTHESIS OF THE THIRD POST TEST

1.  $H_a: \mu_A > \mu_B$  : There is a significant difference between the mean groups  
 $H_o: \mu_A = \mu_B$  : There is no significant difference between the mean groups

2.  $dF = n_A + n_B - 2 = 71$   
 $t(5\%) = 1,671$

3. Calculation of t-observation ( $\tau_o$ ):

INDUCTIVE GROUP

$$X_A = \frac{\sum x}{n} = 25,8648 \quad n = 37$$

$$SD_A = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 3,001$$

DEDUCTIVE GROUP

$$X_B = \frac{\sum x}{n} = 22,25 \quad n = 36$$

$$SD_B = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 4,3053$$

$$\tau_o = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 4,1711$$

Where :  $X$  : Mean  
 $SD$  : The Standard Deviation  
 $n$  : The number of students  
 $\Sigma x$  : The total sum of the samples' scores

4. Conclusion  
 $t\text{-obtained} > t\text{-table (5\%)}$   
 $4,1711 > 1,671$   
 Because  $t\text{-obtained} > t\text{-table (5\%)}$  so  $H_a$  is accepted  
 Hence there is a significant difference between both groups and that group A (inductive group) is greater.

**Table 4**  
**THE CALCULATION OF THE FOURTH POST TEST SCORES**

NO	Inductive Group ( VIII E )		Deductive Group ( VIII D )	
	$X_A$	$X^2_A$	$X_B$	$X^2_B$
1	25	625	22	484
2	18	324	25	625
3	25	625	16	256
4	21	441	26	676
5	26	676	19	361
6	28	784	26	676
7	25	625	24	576
8	25	625	26	676
9	29	841	26	676
10	23	529	25	625
11	25	625	17	289
12	20	400	26	676
13	24	576	20	400
14	24	576	24	576
15	18	324	25	625
16	25	625	19	361
17	23	529	24	576
18	26	676	26	676
19	24	576	18	325
20	23	529	15	225
21	27	729	24	576
22	25	625	24	576
23	26	676	18	324
24	24	576	23	529
25	25	625	24	576
26	26	676	22	484
27	28	784	25	625
28	23	529	25	625
29	24	576	25	625
30	23	529	19	361
31	26	676	25	625
32	25	625	24	576
33	28	784	25	625
34	26	676	19	361
35	27	729	24	576
36	30	900	21	441
37			24	576
<b>Total</b>	<b>890</b>	<b>22.246</b>	<b>840</b>	<b>19.441</b>
<b>n</b>	<b>36</b>		<b>37</b>	
<b>Mean</b>	<b>24,7222</b>		<b>22,7027</b>	
<b>SD</b>	<b>2,6361</b>		<b>3,2090</b>	

## TEST OF HYPOTHESIS OF THE FOURTH POST TEST

1.  $H_a: \mu_A > \mu_B$  : There is a significant difference between the mean groups  
 $H_o: \mu_A = \mu_B$  : There is no significant difference between the mean groups

2.  $dF = n_A + n_B - 2 = 71$   
 $t(5\%) = 1,671$

3. Calculation of t-observation ( $\tau_o$ ):

INDUCTIVE GROUP

$$X_A = \frac{\sum x}{n} = 24,7222 \quad n = 36$$

$$SD_A = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 2,6361$$

DEDUCTIVE GROUP

$$X_B = \frac{\sum x}{n} = 22,7027 \quad n = 37$$

$$SD_B = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 3,2090$$

$$\tau_o = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 3,837$$

Where :  $X$  : Mean  
 $SD$  : The Standard Deviation  
 $n$  : The number of students  
 $\Sigma x$  : The total sum of the samples' scores

4. Conclusion  
 $t\text{-obtained} > t\text{-table (5\%)}$   
 $3,837 > 1,671$   
 Because  $t\text{-obtained} > t\text{-table (5\%)}$  so  $H_a$  is accepted  
 Hence there is a significant difference between both groups and that group A (inductive group) is greater.

## LESSON PLAN FOR INDUCTIVE GROUP (First Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Simple Present Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Megawati Purnomo

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### A. COMPETENCE

#### 1. Basic Competence

- Students comprehend the grammatical rules and the uses of the Simple Present Tense.

#### 2. Achievement Indicators

Students are able to

- find out the positive pattern of the Simple Present Tense.
- find out the negative pattern of the Simple Present Tense.
- find out the interrogative pattern of the Simple present Tense.
- construct positive sentences in the Simple Present Tense.
- construct negative sentences in the Simple Present Tense.
- construct interrogative sentences in the Simple Present Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet 1)

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques: question and answer, individual work.

#### 2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of the Simple Present Tense	Listen to the teacher	5'
	Distributes a reading passage (see Reading Passage 1)	Receive the reading passage	1'
	Explains about the features of the Simple Present Tense as used in the reading passage	Listen to the explanation	5'

	Gives some sentences in the Simple Present Tense as examples	Listen to the teacher	3'
	Asks the students to do Exercise A and B (see Student's Worksheet 1)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
	Asks the students to find out the positive, negative and interrogative pattern of the Simple present Tense	Try to find out the positive, negative and interrogative pattern of simple present tense	10'
Post-Instructional Activities	Gives test (see Test 1)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Bachtiar Bima Mustriana ... [et al.]. 2007. New Let's Talk Grade VIII for Junior High School (SMP/MTs). Pakar Raya.

## **TEACHER’S NOTE (First Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Simple Present Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Do you know about tenses?
  - Have you ever learnt Simple Present Tense?

