

**THE EFFECTIVENESS OF MUDDIEST POINT TECHNIQUE
ON EIGHTH GRADERS' GRAMMAR MASTERY OF SIMPLE
PAST TENSE AT TAMANAN 1 JUNIOR HIGH SCHOOL**

THESIS



By:

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NIM 202101060030

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq
Jember in Partial Fulfillment of The Requirements
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Faculty of Tarbiyah and Teacher Training
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THESIS

This thesis has been examined and approved in Partial Fullfilment of the
requirement of the degree of Sarjana Pendidikan (S.Pd.)

English Educational Program

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Faculty of Tarbiyah and Teacher Training


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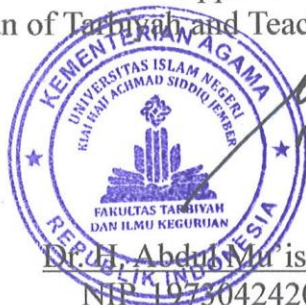
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ
انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ
خَبِيرٌ

“O you who have believed, when you are told, ‘Space yourselves’ in assemblies, then make space; Allah will make space for you. And when you are told, ‘Arise,’ then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (Al-Mujadilah: 11)*



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* English Translation of the Meanings by Muhammad Muhsin Khan and Muhammad Taqi-ud-Din al-Hilali , Tafheem-ul-Quran by Syed Abu-al-A'la Maududi & English - Sahih International: <https://surahquran.com/english-aya-11-sora-58.html>

DEDICATION

I sincerely dedicate this thesis to:

1. To my beloved parents, Mrs. Ismiyati and Mr. Rahmat Hidayat. Thank you for the endless love, care and support you have given me. Also, for the prayers and good wishes you always send my way. You're always the reason for every single step I take to make you proud.
2. To my brothers, M. Faisol Bal Aviv and Reyhan Fajrul Alamsyah, thank you for being the best siblings I could ever asked for.
3. To my grandparents, who always motivate and support me to keep learning and to not giving up on my dreams.
4. To my sister in-law Nur Lailah Isnaini, my niece Adreena Nasha Saqeela, uncles, aunts, and cousins who always bring happiness into my life.
5. To my whole supporter, best friend, cheerleader who has always cared for me in my ups and downs.
6. To my best friends, the ones who always standing by me in my best and difficult times.
7. To all the good people who have kindly contributed to this thesis, I would like to thank you all for helping me in the process of making this thesis
8. And lastly, I would like to thank myself for being willing to fight and reach this point, even though the obstacles were sometimes not easy to overcome.

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To acknowledge the completion of this thesis, the researcher would like to attribute the support of many individuals, to whom I express my deepest gratitude:

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9. Yudi Utomo, S.Pd., an English teacher at Tamanan 1 junior high school and the validator of the research instrument.
10. Mochammad Safi'I, the principal of Tamanan 1 junior high school who had given me permission to conduct this study.
11. The eighth graders' of Tamanan 1 junior high school who has helped the researcher in conducting the research.
12. All the staff of main library in UIN KHAS Jember who have helped the researcher to find references related to this research.

The researcher acknowledge that this thesis may have shortcomings, and I welcome constructive criticism and suggestions. I hope this thesis contributes to the development of knowledge, particularly in the field of education. Lastly, I pray that all the good deeds extended to me by everyone who have helped and contributed in this thesis are rewarded by Allah SWT.

Jember, June 13th 2024

Author

ABSTRACT

HANIEFATUR RADLIYAH, 2024: The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School

Keywords: *Muddiest Point Technique, Grammar Mastery, Simple Past tense*

Grammar is the structured arrangement of words or phrases to form a good sentence in English. One of the grammar materials studied in the 8th grade is simple past tense grammar. Some students have difficulty in learning the simple past tense, therefore, they need an effective learning technique to improve their grammar mastery. Muddiest Point Technique is a method of collecting feedback from students about the material they do not understand, allowing the teacher to provide further explanations specifically on the topics that students find unclear. Although the Muddiest Point Technique is rarely used, it has been proven effective according to several previous studies, as well as stated by Miller (2018) that the Muddiest Point Technique helps make learning time more effective for both students and teachers.

This research focuses on the questions "Is there a significant effect of the muddiest point technique on eighth graders' grammar mastery of simple past tense at Tamanan 1 Junior High School?" and "How effective is the muddiest point technique on eighth graders' grammar mastery of the simple past tense at Tamanan 1 Junior High School?" with the aims to determine the effectiveness of the muddiest point technique on students' mastery of the simple past tense grammar.

The research conducted by using quantitative-experimental research design, with the research sample of VIII D as the experimental group and VIII B as the control group. Both groups consist of 24 students, the experimental class used the muddiest point technique, while the control class used the conventional technique. The research instrument in this study were pre-test and post-test questions, each of the test has 20 questions which were divided into 15 multiple choice tests and 5 cloze tests.

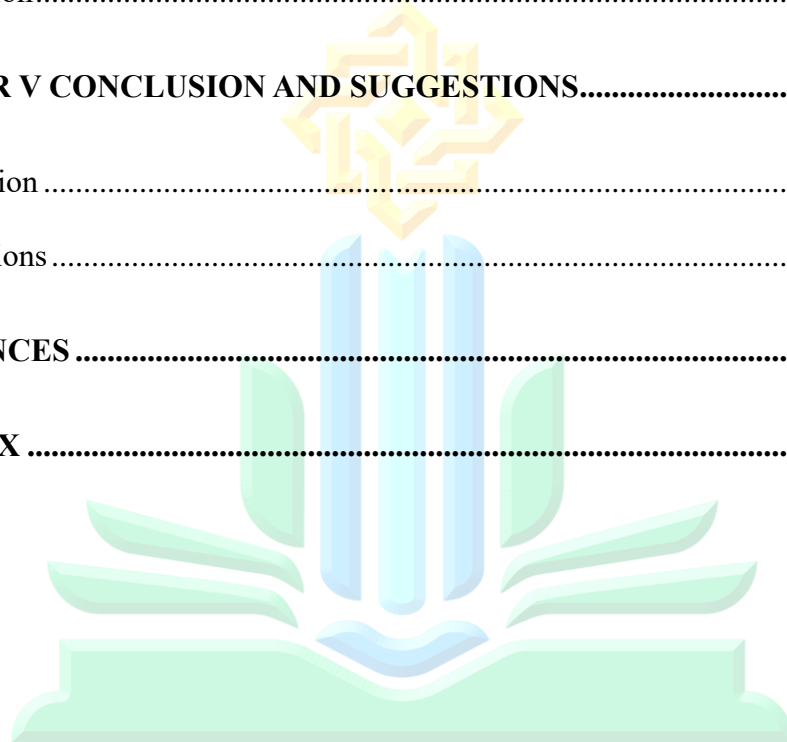
The results of this study showed that the pre-test and post-test scores in the experimental class increased from 32.00 to 76.00 with a significance value of $0.000 < 0.05$, indicating a significant effect of the muddiest point technique on students' mastery of the simple past tense grammar. The mean of post-test scores in the experimental class was 88.67, it was higher than the scores in the control class which was 78.00 with a significance value of $0.001 < 0,05$, indicating a significant difference of mean scores between both of the class. The percentage of completeness in the experimental class increased by 100%, from 23 students below the minimum competency standard (KKM) to 0% students under the KKM. Based on the data analysis mentioned before, it can be concluded that H_a is accepted and H_0 is rejected, it means that there is a significant effect of the muddiest point technique on eighth graders' grammar mastery of simple past tense at Tamanan 1 Junior High School in the academic year 2023/2024 with the 100% percentage of effectiveness.

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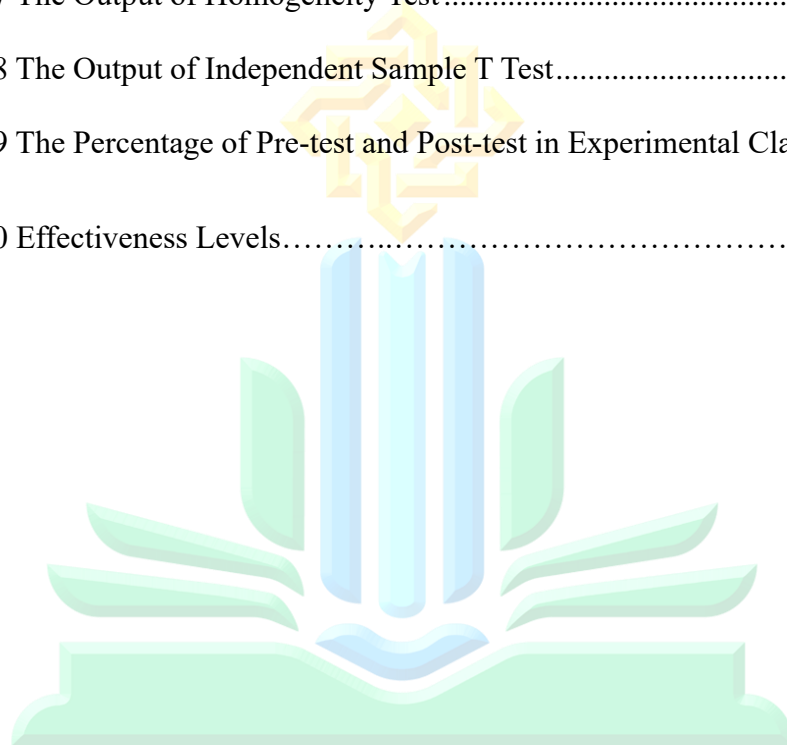


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CHAPTER I

INTRODUCTION

A. Research Background

As an international language, English has an important role as the language which known universally and has been used in various sectors and fields. It makes English language education one of the subjects highly needed in the world. English, being the first global language and has been used widely in the world of diplomacy, entertainment, international trade, international telecommunications and scientific publications such as newspaper and other source of information.¹Therefore, as non-native English speakers, It is important for Indonesia to learn English language skills. EF English Proficiency Index or EF EPI 2023 stated that Indonesia with 473 score is in the rank 79 out of 113 countries, with the low proficiency category.² It should be a serious issue for Indonesian people, because English is a very potential language which is not only useful in the field of education, but also the key to explore other fields such as: International communication, access to information, academic opportunities, career opportunities, cultural exchange, tourism and hospitality, technological advancements , global citizenship, diplomacy and international relations, and cross-border collaborations.

¹ PS Rao. *The Role Of English As A Global Language*. (Research Journal Of English (RJOE) : 2019), Vol-4, Issue-1, 66.

² EF EPI, English Proficiency Index. 2023. 32.

Therefore, English learners especially students in Indonesia need to improve their English skill through English educational language.

English educational language has a purpose to help students mastering the four skills of English language, namely: reading, speaking, listening and writing. In mastering those four skills in English, students must have either good mastery of vocabulary or good mastery of grammar. Grammar in English is the most important component to master all the skills in English language.³ Grammar described as language structures which has the ability to combine the words or phrases into a good sentence in grammar.⁴ People with a good grammar mastery are those who are able to construct a good sentence by combining words or phrases based on the correct structure of language grammar. The structure of grammar greatly influences the meaning contained in sentences. Therefore, grammatical errors need to be concerned well when composing sentences in English, so that the meaning of the conversation can be conveyed and avoid misunderstandings. As English learners, it is important for students to learn and understand about English grammar as the first step of learning English. Students who have a good mastery in grammar will be easier to learn or even communicate in English properly.