#### **Whilst activities**

- Provides the uses of Simple Present Tense
  - “Students, today we will learn about Simple Present Tense. Do you know what the uses of Simple Present Tense are? It is used for habitual action and general truth.”
- Distributes a reading passage.
  - “Students, now I’m going to distribute a reading passage to you. One of you please read it out loud.”
- Explains about the features of the Simple Present Tense as used in the reading passage
- Gives some sentences in the Simple Present Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Simple Present Tense.”  
He walks to school everyday.  
They play tennis on Saturdays.  
The sun rises in the east.

- Asks the students to do Exercise A and B.
  - “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”
- Asks the students to find out the positive, negative and interrogative pattern of Simple Present Tense.

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR INDUCTIVE GROUP (Second Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Simple Past Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Desi Kurnia Sandy, S.Pd.

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### A. COMPETENCE

#### 1. Basic Competence

- Students comprehend the grammatical rules and the uses of the Simple Past Tense.

#### 2. Achievement Indicators

Students are able to

- find out the positive pattern of Simple Past Tense.
- find out the negative pattern of Simple Past Tense.
- find out the interrogative pattern of Simple Past Tense.
- construct positive sentences in the Simple Past Tense.
- construct negative sentences in the Simple past Tense.
- construct interrogative sentences in the Simple Past Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques: question and answer, individual work.

#### 2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of Simple Past Tense	Listen to the explanation	5'
	Distributes a reading passage (see Reading Passage 2)	Receive the reading passage	1'
	Explains about the features of the Simple Past Tense as used in the reading passage	Listen to the explanation	5'

	Gives some sentences in the Simple Past Tense as examples	Listen to the teacher	3'
	Asks the students to do Exercise A and B (see Student's Worksheet 2)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
	Asks the students to find out the positive, negative and interrogative patterns of the Simple Past Tense	Try to find out the positive, negative and interrogative pattern of simple past tense	10'
Post-Instructional Activities	Gives test (see Test 2)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Akhmadi Ali ... [et al.]. 2005. Smart Steps. The Smartest Way to Learn English. An English Textbook for Junior High School . Ganeca Exact.

## **TEACHER'S NOTE (Second Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Simple Past Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greet the students
  - Good morning, class!
  - How are you today?
- Give triggering questions
  - Have you ever learnt Simple Past Tense?

#### **Whilst activities**

- Provide the uses of Simple Past Tense
  - “Students, today we will learn about Simple Past Tense. Do you know what the use of Simple Past Tense is? It is used for actions that happened in the past.”
- Distribute a reading passage.
  - “Students, now I’m going to distribute a reading passage to you. One of you please read it out loud.”
- Explain about the features of the Simple Past Tense as used in the reading passage
- Give some sentences in the Simple Past Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Simple Past Tense.”  
He went to party last night.  
They visited my house yesterday.  
We worked together this morning.
- Ask the students to do Exercise A and B.

- “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”
- Asks the students to find out the positive, negative and interrogative pattern of Simple Past Tense.

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR INDUCTIVE GROUP (Third Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Past Continuous Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Desi Kurnia Sandy, S.Pd.

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### A. COMPETENCE

#### 1. Basic Competence

- Students comprehend the grammatical rules and the uses of the Past Continuous Tense.

#### 2. Achievement Indicators

Students are able

- to find out the positive pattern of the Past Continuous Tense.
- to find out the negative pattern of the Past Continuous Tense.
- to find out the interrogative pattern of the Past Continuous Tense.
- to construct positive sentences in the Past Continuous Tense.
- to construct negative sentences in the Past Continuous Tense.
- to construct interrogative sentences in the Past Continuous Tense.
- to combine the Past Continuous Tense with the Simple Past Tense in a sentence discourse.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques: question and answer, individual work.

#### 2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of the Past Continuous Tense	Listen to the explanation	5'
	Distributes a reading passage (see Reading Passage 3)	Receive the reading passage	1'
	Explains about the features of the	Listen to the explanation	5'

	Past Continuous Tense as used in the reading passage		
	Gives some sentences in the Past Continuous Tense as examples	Listen to the teacher	3'
	Asks the students to do Exercise A and B (see Student's Worksheet 3)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
	Asks the students to find out the positive, negative and interrogative patterns of the Past Continuous Tense	Try to find out the positive, negative and interrogative pattern of past continuous tense	10'
Post-Instructional Activities	Gives test (see Test 3)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Achmad Atmawinata ... [et al.]. 2003. Communicative and Meaningful English- For Junior High School. Yudhistira.

## **TEACHER’S NOTE (Third Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Past Continuous Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Have you ever learnt Past Continuous Tense?

#### **Whilst activities**

- Provides the uses of Past Continuous Tense.
  - “Students, today we will learn about Past Continuous Tense. Do you know what the uses of Past Continuous Tense are? It is used to describe an action in progress at a point of time in the past; and to contrast an ongoing action with a single event which interrupts it.”
- Distributes a reading passage.
  - “Students, now I’m going to distribute a reading passage to you. One of you please read it out loud.”
- Explains about the features of the Past Continuous Tense as used in the reading passage
- Gives some sentences in the Past Continuous Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Past Continuous Tense.”  
She was wearing blue gown.  
They were having their lunch.  
I was fixing the car.

- Asks the students to do Exercise A and B.
  - “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”
- Asks the students to find out the positive, negative and interrogative pattern of Past Continuous Tense.

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR INDUCTIVE GROUP (Fourth Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Present Perfect Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Megawati Purnomo

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### A. COMPETENCE

#### 1. Basic Competence

- Students comprehend the grammatical rules and the uses of the Present Perfect Tense.

#### 2. Achievement Indicators

Students are able

- to find out the positive pattern of Present Perfect Tense.
- to find out the negative pattern of Present Perfect Tense.
- to find out the interrogative pattern of Present Perfect Tense.
- to construct positive sentences in the Present Perfect Tense.
- to construct negative sentences in the Present Perfect Tense.
- to construct interrogative sentences in the Present Perfect Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques: question and answer, individual work.

#### 2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of Present Perfect Tense	Listen to the explanation	5'
	Distributes a reading passage (see Reading Passage 4)	Receive the reading passage	1'
	Explains about the features of the Present Perfect Tense as used in the reading passage	Listen to the explanation	5'

	Gives some sentences in the Present Perfect Tense as examples	Listen to the teacher	3'
	Asks the students to do Exercise A and B (see Student's Worksheet 4)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
	Asks the students to find out the positive, negative and interrogative pattern of Present Perfect Tense	Try to find out the positive, negative and interrogative pattern of present perfect tense	10'
Post-Instructional Activities	Gives test (see Test 4)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Taylor Grant. 1986. Learning American English. McGraw-Hill Book Company.

## **TEACHER’S NOTE (Fourth Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Present Perfect Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Have you ever learnt Present Perfect Tense?

#### **Whilst activities**

- Provides the uses of Present Perfect Tense
  - “Students, today we will learn about Present Perfect Tense. Do you know what the uses of Present Perfect Tense are? It is used to describe an action that happened in the past, but have a link with the present.”
- Distributes a reading passage.
  - “Students, now I’m going to distribute a reading passage to you. One of you please read it out loud.”
- Explains about the features of the Present Perfect Tense as used in the reading passage
- Gives some sentences in the Present Perfect Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Present Perfect Tense.”  
He has taken the novel.  
We have booked the room.  
I have heard the news.

- Asks the students to do Exercise A and B.
  - “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”
- Asks the students to find out the positive, negative and interrogative pattern of Present Perfect Tense.

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR DEDUCTIVE GROUP (First Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Simple Present Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Desi Kurnia Sandy, S.Pd.

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### A. COMPETENCE

1. Basic Competence
  - Students comprehend the grammatical rules and the uses of the Simple Present Tense.
2. Achievement Indicators  
Students are able to
  - construct positive sentences in the Simple Present Tense.
  - construct negative sentences in the Simple Present Tense.
  - construct interrogative sentences in the Simple Present Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: question and answer, individual work.
2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of Simple Present Tense	Listen to the explanation	5'
	Explains the positive, negative and interrogative pattern of Simple Present Tense	Listen to the explanation	8'
	Gives some sentences in the Simple Present Tense as examples	Listen to the teacher	5'
	Guides the students to make sentences based on the pattern	Make sentences based on the pattern	6'

	Asks the students to do Exercise A and B (see Student's Worksheet 1)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
Post-Instructional Activities	Gives test (see Test 1)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Bachtiar Bima Mustriana ... [et al.]. 2007. New Let's Talk Grade VIII for Junior High School (SMP/MTs). Pakar Raya.

## **TEACHER'S NOTE (First Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Simple Present Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Do you know about tenses?
  - Have you ever learnt Simple Present Tense?

#### **Whilst activities**

- Provides the uses of Simple Present Tense
  - “Students, today we will learn about Simple Present Tense. Do you know what the uses of Simple Present Tense are? It is used for habitual action and general truth.”
- Explains about the positive, negative and interrogative patterns of the Simple Present Tense.
- Gives some sentences in the Simple Present Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Simple Present Tense.”  
He walks to school everyday.  
They play tennis on Saturdays.  
The sun rises in the east.
- Guides the students to make sentences based on the patterns.
- Asks the students to do Exercise A and B.

- “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR DEDUCTIVE GROUP (Second Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Simple Past Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Megawati Purnomo

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### A. COMPETENCE

1. Basic Competence
  - Students comprehend the grammatical rules and the uses of the Simple Past Tense.
2. Achievement Indicators  
Students are able to
  - construct positive sentences in the Simple Past Tense.
  - construct negative sentences in the Simple Past Tense.
  - construct interrogative sentences in the Simple Past Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: question and answer, individual work.
2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of Simple Past Tense	Listen to the explanation	5'
	Explains the positive, negative and interrogative patterns of the Simple Past Tense	Listen to the explanation	8'
	Gives some sentences in the Simple Past Tense as the examples	Listen to the teacher	5'
	Guides the students to make sentences based on the pattern	Make sentences based on the pattern	6'

	Asks the students to do Exercise A and B (Student's Worksheet 2)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
Post-Instructional Activities	Gives test (Test 2)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Akhmadi Ali ... [et al.]. 2005. Smart Steps. The Smartest Way to Learn English. An English Textbook for Junior High School . Ganeca Exact.

## **TEACHER'S NOTE (Second Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Simple Past Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Have you ever learnt Simple Past Tense?

#### **Whilst activities**

- Provides the uses of Simple Past Tense
  - “Students, today we will learn about Simple Past Tense. Do you know what the use of Simple Past Tense is? It is used for actions that happened in the past.”
- Explains the positive, negative and interrogative pattern of Simple Past Tense.
- Gives some sentences in the Simple Past Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Simple Past Tense.”  
He went to party last night.  
They visited my house yesterday.  
We worked together this morning.
- Guides the students to make sentences based on the patterns.
- Asks the students to do Exercise A and B.
  - “Ok students, now please look at your worksheet. Please do exercise A and B.”

- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR DEDUCTIVE GROUP (Third Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Past Continuous Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Megawati Purnomo

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### A. COMPETENCE

#### 1. Basic Competence

- Students comprehend the grammatical rules and the uses of the Past Continuous Tense.

#### 2. Achievement Indicators

Students are able

- to construct positive sentences in the Past Continuous Tense.
- to construct negative sentences in the Past Continuous Tense.
- to construct interrogative sentences in the Past continuous Tense.
- to combine the Past Continuous Tense with the Simple Past Tense in a sentence discourse.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques: question and answer, individual work.