³ Onishchuk, Ikonnikova, Antonenko, Kharchenko, Shestakova, Kuzmenko, & Maksymchuk. *Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine*. Revista Romaneasca Pentru Educatie Multidimensionala, 12(3), 2020,.44-65.

⁴ Jack C. Richards and Richard W. Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics, 4th ed (Harlow: Longman, 2010), 251.

Based on researcher's observation when teaching English language education as the implementation of Teaching Practice or PLP program at eighth grade of SMP Negeri 1 Tamanan, Students often encounter difficulties in understanding grammar of simple past tense. Simple past tense is one of the sixteen tenses in English grammar. Simple past tense is used to tell, describe, or stated about an action that completely happened in the past and has no relation with present time. The simple past tense is often indicated by the use of past forms of verbs and past form of "be" when the sentence has no verb. There are two kinds of verbs used in simple past tense, the first one is regular verbs and the second is irregular verbs. Regular verb could be find easier because most of it just require to add the word "ed" to the base form of verb, form for example: walked, talked. While irregular verbs have unique past tense forms for example: went, ate.⁵ Regular and irregular verbs pose a challenge for eighth-grade students who are currently learning the simple past tense, as it is difficult to classify between the two. Furthermore, students struggle to determine the second form of base verbs and construct the correct structure when instructed to make three types of simple past tense sentences: affirmative, negative, and interrogative sentence.

In addition, students are reluctant to ask teachers about materials they don't understand about simple past tense. It caused by some factors, such as: shy, self-conscious, afraid of peer judgement, afraid of being like challenging teacher's authority and worry about a bad impact for their academic

⁵ Eoghan Ryan. *Simple Past Tense Examples & Exercises*. 2023

assessment. In fact, asking questions and finding answers are the important things to do in the classroom in order to support students' to get a better understanding and to improve their critical thinking.⁶ Apparently, in teaching english grammar, teachers usually ask the students at the end of the lesson to inquire about any unclear points. If no students respond, the teacher often concludes the lesson without further clarification. Consequently, students who are too shy to ask questions continue to withhold their queries and do not receive further explanations. This case will lead to the fact that students remain unaware, and there is no improvement in their grammar mastery of the simple past tense. These problems may have been attributed to factors such as an inappropriate curriculum, the non-enthusiastic psychological state of students, lack of motivation, learning strategies, teaching methods, and educational background. Thus, English educational learning needs a suitable technique to focus on the target of study. In this case is to provide students a better understanding of the simple past tense and the. researcher interested to use the Muddiest Point technique to overcome these problems.

Muddiest Point Technique was developed by Dr. Frederick Mosteller, a distinguished professor of statistics at Harvard University and introduced in 1993 by Dr. Angelo in her book "Classroom Assessment Techniques: A Handbook for College Teachers," which was co-authored with K. Patricia Cross who have made the Muddiest Point Technique well-known and widely

⁶ Ummi, Ika, Dahrul. Analisis Keterampilan Bertanya Siswa pada Pembelajaran IPA di Sekolah Dasar. (Research & Learning in Elementary Education:2022), 434.

used, particularly in science education. The Muddiest Point technique aims to explore and collect feedback from students about material that is unclear or not fully understood. Muddiest Point Technique gives teacher insight into gap of students' understanding, and helps the teacher to navigate what students' need to understand about the material of study either with further explanation, instruction, examples or clarification.

The Muddiest Point is one of the easiest methods in learning and teaching process. In order to employ this technique, the instructor simply asks students to write down about the materials that they found unclear or confusing. This technique can give the teacher an instant diagnose of what students are finding difficult to understand so that the teacher can be focus accurately and effectively of the subsequent lessons or assignments.⁷ This technique is implemented at the end of the lesson. The feedback obtained from students helps the teacher navigate which material should be explained in the next meeting. This technique can be a solution to overcome students' reluctance to ask questions because, in this technique, students are not required to ask or tell directly; instead, they write and submit their queries anonymously. It is to avoid the fear of judgements or any possible anxiety that students suffer when they have to interact directly to the teacher.

The Muddiest Point Technique has been considered as an effective learning method in several previous studies. According to Sri Reskyawati,

⁷ Angelo, T. A., & Cross, K. P. *Classroom assessment techniques: A handbook for college teachers*. (San Francisco: Jossey-Bass Publishers 1993), 155.

Firdaus Daud, and Muhammad Darwis M on “*The Influence of Applying Discovery Learning Model Using Muddiest Point Technique on Learning Outcomes, Activities, and Adversity Quotient*”, the muddiest Point technique has an impact on the students’ learning outcomes, activities, and adversity quotient.⁸ Second, a study titled “*Blending Muddiest Point Activities with Common Formative Assessments Bolsters the Performance of Marginalized Student Populations in General Chemistry*” by Caroline Z. Muteti, Tracy Kerr, Mwarumba Mwavita, and Jacinta M. Mutambuki indicated that Muddiest Point activities promote equitable learning access, particularly benefiting marginalized students.⁹ And the last is stated by Darikah, D. (2022) on “*Improving Student Learning Outcomes In Understanding Bodhisattva Moral Values Through Muddiest Point Learning Strategy*” that the Muddiest Point is significantly effective in teaching Bodhisattva moral values.¹⁰ The researcher suggests that Muddiest Point is a valuable teaching-learning strategy.