#### 2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of the Past Continuous Tense	Listen to the explanation	5'
	Explains the positive, negative and interrogative pattern of the Past Continuous Tense	Listen to the explanation	8'
	Gives some sentences in the Past Continuous Tense as examples	Listen to the teacher	5'

	Guides the students to make sentences based on the pattern	Make sentences based on the pattern	6'
	Asks the students to do Exercise A and B (see Student's Worksheet 3)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
Post-Instructional Activities	Gives test (see Test 3)	Do the test	30'
	Says good bye	Say goodbye	1'

#### **D. ASSESSMENT**

The student's test.

#### **E. REFERENCE**

Achmad Atmawinata ... [et al.]. 2003. Communicative and Meaningful English- For Junior High School. Yudhistira.

## **TEACHER’S NOTE (Third Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Past Continuous Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Have you ever learnt Past Continuous Tense?

#### **Whilst activities**

- Provides the uses of Past Continuous Tense.
  - “Students, today we will learn about Past Continuous Tense. Do you know what the uses of Past Continuous Tense are? It is used to describe an action in progress at a point of time in the past; and to contrast an ongoing action with a single event which interrupts it.”
- Explains the positive, negative and interrogative patterns of Past Continuous Tense.
- Gives some sentences in the Past Continuous Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Past Continuous Tense.”  
She was wearing blue gown.  
They were having their lunch.  
I was fixing the car.
- Guides the students to make sentences based on the patterns.
- Asks the students to do Exercise A and B.

- “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## LESSON PLAN FOR DEDUCTIVE GROUP (Fourth Meeting)

Subject : English  
 Language Component: Grammar  
 Topic : Present Perfect Tense  
 Grade/Semester : VIII/1  
 Time Allotment : 1x 80'  
 Teacher : Desi Kurnia Sandy, S.Pd.

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### A. COMPETENCE

1. Basic Competence
  - Students comprehend the grammatical rules and the uses of the Present Perfect Tense.
2. Achievement Indicators  
Students are able
  - to construct positive sentences in the Present Perfect Tense.
  - to construct negative sentences in the Present Perfect Tense.
  - to construct interrogative sentences in the Present Perfect Tense.

### B. LEARNING MATERIALS

(See Students' Worksheet)

### C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: question and answer, individual work.
2. Class activities:

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the greeting	1'
	Gives some triggering questions about the new lesson	Answer the questions	1'
Whilst-Instructional Activities	Provides the uses of Present Perfect Tense	Listen to the explanation	5'
	Explains the positive, negative and interrogative pattern of Present Perfect Tense	Listen to the explanation	8'
	Gives some sentences in the Present Perfect Tense as examples	Listen to the teacher	5'
	Guides the students to make sentences based on the pattern	Make the sentences based on the pattern	6'

	Asks the students to do Exercise A and B (see Student's Worksheet 4)	Do Exercise A and B	15'
	Checks the answers together	Check the answers together with the teacher	8'
Post-Instructional Activities	Gives test (see Test 4)	Do the test	30'
	Says good bye	Say goodbye	1'

**D. ASSESSMENT**

The student's test.

**E. REFERENCE**

Taylor Grant. 1986. Learning American English. McGraw-Hill Book Company.

## **TEACHER’S NOTE (Fourth Meeting)**

### **A. BASIC COMPETENCE**

Students comprehend the grammatical rules and the uses of the Present Perfect Tense.

### **B. TEACHING-LEARNING ACTIVITIES**

#### **Pre activities**

- Greets the students
  - Good morning, class!
  - How are you today?
- Gives triggering questions
  - Have you ever learnt Present Perfect Tense?

#### **Whilst activities**

- Provides the uses of Present Perfect Tense
  - “Students, today we will learn about Present Perfect Tense. Do you know what the uses of Present Perfect Tense are? It is used to describe an action that happened in the past, but have a link with the present.”
- Explains the positive, negative and interrogative pattern of the Present Perfect Tense.
- Gives some sentences in the Present Perfect Tense as examples
  - “Students, now please look at the sentences on the white board. They are the examples of Present Perfect Tense.”  
He has taken the novel.  
We have booked the room.  
I have heard the news.
- Guides the students to make sentences based on the patterns.
- Asks the students to do Exercise A and B.

- “Ok students, now please look at your worksheet. Please do exercise A and B.”
- Checks the answers together.
  - “Have you finished, students? Now, let’s check the answers together.”

**Post activities**

- Gives the students a test.
  - “Students, now I have a test for you. Please do it by yourself.”
- Says good bye.
  - “Ok class, that’s all our lesson today. See you next week.”

## **Reading Passage 1**

### **Going to the Beach**

My family and I like to go to the beach. We go there very often. My mother always prepares some food to take along with us. My father usually drives us there.

When we are there, my mother sits under the shady trees to watch us. My father and I swim in the cool water. My little sister collects seashells on the beach. We always take a walk along the beach before we go home.

## **Reading Passage 2**

### **My Brother's First Day at the Office**

Yesterday my brother started to work in his new company. He got up early, and he wore his new uniform.

Before he left home he said goodbye to our parents. Did he go by car? No, he did not. He went to work by motorcycle. He left early. He did not want to get to his office late.

When he got there, he met some people. He greeted them, and he shook hands with them. He talked to them and then he came into his office.

After he finished his work, he directly went home at five o'clock. He was very happy with his new job.

### Reading Passage 3

Mrs. Peter had two children. Sammy was seven years old, and his sister Annie was four. Sammy went to school, but Annie did not. When Sammy was at home, he often played with Annie. Mrs. Peter was free to do her work quietly.

One Saturday morning, the two children were playing in the garden while their mother was preparing the lunch. They were quite happy until Annie suddenly began to cry, and she ran to her mother in the kitchen. Her mother was cooking when she came to the kitchen.

Mrs. Peter stopped cooking and said, 'Why are you crying, Annie?'

'Sammy has broken my toy horse,' Annie answered, crying more loudly.

'How did he break it?' her mother asked.

Annie stopped crying, but she did not answer. After a few seconds, she said, 'I hit him on the head with it.'

## Reading Passage 4

Len was thirty years old, and he had very long hair. He lived in a big city, but one year he did not find any work there. He said to himself, 'I haven't gotten any job for ten years. I should go to another town.' He went to a small town and he began looking for work there. He went to a lot of places, but nobody wanted him.

Then he met an old friend, and this man said to him, 'People in this town don't like long hair. Why don't you go to a barber? He can cut a lot of it off, and then you can get some work.'

Len went to a barber. The barber cut and cut for a long time and then he said to Len, 'Were you in the army a few years ago?'

'Yes, I was,' Len answered. 'Why did you ask that?'

'Because I've found your cap,' the barber said.

## Student's Worksheet 1

### A. Change these sentences into the positive, negative and interrogative forms of the Simple Present Tense.

1. John (play) tennis twice a week in the summer.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
2. Alex and I (speak) German very well.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
3. The swimming pool (open) at 9 o'clock every day.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
4. My parents (live) in a very small flat.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
5. The Olympic Games (take) place every four years.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_

### B. Underline the correct form of the verb in the brackets for each sentence.

1. Nurses (look / looks) after patients in hospitals.
2. His dog (bark / barks) loudly when there are strangers.
3. Mrs. Lee (feed / feeds) her cats twice a day.
4. The children (don't visit / doesn't visit) their grandparents every weekend.
5. Cindy and Maya (listen / listens) to the radio every day.
6. The girl (don't sweep / doesn't sweep) the floor every morning.
7. A crab (walk / walks) sideways.
8. We (eat / eats) food to get energy.
9. The men (read / reads) the newspaper every morning.
10. The babies (don't drink / doesn't drink) milk every four hours.

**Answer Key**  
**(Worksheet 1)**

**A. Change these sentences into the positive, negative and interrogative forms of the Simple Present Tense.**

1. a. (+) John plays tennis twice a week in the summer.  
b. (-) John does not play tennis twice a week in the summer.  
c. (?) Does John play tennis twice a week in the summer?
2. a. (+) Alex and I speak German very well.  
b. (-) Alex and I do not speak German very well.  
c. (?) Do Alex and I speak German very well?
3. a. (+) The swimming pool opens at 9 o'clock every day.  
b. (-) The swimming pool does not open at 9 o'clock every day.  
c. (?) Does the swimming pool open at 9 o'clock every day?
4. a. (+) My parents live in a very small flat.  
b. (-) My parents do not live in a very small flat.  
c. (?) Do my parents live in a very small flat?
5. a. (+) The Olympic Games take place every four years.  
b. (-) The Olympic Games do not take place every four years.  
c. (?) Do the Olympic Games take place every four years?

**B. Underline the correct word in the brackets for each sentence.**

1. Nurses (look / looks) after patients in hospitals.
2. His dog (bark / barks) loudly when there are strangers.
3. Mrs. Lee (feed / feeds) her cats twice a day.
4. The children (don't visit / doesn't visit) their grandparents every weekend.
5. Cindy and Maya (listen / listens) to the radio every day.
6. The girl (don't sweep / doesn't sweep) the floor every morning.
7. A crab (walk / walks) sideways.
8. We (eat / eats) food to get energy.
9. The men (read / reads) the newspaper every morning.
10. The babies (don't drink / doesn't drink) milk every four hours.

## Student's Worksheet 2

### A. Change these sentences into the positive, negative and interrogative forms of the Simple Past tense.

1. My family (have) a vacation last Christmas holiday.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
2. The students (make) the teacher angry this morning.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
3. My aunt (arrive) at Changi Airport last night.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
4. Gerry (meet) a new friend this morning.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
5. Merry (go) to Kate's house yesterday.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

### B. Change the verb in the brackets into the correct form of the Simple Past Tense.

1. Willy (play) football with his friends last week.
2. My sister (make) a birthday card for me two years ago.
3. Linda's cousins (come) to her house yesterday.
4. I (not, wash) my hair this morning.
5. The woman (ask) me a question just now.
6. We (not, clean) the whole house two days ago.
7. That man (save) my life two years ago.
8. He (use) the telephone just now.
9. The gardener (not, water) the plants this afternoon.
10. They (be) absent yesterday.

**Answer Key**  
**(Worksheet 2)**

**A. Change these sentences into the positive, negative and interrogative forms of the Simple Past tense.**

1. (+) My family had a vacation last Christmas holiday.  
(-) My family did not have a vacation last Christmas holiday.  
(?) Did my family have a vacation last Christmas holiday?
2. (+) The students made the teacher angry this morning.  
(-) The students did not make the teacher angry this morning.  
(?) Did the students make the teacher angry this morning?
3. (+) My aunt arrived at Changi Airport last night.  
(-) My aunt did not arrive at Changi Airport last night.  
(?) Did my aunt arrive at Changi Airport last night?
4. (+) Gerry met a new friend this morning.  
(-) Gerry did not meet a new friend this morning.  
(?) Did Gerry meet a new friend this morning?
5. (+) Merry went to Kate's house yesterday.  
(-) Merry did not go to Kate's house yesterday.  
(?) Did Merry go to Kate's house yesterday?