Based on the discussion above, the researcher took a hypothesis that the muddiest point has significant effect on the eighth graders’ grammar mastery of simple past tense. This research aims to contribute empirical evidence to the

⁸ Sri Reskyawati, Firdaus Daud, Muhammad Darwis M. *Pengaruh Penerapan Model Discovery Learning dengan Teknik Muddiest Point Terhadap Hasil Belajar, Aktivitas, dan Kecerdasan Adversitas Siswa*, (2022)

⁹ Caroline Z. Muteti, Tracy Kerr, Mwarumba Mwavita, and Jacinta M. Mutambuki. *Blending Muddiest Point Activities with Common Formative Assessments Bolsters the Performance of Marginalized Student Populations in General Chemistry*. (2022)

¹⁰ Darikah, D. “*Meningkatkan Hasil Belajar Siswa Dalam Memahami Nilai Moral Bodhisattva Melalui Strategi Pembelajaran Muddiest Point*”. *Jurnal Inovasi Pendidikan*. Vol. 3, Issue-6. (2022)

existing body of knowledge on effective pedagogical practices, providing insights that can inform learning technique in eighth-grade of junior high school classrooms. Additionally, it expected to have implications not only for teachers or educational learners but also for all people seeking evidence-based approaches to see the effectiveness of muddiest point technique on grammar mastery.

While previous studies examined the effectiveness of using the Muddiest Point in non-English language lessons and were mostly conducted in pre-experimental design, the researcher aims to conduct a study to determine the effectiveness of Muddiest Point technique on students' grammar mastery of simple past tense. This research will be conducted in a quasi-experimental research method and quantitative approach with the title "The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School" in academic year of 2023/2024.

B. Research Questions:

1. Is there any significant effect of muddiest point technique on eighth graders' grammar mastery of simple past tense at Tamanan 1 junior high school?
2. How effective is the muddiest point technique on eighth graders' grammar mastery of simple past tense at Tamanan 1 junior high school?

C. Research Objectives:

1. To find out the significant effect of muddiest point technique on the eighth graders' grammar mastery of simple past tense at Tamanan 1 junior high school
2. To measure the effectiveness of muddiest point technique on the eighth graders' grammar mastery of simple past tense at Tamanan 1 junior high school

D. Research Significant

1. Theoretical Significant

The importance of this research is to determine the effectiveness of muddiest point technique on eighth graders' grammar mastery of simple past tense. This study is either expected to give advantages or information for people and all subjects in this study.

2. Practical Significance

The result of research was expected to give advantages for some people:

a. For Students

This research is expected to motivate students to express their struggles in learning simple past tense grammar and help students receive what they need to learn more.

b. For Teachers

This research is expected to help teachers to innovate a learning strategy by using Muddiest Point Technique and whether to consider the

muddiest point technique as an effective strategy for teaching simple past tense grammar.

c. For School

This research is expected to give a factual information about the effectiveness of using Muddiest Point Technique on eighth graders' grammar mastery of simple past tense that can be an innovation in teaching English.

d. For Researchers

This research is expected to determine the effectiveness of Muddiest Point Technique on students' grammar mastery of simple past tense, and the result of this research will be an evaluation for researcher and a reference for others.

E. Research Scope

1. Independent Variable

Independent variable is a variable that is expected to influence the dependent variable. The independent variable in this research was Muddiest Point Techniqu

2. Dependent Variable

Dependent variable is a variable that is expected to be influenced by the independent variable. It represents as the results of the implementation of the dependent variable. The dependent variable in this study was students' grammar mastery of simple past tense

F. Definition of Key terms

1. Muddiest Point Technique

The Muddiest Point Technique is a learning technique used to gather feedback from students about topics or concepts they find confusing or unclear. The term "muddiest point" refers to the specific content that learners find most difficult to understand. The purpose of this technique is to reflect on the learning process, allowing teachers to identify the topics that students haven't completely understand. Muddiest Point can help the teachers to provide further explanation or clarification about the learning materials. Additionally, this technique aims to help students to reveal the material that they find difficult, it also helps students to learn in another way effectively. The Muddiest Point Technique is typically implemented at the end of a lesson by giving students time to write about the topics they find unclear. These written reflections from students are then collected by the teacher. By reviewing the feedback, the teacher can identify part of learning material that need further explanation or clarification and help students to achieve a better understanding of the materials.

2. Grammar Mastery

Grammar is a set of structured rules in order to compose the clauses, phrases, and words in languages. Grammar mastery is understanding of sentence structure, sentence element, simple clause and complex clause. And additionally, the ability to construct a good sentence and classify the words or phrases in English. Grammar mastery refers to the comprehensive

understanding and application of the rules and principles of grammar in a language. It is the key to make a good sentence which leads to a proper communication that can be understood by others. A good grammar mastery will also lead to good speaking skills so that people can communicate in English fluently. Furthermore, grammar mastery helps learners to master all the four skills in English easier. Those four skills are: listening, reading, writing and speaking. Grammar mastery also affect students' confident to wrote or talk in English as they already know how to make a sentence in English correctly.

3. Simple Past Tense

Simple past tense is one of the tenses in English language grammar that indicate that an action already completed in the past and is no longer ongoing. All categories of past tense normally indicated by an adverb, such as: yesterday, last year, just now, before, previously, recently, etc. the formula to make a correct sentence in simple past tense is: subject + verb2 + object. But the form of verbs used in simple past tense are divided into 2, there are: regular verbs and irregular verbs. Regular verbs mostly represents the past tense by "-ed," While irregular verbs have unique past tense forms that are not formed by simply adding "-ed" but they have their own words, for example: the past form of the verb "write" is "wrote".

G. Research Assumption

This study is anchored on the assumption that the Muddiest Point Technique is effective on eighth-graders' grammar mastery of simple past tense. And the data collected from the respondents are valid and reliable for quantitative-experimental research.

H. Hypothesis

Hypotesis is a temporary answer to the problem formulation that still needs to be examined to prove the truth through valid and empirical data. The statistic hypothesis of this research:

1. Hypothesis alternative (H_a): there is any significant effect of muddiest point technique on eighth-graders' grammar mastery of simple past tense.
2. Hypothesis null (H_0): there is no significant effect of muddiest point technique on eighth-graders' grammar mastery on simple past tense.