**B. Change the verb in the brackets into the correct form of the Simple Past Tense.**

1. played
2. made
3. came
4. did not wash
5. asked
6. did not clean
7. saved
8. used
9. did not water
10. were

### Student's Worksheet 3

**A. Change these sentences into the positive, negative and interrogative forms of the Past Continuous Tense.**

1. Ann (work) at 10.30 last night.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  
2. It (rain) when we went out.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  
3. They (have) breakfast at 8.15 this morning.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  
4. Ben and Suzan (write) a letter when the doorbell rang.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  
5. Tom (wait) for me when I arrived.  
(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I was peeling potatoes in the kitchen when the telephone (rang / was ringing).
2. My father was working in his room while my mother (cooked / was cooking) in the kitchen.
3. I was waiting to cross the road when the accident (happened / was happening).
4. She was walking to school when she (saw / was seeing) Mrs. Lee, our former teacher.
5. I was listening to the radio while my brother (did / was doing) his homework.
6. The baby was sleeping while the mother (sewed / was sewing) a dress.
7. She was doing her homework when she (became / was becoming) sleepy.

8. They were eating breakfast when they (heard / were hearing) someone knocking the door.
9. Mr. Jones was working in the garage while Mrs. Jones (shopped / was shopping).
10. When I first met him, he (worked / was working) in a restaurant.

**Answer Key**  
**(Worksheet 3)**

**A. Change these sentences into the positive, negative and interrogative forms of the Past Continuous Tense.**

1. (+) Ann was working at 10.30 last night.  
(-) Ann was not working at 10.30 last night.  
(?) Was Ann working at 10.30 last night?
2. (+) It was raining when we went out.  
(-) It was not raining when we went out.  
(?) Was it raining when we went out?
3. (+) They were having breakfast at 8.15 this morning.  
(-) They were not having breakfast at 8.15 this morning.  
(?) Were they having breakfast at 8.15 this morning?
4. (+) Ben and Suzan were writing a letter when the doorbell rang.  
(-) Ben and Suzan were not writing a letter when the doorbell rang.  
(?) Were Ben and Suzan writing a letter when the doorbell rang?
5. (+) Tom was waiting for me when I arrived.  
(-) Tom was not waiting for me when I arrived.  
(?) Was Tom waiting for me when I arrived?

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I was peeling potatoes in the kitchen when the telephone (rang / was ringing).
2. My father was working in his room while my mother (cooked / was cooking) in the kitchen.
3. I was waiting to cross the road when the accident (happened / was happening).
4. She was walking to school when she (saw / was seeing) Mrs. Lee, our former teacher.
5. I was listening to the radio while my brother (did / was doing) his homework.
6. The baby was sleeping while the mother (sewed / was sewing) a dress.
7. She was doing her homework when she (became / was becoming) sleepy.
8. They were eating breakfast when they (heard / were hearing) someone knocking the door.
9. Mr. Jones was working in the garage while Mrs. Jones (shopped / was shopping).
10. When I first met him, he (worked / was working) in a restaurant.

## Student's Worksheet 4

### A. Change these sentences into the positive, negative and interrogative forms of the Present Perfect Tense.

1. They (tell) Ann many times not to do that.

(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

2. Karen and Kent (go) into the kitchen.

(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

3. Frank (finish) all of the work.

(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

4. Suzan (write) four books.

(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

5. The children (know) him for many years.

(+) \_\_\_\_\_  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

### B. Underline the correct form of the verb in the brackets for each sentence.

1. Mary (has eaten / have eaten) her dinner.
2. The students (has copied / have copied) the words into their notebooks.
3. The thief (has stolen / have stolen) her diamond bracelet.
4. I (has called / have called) her several times.
5. We (has spent / have spent) \$250 in the last two weeks.
6. Lucas and William (has been / have been) there since Christmas.
7. Britney (has traveled / have traveled) by air many times.
8. My parents (has heard / have heard) the good news.
9. Her friend (hasn't joined / haven't joined) the club.
10. No one (has given / have given) the correct answer to it.

**Answer Key**  
**(Worksheet 4)**

**A. Change these sentences into the positive, negative and interrogative forms of the Present Perfect Tense.**

1. (+) They have told Ann many times not to do that.  
(-) I have not told Ann many times not to do that.  
(?) Have they told Ann many times not to do that?
2. (+) Karen and Kent have gone into the kitchen.  
(-) Karen and Kent have not gone into the kitchen.  
(?) Have Karen and Kent gone into the kitchen?
3. (+) Frank has finished all of the work.  
(-) Frank has not finished all of the work.  
(?) Has Frank finished all of the work?
4. (+) Suzan has written four books.  
(-) Suzan has not written four books.  
(?) Has Suzan written four books?
5. (+) The children have known him for many years.  
(-) The children have not known him for many years.  
(?) Have the children known him for many years?

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. Mary (has eaten / have eaten) her dinner.
2. The students (has copied / have copied) the words into their notebooks.
3. The thief (has stolen / have stolen) her diamond bracelet.
4. I (has called / have called) her several times.
5. We (has spent / have spent) \$250 in the last two weeks.
6. Lucas and William (has been / have been) there since Christmas.
7. Britney (has traveled / have traveled) by air many times.
8. My parents (has heard / have heard) the good news.
9. Her friend (hasn't joined / haven't joined) the club.
10. No one (has given / have given) the correct answer to it.

## TEST 1

### A. Change these sentences into the positive, negative and interrogative forms of the Simple Present Tense.

1. Brenda and Dave (watch) television every evening.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
2. My sister (have) a good sense of humor.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_

### B. Underline the correct form of the verb in the brackets for each sentence.

1. The earth (go / goes) round the sun.
2. Vegetarians (don't eat / doesn't eat) meat.
3. The River Amazon (flow / flows) into the Atlantic Ocean.
4. Plants (need / needs) fertilizers to grow well.
5. Every day my brothers (leave / leaves) the house at 6.30 in the morning.
6. The women (don't mop / doesn't mop) the floor every week.
7. A postman (deliver / delivers) letters every day.
8. My parents (save / saves) \$200 in the bank every month.
9. Cows (give / gives) us milk.
10. My grandmother (grow / grows) a lot of orchids in her garden.