I. Systematic Discussion

This study consisted of five chapters with systematic as follows:

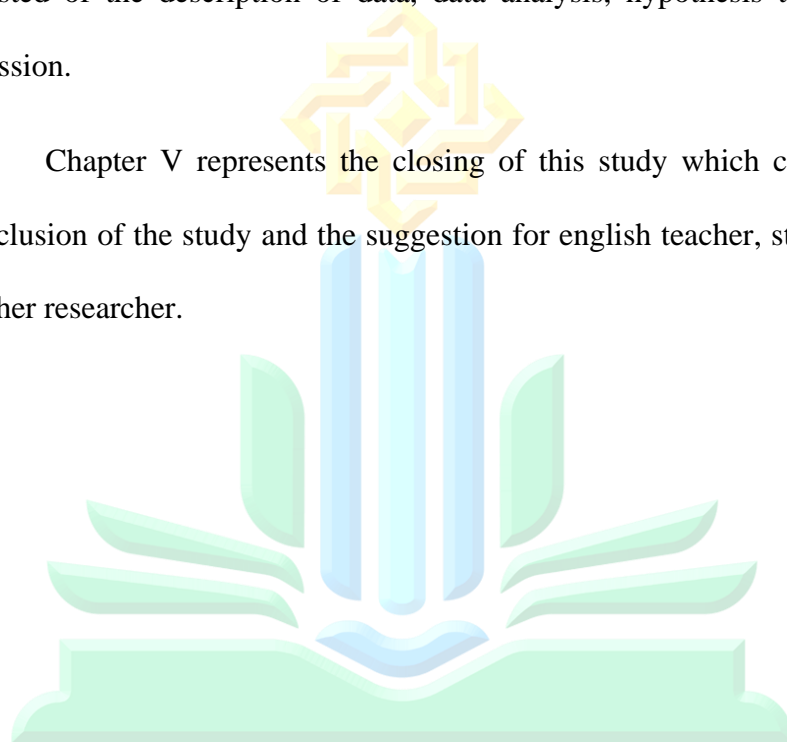
Chapter I represents the introduction which consist of research background, research problems, research objectives, research significant, research scope, definition of key terms, research assumption, research hypothesis, and systematic discussion.

Chapter II represents the literature review of this study which consist of previous research and theoritical framework.

Chapter III represents the research method which contained research design, population and sample, research instrument, data collection method, data analysis.

Chapter IV represents the findings and discussion of this study. It consisted of the description of data, data analysis, hypothesis testing, and discussion.

Chapter V represents the closing of this study which consisted of conclusion of the study and the suggestion for english teacher, students and further researcher.



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CHAPTER II

LITERATURE REVIEW

A. PREVIOUS STUDIES

The first study entitled “*The Effectiveness of Muddiest Point Evaluation Technique on Mathematics Learning Outcomes of 7th Grade Students of SMP Negeri 9 Palopo*” by Sri Wahyuni (2019) shows that the average scores of students applying the Muddiest Point evaluation technique are 72.31, while those not using the technique (conventional) have an average score of 66.35. The t-test result is 2.52, with a significance level of 5%. Therefore, H_0 is rejected, and H_1 is accepted, indicating that $\mu_1 > \mu_2$. In summary, the application of the Muddiest Point evaluation technique is effective¹¹.

The second study entitled “*The Influence of Applying Discovery Learning Model Using Muddiest Point Technique on Learning Outcomes, Activities, and Adversity Quotient*” by Sri Reskyawati, Firdaus Daud, Muhammad Darwis M (2022) stated that the results of descriptive analysis indicate: (1) Students' learning outcomes are in the high category, with a classical completeness rate of 88%, and a high normalized average gain value. (2) Student activities across seven applied aspects are fulfilled. (3) Students' adversity quotient falls in the moderate category. Inferential analysis reveals: (1) A significant influence on learning outcomes with a significance value of

¹¹ Sri Wahyuni. “*Efektifitas Penggunaan Teknik Evaluasi Tipe Muddiest Point Terhadap Hasil Belajar Matematika Siswa Kelas VII*”. 2019.

0.034 and an average normalized gain value of 0.019. (2) A significant influence on students' adversity quotient with a significance value of 0.045. In general, the application of the discovery learning model with the Muddiest Point technique has an impact on the learning outcomes, activities, and adversity quotient of 11th-grade students at SMAN 21 Gowa¹².

The third study entitled “*Blending Muddiest Point Activities with Common Formative Assessments Bolsters the Performance of Marginalized Student Populations in General Chemistry*” by Caroline Z. Muteti, Tracy Kerr, Mwarumba Mwavita, and Jacinta M. Mutambuki (2022) indicated that students in the treatment group outperformed their counterparts on all three midterm exams. The final exam's mean of treatment group has a higher mean score compared to another group. MANCOVA results also show that there is a significant main effect of the FA type and interactions with demographic variables¹³. Muddiest point activities help students and teacher to have an equitable learning access, particularly benefiting marginalized students.

The fourth study written by Darikah, D. (2022) with the title “*Improving Student Learning Outcomes In Understanding Bodhisattva Moral Values Through Muddiest Point Learning Strategy*” stated that the T-test was used to analyze the data, showing a significant difference between pre-test (mean 65.24) and post-test (mean 71.4). The t-test value is 5.5, and the t-table

¹² Sri, Firdaus, Darwis. *The Influence of Applying Discovery Learning Model Using Muddiest Point Technique on Learning Outcomes, Activities, and Adversity Quotient*. 2022

¹³ Caroline, Tracy, Mwarumba, Jacinta. *Blending Muddiest Point Activities with Common Formative Assessments Bolsters the Performance of Marginalized Student Populations in General Chemistry*. 2022

value is 1.696, indicating that the Muddiest Point is significantly effective in teaching Bodhisattva moral values¹⁴. The research suggests that Muddiest Point is a valuable teaching-learning strategy.

The fifth previous study entitled “*Influence Of Students' Writing Ability By Using Muddiest Point Technique In Recount Text At 11 Grade Of SMA Negeri 1 Girsang Sipanganbolon*” by Karolina Sinulingga, Yessy Octavianna, Carolina Pakpahan (2023) showed the results that the post-test scores are higher than the pre-test scores. The findings of this research indicate a significant influence on students' writing ability after being given the treatment¹⁵. The average pre-test score is 62.47, and the average post-test score is 69.4. Data analysis reveals a t-test value of 5.5 and a t-table value of 1.696. As the t-test is higher than the t-table ($5.5 > 1.696$), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

Table 2.1
The Similarities and Differences Between The Previous Studies and This Study

No	Research Tittle	Similarities	Differences
1.	<i>“The Effectiveness of Muddiest Point Evaluation Technique on Mathematics Learning Outcomes of 7th Grade Students of Smp Negeri 9 Palopo”</i> by Sri Wahyuni	<ul style="list-style-type: none"> This research used the Muddiest Point Technique This study used a quasi-experimental research method 	<ul style="list-style-type: none"> The previous research focused on Mathematics learning outcomes

¹⁴ Darikah. *Improving Student Learning Outcomes In Understanding Bodhisattva Moral Values Through Muddiest Point Learning Strategy*. 2022

¹⁵ Karolina, Yessy, Carolina. *Influence Of Students' Writing Ability By Using Muddiest Point Technique In Recount Text At 11 Grade Of SMA Negeri 1 Girsang Sipanganbolon*. 2023

2.	<p><i>“The Influence of Applying Discovery Learning Model Using Muddiest Point Technique on Learning Outcomes, Activities, and Adversity Quotient”</i> by Sri Reskyawati, Firdaus Daud, Muhammad Darwis M</p>	<ul style="list-style-type: none"> • This research used the Muddiest Point Technique • This study used a quasi-experimental research method 	<ul style="list-style-type: none"> • The instrument of research including the observation and questionnaire • This research focused on biology lesson
3.	<p><i>“Blending muddiest point activities with the common formative assessments bolsters the performance of marginalized student populations in general chemistry”</i> by Caroline Z. Muteti a, Tracy Kerr a, Mwarumba Mwavita ORCID logob and Jacinta M. Mutambuki</p>	<ul style="list-style-type: none"> • This research used quantitative quasi-experimental research 	<ul style="list-style-type: none"> • The previous research focused on students’ formative assessment
4.	<p><i>“Improving Student Learning Outcomes In Understanding Bodhisattva Moral Values Through Muddiest Point Learning Strategy”</i> by Darikah D.</p>	<ul style="list-style-type: none"> • This research used quantitative experimental research. 	<ul style="list-style-type: none"> • The previous research conducted in elementary school • The previous research focused on students’ attainment in Bodhisattva morals values
5.	<p><i>“The Influence Of Students Writing Ability By Using Muddiest Point Technique In Recount Text At 11 Grade Of SMA Negeri 1 Girsang</i></p>	<ul style="list-style-type: none"> • This study used The Muddiest Point Technique • Quantitative experimental method 	<ul style="list-style-type: none"> • The previous research used one group pretest-post test • This research focused on the students’ wiritng

	<i>Sipanganbolon</i> ” by Karolina Sinulingga, Yessy Octavianna , and Carolina Pakpahan		ability on recount text
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The researcher found that this study has a gap in some aspects compared to the previous studies. While previous studies examined the effectiveness of the Muddiest Point Technique on learning outcomes in various subjects such as mathematics, chemistry, and writing. This study focuses on students' learning outcomes in the field of English language education, specifically in the Simple Past Tense. This study has a different sample and research location compared to previous studies which means it also has different distribution of students' intelligence, genders and interest in learning English. This research was conducted at Tamanan 1 junior high school with the students of VIII D and VIII B as the research sample. With some of the gap explained above, this study intends to explore the benefits and measure the effectiveness of the Muddiest Point Technique on students' grammar mastery of Simple Past Tense at eighth grade of Tamanan 1 junior high school.

B. THEORITICAL FRAMEWORK

1. Definition of Muddiest Point Technique.

The Muddiest Point Technique was one of the technique that could be used in any fields apart from education. This technique was developed by Dr. Frederick Mosteller, he was a professor of statistics at Harvard University and introduced by Dr. Angelo in her book "Classroom Assessment Techniques: A

Handbook for College Teachers," which was co-authored with K. Patricia Cross, prominent educators and researchers in the field of teaching and learning back in 1993. It has made the Muddiest Point Technique becoming popular in teaching and learning technique. The concept of the Muddiest Point Technique was founded by Dr. Frederick after 42 years of distinguished teaching in statistics. He figured that some classroom explanation could still be improved no matter how good the explanation was.¹⁶ So then he asked his students to write down on a paper about the materials of learning that they found difficult to understand. He did it in order to measure the students' understanding and give them further explanation about it.

Muddiest point technique is a classroom assessment technique (CAT) that has to be conducted in the end of the session, in which the teacher asks students to write down on a paper about the difficult materials based on their opinion. The teacher can start it by giving the students question such as: "what was the muddiest point most confusing point addressed today?" or any similar question.¹⁷ The muddiest point is effectively used to help students and teachers in the learning and teaching process. The muddiest point represents the students feedback that are so important to handle the problem in the next meeting or session, it gives the teacher and students advantage to clarify or recapping

¹⁶ T.A. Angelo and K.P. Cross. *Classroom Assessment Techniques*, 2nd . Ed.(San Francisco: Jossey-Bass 1993), 154-8.