### C. Fill in the blanks with the correct form of the Simple Present Tense.

John 1) \_\_\_\_\_ (be) in class. Freddy and Charlie 2) \_\_\_\_\_ (be) here, but they 3) \_\_\_\_\_ (not, want) to work. Sarah 4) \_\_\_\_\_ (look) like she 5) \_\_\_\_\_ (want) to go home. Allen 6) \_\_\_\_\_ (not, like) to do his homework. Sam 7) \_\_\_\_\_ (not, understand) the work. Some students 8) \_\_\_\_\_ (talk) too much, but most of them 9) \_\_\_\_\_ (not, say) anything. Harry 10) \_\_\_\_\_ (not, know) what to do. Barbara 11) \_\_\_\_\_ (cry) all the time. Philip 12) \_\_\_\_\_ (try) to work, but David 13) \_\_\_\_\_ (keep) bothering him. It 14) \_\_\_\_\_ (be) 12 o'clock. The class 15) \_\_\_\_\_ (be) over. Thank God!

**Answer Key**  
**(Test 1)**

**A. Change these sentences into the positive, negative and interrogative forms of the Simple Present Tense.**

1. Brenda and Dave (watch) television every evening.
  - a. (+) Brenda and Dave watch television every evening.
  - b. (-) Brenda and Dave do not watch television every evening.
  - c. (?) Do Brenda and Dave watch television every evening?
  
2. My sister (have) a good sense of humor.
  - a. (+) My sister has a good sense of humor.
  - b. (-) My sister does not have a good sense of humor.
  - c. (?) Does my sister have a good sense of humor?

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. The earth (go / goes) round the sun.
2. Vegetarians (don't eat / doesn't eat) meat.
3. The River Amazon (flow / flows) into the Atlantic Ocean.
4. Plants (need / needs) fertilizers to grow well.
5. Every day my brothers (leave / leaves) the house at 6.30 in the morning.
6. The women (don't mop / doesn't mop) the floor every week.
7. A postman (deliver / delivers) letters every day.
8. My parents (save / saves) \$200 in the bank every month.
9. Cows (give / gives) us milk.
10. My grandmother (grow / grows) a lot of orchids in her garden.

**C. Fill in the blanks with the correct form of the Simple Present Tense.**

1. is
2. are
3. do not want
4. looks
5. wants
6. does not like
7. does understand
8. talk
9. do not say
10. does not know
11. cries
12. tries
13. keeps
14. is
15. is

## Test 2

### A. Change these sentences into the positive, negative and interrogative forms of the Simple Past tense.

1. Ricky (walk) to school this morning.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
2. My mother (go) to the traditional market yesterday.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_

### B. Change the verb in the brackets into the correct form of the Simple Past Tense.

1. Betty (not, cook) the dinner last night.
2. We (see) them last night.
3. They (be) in the garden ten minutes ago.
4. I (make) that dress by hand.
5. My uncle (visit) me last week.
6. The maid (not, sweep) the floor this morning.
7. Keith and Martin (come) to see us last Friday.
8. Ezra (watch) a football match last Saturday night.
9. Paul and I (not, play) tennis together yesterday.
10. George (not, be) at work last week.

### C. Fill in the blanks with the correct form of the Simple Past Tense.

#### Lazy Shop Assistants

One day Mr. Eddy 1) \_\_\_\_\_ (go) shopping in a big electronic shop. He 2) \_\_\_\_\_ (want) to buy an emergency lamp. When he 3) \_\_\_\_\_ (arrive) there, he 4) \_\_\_\_\_ (meet) a young shop assistant. The shop assistant 5) \_\_\_\_\_ (not, serve) him well. He 6) \_\_\_\_\_ (say) that he 7) \_\_\_\_\_ (not, have) emergency lamps. Then Mr. Eddy 8) \_\_\_\_\_ (ask) another shop assistant. He 9) \_\_\_\_\_ (be) a new shop assistant. He 10) \_\_\_\_\_ (not, know) the price of the lamp. Mr. Eddy 11) \_\_\_\_\_ (get) annoyed.

Just then the manager 12)\_\_\_\_\_ (come). Mr. Eddy 13)\_\_\_\_\_ (meet) him. The manager 14)\_\_\_\_\_ (serve) Mr. Eddy kindly. Mr. Eddy 15)\_\_\_\_\_ (be) satisfied.

### **Answer Key** **(Test 2)**

**A. Change these sentences into the positive, negative and interrogative forms of the Simple Past tense.**

1. a. (+) Ricky walked to school this morning.  
b. (-) Ricky did not walk to school this morning.  
c. (?) Did Ricky walk to school this morning?
2. a. (+) My mother went to the traditional market yesterday.  
b. (-) My mother did not go to the traditional market yesterday.  
c. (?) Did my mother go to the traditional market yesterday?

**B. Change the verb in the brackets into the correct form of the Simple Past Tense.**

1. did not cook
2. saw
3. were
4. made
5. visited
6. did not sweep
7. came
8. watched
9. did not play
10. was not

**C. Fill in the blanks with the correct form of the Simple Past Tense.**

1. went
2. wanted
3. arrived
4. met
5. did not serve
6. said
7. did not have
8. asked
9. was
10. did not know
11. got
12. came

- 13. met
- 14. served
- 15. was

### Test 3

**A. Change these sentences into the positive, negative and interrogative forms of the Past Continuous Tense.**

1. We (play) tennis at 10.30 yesterday.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
2. She (wash) the dish when her mother came.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I was making a cake when the light (went / was going) out.
2. My dog was walking along quietly when Mr. Peter's dog (attacked / was attacking) mine.
3. He (played / was playing) chess at 9.00 this morning.
4. Dave was watching television while Merry (slept / was sleeping).
5. We had a chat while we (waited / were waiting) for our flights.
6. John took a photograph of me while I (didn't look / wasn't looking).
7. The Browns (had / were having) diner at 8 o'clock yesterday evening.
8. Linda met her uncle while she (shopped / was shopping).
9. Jessie was doing her homework when her father (entered / was entering) her room.
10. Maya was writing a letter when her boss (called / was calling) her.

**C. Use the Simple Past Tense or the Past continuous Tense.**

- a. My brother and my sister 1) \_\_\_\_\_ (talk) about something when I 2) \_\_\_\_\_ (walk) into the room.
- b. Helen 3) \_\_\_\_\_ (wash) her hair when I 4) \_\_\_\_\_ (call) her.
- c. He 5) \_\_\_\_\_ (play) guitar outside when his father 6) \_\_\_\_\_ (open) the window.
- d. Ericka 7) \_\_\_\_\_ (cook) when her mother 8) \_\_\_\_\_ (come).
- e. Henry and Joe 9) \_\_\_\_\_ (watch) television while their father 10) \_\_\_\_\_ (read) a book.

**Answer Key**  
**(Test 3)**

**A. Change these sentences into the positive, negative and interrogative forms of the Past Continuous Tense.**

1. a. (+) We were playing tennis at 10.30 yesterday.  
b. (-) We were not playing tennis at 10.30 yesterday.  
c. (?) Were we playing tennis at 10.30 yesterday?
2. a. (+) She was washing the dish when her mother came.  
b. (-) She was not washing the dish when her mother came.  
c. (?) Was she washing the dish when her mother came?

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I was making a cake when the light (went / was going) out.
2. My dog was walking along quietly when Mr. Peter's dog (attacked / was attacking) mine.
3. He (played / was playing) chess at 9.00 this morning.
4. Dave was watching television while Merry (slept / was sleeping).
5. We had a chat while we (waited / were waiting) for our flights.
6. John took a photograph of me while I (didn't look / wasn't looking).
7. The Browns (had / were having) dinner at 8 o'clock yesterday evening.
8. Linda met her uncle while she (shopped / was shopping).
9. Jessie was doing her homework when her father (entered / was entering) her room.
10. Maya was writing a letter when her boss (called / was calling) her.

**C. Use the Simple Past Tense or the Past continuous Tense.**

1. were talking
2. walked
3. was washing
4. called
5. was playing
6. opened
7. was cooking
8. came
9. were watching
10. was reading

**Test 4**

**A. Change these sentences into the positive, negative and interrogative forms of the Present Perfect Tense.**

1. Miss Wilson (watch) that movie two times.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_
  
2. Carol and Brenda (live) here since 1998.
  - a. (+) \_\_\_\_\_
  - b. (-) \_\_\_\_\_
  - c. (?) \_\_\_\_\_

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I (has sent / have sent) a special delivery letter to him.
2. Sharon (has agreed / have agreed) to join the competition.
3. My brothers (has played / have played) badminton for three hours.
4. The girl (has swept / have swept) the floor two times today.
5. We (has bought / have bought) a new car.
6. Sarah (has invited / have invited) a lot of people to come to her party.
7. Diane and Paul (has started / have started) their new job.
8. My sister (has improved / have improved) her English.
9. Mr. Smith (has gone / have gone) to the shop to get a newspaper.
10. The teacher (hasn't taught / haven't taught) us for two weeks.

**C. Fill in the blanks with the correct form of the Present Perfect Tense.**

1. Margareth \_\_\_\_\_ (learn) Spanish for two years.
2. Jack \_\_\_\_\_ (not, go) to Switzerland this year.
3. We \_\_\_\_\_ (be) here for three days.
4. The beggar \_\_\_\_\_ (not, eat) anything for two days.
5. \_\_\_\_\_ you \_\_\_\_\_ (turn) off the air-con?
6. \_\_\_\_\_ Mary ever \_\_\_\_\_ (play) golf?
7. My father \_\_\_\_\_ (work) in the company since for years ago.
8. I \_\_\_\_\_ (visit) my grandparents this week.
9. \_\_\_\_\_ the workers \_\_\_\_\_ (finish) their work?
10. Mr. and Mrs. Brown \_\_\_\_\_ (not, have) any children yet.

**Answer Key  
(Test 4)**

**A. Change these sentences into the positive, negative and interrogative forms of the Present Perfect Tense.**

1. a. (+) Miss Wilson has watched that movie two times.  
b. (-) Miss Wilson has not watched that movie two times.  
c. (?) Has Miss Wilson watched that movie two times?
2. a. (+) Carol and Brenda have lived here since 1998.  
b. (-) Carol and Brenda have not lived here since 1998.  
c. (?) Have Carol and Brenda lived here since 1998?

**B. Underline the correct form of the verb in the brackets for each sentence.**

1. I (has sent / have sent) a special delivery letter to him.
2. Sharon (has agreed / have agreed) to join the competition.
3. My brothers (has played / have played) badminton for three hours.
4. The girl (has swept / have swept) the floor two times today.
5. We (has bought / have bought) a new car.
6. Sarah (has invited / have invited) a lot of people to come to her party.
7. Diane and Paul (has started / have started) their new job.
8. My sister (has improved / have improved) her English.
9. Mr. Smith (has gone / have gone) to the shop to get a newspaper.
10. The teacher (hasn't taught / haven't taught) us for two weeks.

**C. Fill in the blanks with the correct form of the Present Perfect Tense.**

1. has learned
2. has not gone
3. have been
4. has not eaten
5. have, turned
6. has, played
7. has worked
8. have visited
9. have, finished
10. have not had