¹⁷ Angelo, T. A., & Cross, K. P. *Classroom assessment techniques: A handbook for college teachers*. (San Francisco: Jossey-Bass Publishers 1993), 158.

confusing points, repeating the teaching session or even change the material if it found many confusing points that students not understand.¹⁸

The muddiest point aims to help either teacher or students in learning and teaching process. It helps teachers to find out the level of students' understanding and navigate the material needs to be explained further. Meanwhile for students, the Muddiest Point Technique becomes an intermediary to convey material they find most confusing or unclear, so that students can get a clear explanation. Sadiq stated that “the impact of this technique is timely as it gives teachers a chance to improve their teaching in a way that appeals to students and indirectly gets students involved by creating a link between teachers and students”.¹⁹ Thus the Muddiest Point Technique is a tool to help students and teacher having an effective learning and teaching process. As well as stated by Miller that Muddiest Point Technique helps students and teachers have made learning time more effective.²⁰ Besides, the feedback collected from students can be an evaluation for the learning process.

Feedback is necessary for evaluating the effectiveness of teaching and learning process. Therefore conducting a certain technique to collect feedback from students is essential to ensure that the expected learning is achieved. In collecting the feedback, the Muddiest Point Technique has no spesific media to conduct it. It can be using a paper, or digital tools to collect students

¹⁸ Mosteller, F. (1989). The “muddiest point in the lecture” as a feedback device. On Teaching and Learning: The Journal of the Harvard-Danforth Center, 3, 10-21.

¹⁹ Saudi Sadiq The Impact of the Muddiest-Point Technique on Teaching, University of York (Language and Linguistic Science Department :2015)

²⁰ Miller, D. M., Scott, C. E., & McTigue, E. M. Writing in the secondary-level disciplines: A systematic review of context, cognition, and content. (2018)

feedback. According to H. A. Seneviratne and M. Thenabadu the “Muddiest Point” specifically requires student’s active participation where student has to submit a written question or comment which was least clear during the teaching.²¹ In this study, researcher used only paper and a pen to collect the feedback from students.

The Muddiest Point Technique has been considered effective in learning and teaching process. Actually, Megan Mocko shared her experience when applying the muddiest point technique and said “I like to use the muddiest point activity about halfway through a class period. I ask students to voice any questions or muddy areas using a classroom response system, so that I can easily award class participation points. I have their questions appear anonymously on the screen, so the students can see concerns from other students. I can then go through the list of questions to clear things up before moving on with the material.”.²² Her statement and experience has proved that the use of Muddiest Point Technique give benefits for both side teacher and students in making learning process more effective.

a. Muddiest Point Technique Strengths and Weaknesses

In order to see the different point of view of the use of muddiest point technique in the classroom, the researcher aims to explain the strengths and the weaknesses of muddiest point technique. Based on the book titled “*Classroom*

²¹ H. A. Seneviratne & M. Thenabadu. *Evaluation Of Student Perceptions On “Muddiest Point” Classroom Assessment Technique Implemented As A Formative Assessment Method. (University of Vocational Technology, Sri Lanka: Vol. 6 Issue-1.2021)*

²² Megan Mocko, Lawrence M. Lesser, Amy E. Wagler & Wendy S. Francis. *Assessing Effectiveness of Mnemonics for Tertiary Students in a Hybrid Introductory Statistics Course, (Journal of Statistics Education:2017), 25:1, 2-11*

assessment techniques: A handbook for college teachers” by Angelo T.A & Cross, K.P (1993). Muddiest point technique has some strengths and weaknesses. The points are as follows:

1. The Strengths of Muddiest Point Technique

- a. Muddiest point technique requires a little preparation, it makes the technique so easy, quick and simple to implement.
- b. Muddiest point technique can help students overcome their anxiety or hesitate feeling to ask directly to the teacher.
- c. Muddiest point technique can help teacher to collect an instant diagnose related to students’ difficulty in learning the material of lesson. Thus, this technique can manage accurate and effectively.
- d. Muddiest point technique enables to see the difficulty of learning based on students’ point of view. Thus, either teacher or students are able to evaluate the learning session they have done before.
- e. Muddiest point technique can be conducted as the simplest level, especially in the field of listening and studying.
- f. Muddiest point technique can be a student’s self-assessment as a part of their classroom and study routines.

2. Weaknesses of Muddiest Point Technique

- a. It is a bit difficult to ask the students about what they don’t understand and it can be even more confusing for the students that was not understand at all the materials.

- b.** The confusing points can undermine both of teacher and students' motivation
- c.** It can be unsettling to recognize that even it most well-prepared and clear lecture or lab may be misunderstood or not fully grasped by some students. most lucid lecture or lab will be misunderstood or poorly understood by some of your students.
- d.** It has the possibility that students will be more confuse when they think about what they don't understand.
- e.** The students may ask the more difficult question that is difficult for teacher to answer and probably is out of context as they did not have any knowledge about what they trying to ask.²³

b. Procedures of Muddiest Point

This is the procedure of using the Muddiest Point Technique according to Angelo, T. A., & Cross, K. P. (1993) in a book titled "*Classroom assessment techniques: A handbook for college teachers*".

- 1.** Determine in which session do you want to get the feedback on. It could be the whole class session, one procedure self-contained segment, a lecture, a discussion, or a presentation.
- 2.** If it will be conducted in a classroom. Reserve few minutes at the end of the class session to give students time to ask the questions, giving response and collect the responses in the end.

²³ Angelo, T. A., & Cross, K. P. *Classroom assessment techniques: A handbook for college teachers*. (San Francisco: Jossey-Bass Publishers 1993), 157.

3. Tell the students about the time that they have to respond or write down their response and how is the process of the feedback collection.
4. Give the students a paper or index cards for students to write on.
5. Collect the respond before the students leave. Stand at the door and collect the feedback or muddy points as the source of the next meeting lesson material or it can be conducted by providing a box.
6. Respond to the students' feedback during the next class meeting or as soon as possible after that²⁴.

In this study, researcher used one procedure self-contained segment in order to gain and explore the feedback from each one of the eight-graders about the material they found the most unclear or confusing. In addition, this technique could help the teacher to navigate which material should be clarify with further explanation based on students feedback. The procedure of using the muddiest point technique researcher used is as follows:

1. Teacher explains the materials related to the Simple Past Tense
2. After the explanation of materials, teacher tells the students to prepare a paper to write their muddy points or most unclear and confusing points of the material that teacher has explained before.
3. Teacher give students 2-3 minutes to write their most confusing or most unclear points of the materials

²⁴ Angelo, T. A., & Cross, K. P. *Classroom assessment techniques: A handbook for college teachers*. (San Francisco: Jossey-Bass Publishers 1993), 156.

4. Students submit their feedback to the teacher, the feedback has to be written anonymously to avoid subjective judgements.
5. After collecting the feedback, teacher will explain immediately about the material that students found most confusing and unclear based on the feedback.

2. Definition of Grammar Mastery

a. Definition of Grammar Mastery

According to Greenbaum & Nelson grammar is the set of rules for combining words into larger units.²⁵ Meanwhile, according to Thornbury grammar is a language study of the possibility in forming a sentence.²⁶ Grammar is defined as the language structure used as a key or reference for constructing good sentences in the English language. A system or set of principles for combining words into sentences is known as grammatical rules. A sentence comprises three elements: sound, meaning, and syntactic structures. Therefore, grammar integrates sounds, meanings, and syntactic structures to form meaningful sentences²⁷. Grammatical rules are essential for the mastery of language²⁸. People have to know how the words should be put together to make a good sentence based on correct grammar. Therefore, English learners

²⁵ Greenbaum, S., & Nelson, G. (2002). *An Introduction to English Grammar* (2nd ed.). Great Britain: Pearson Education)

²⁶ Thornbury, Scott. *How to teach Grammar*. (2002) <https://www.slideshare.net/doctorwonk/thornburys-how-to-teach-grammar>

²⁷ Styaningrum, E. D. The Effects of Grammar Mastery and Vocabulary Mastery Towards Students' Reading Comprehension In Expository Text. (Wanastra : Jurnal Bahasa Dan Sastra 2019) Vol 11, No 1

²⁸ Harmer, Jeremy. *The Practise of English language Teaching*. (London: Longman Inc. 1983)

should understand the English grammar in order to make it easier to learn and to understand the rules in English sentences.

In the other hand, Mastery refers to a great skill or ability to do something. It Also refers to comprehensive understanding and expertise. Overall, grammar mastery is a skill, ability, understanding and expertise to understand the English grammar based on the govern rules. Language learners must also have good mastery of vocabulary and grammatical concepts. Thus, grammar mastery is a vital position in learning languages. It is the key to master 4 skills in language: listening, writing, speaking and writing. One of the important component that students have to learn in grammar is Tenses. There are 16 tenses in English grammar. Every tenses has its own function to indicate the time of a situation or action. But this study spesifically refers to examine the eight-graders' grammar mastery of the Simple Past Tense.

3. Definition of Simple Past Tense

Fareed said that English tenses in grammar are expressing time in the language.²⁹ Simple past tense is one of verb tenses in simple forms along with simple present tense and simple future tense. These tenses are used to describe actions that take place at a single moment in time, either in the present, past, or future. Simple past tense indicates a specific time in the past when a specific activity had happened by using the grammar structure of past form.³⁰ It indicates that the event completed in the past and no longer on-going. Even

²⁹ Fareed, Siddiqui. The Important of English Tenses. (An Article of British Council. 2015)

³⁰ Rudy Hariyono and Bryan L Wilkinson, Essential ABC English Grammar, (Jombang: Lintas Media, first edition 2008) 433.

though tenses in English always indicate of the time when the activity occurs, the existence of adverb of time does not really matter in the structure of simple past tense. Frank stated that past tense indicates that the time terminating in the past whether it shows the adverb of time or not³¹. Because simple past tense use the past form of be, regular verb and irregular verb as a sign that the event, actions or states occurred in the past time. Technically, Simple Past Tense has two forms of sentence. There are Verbal Sentence and Nominal Sentence

a. Verbal Sentence

Verbal sentence is a sentence which related to the action. The action in English always indicated by verbs. Thus, this kind of sentence always use verb as the predicate. In simple past tense, verbal sentence always use the past form of verb which known as Regular Verb and Irregular Verb

1. Regular Verb

A regular verb is a verb that forms to indicate the past time and past participle by adding “-ed” to the base form. Base form of verb known as verb 1 or infinitive. For example,

Table 2.2
Regular Verbs

No.	Base Form/ Verb 1	Regular Verb / Verb 2
1.	Accept	Accepted
2.	Act	Acted

³¹ Frank, M. Modern English: A Practical Reference Guide. (Prentice Hall. New Jersey: 1972), 73.

3.	Bake	Baked
4.	Close	Closed
5.	Dry	Dried
6.	Enjoy	Enjoyed
7.	Follow	Followed
8.	Kick	Kicked
9.	Play	Played
10.	Walk	Walked

Regular verbs are characterized by their adherence to a standard conjugation rule, making them relatively straightforward to use and remember.

2. Irregular Verb

An irregular verb is a verb that does not follow the regular pattern of adding "-ed" to the base form to create its past tense or past participle. Instead, irregular verbs have their own unique and unpredictable changes in their terms.

For example:

Table 2.3
Irregular Verbs

No.	Base Form/ Verb 1	Irregular Verb / Verb 2
1.	Arise	Arose
2.	Blow	Blew
3.	Come	Came
4.	Catch	Caught
5.	Drink	Drank
6.	Fall	Fell

7.	Go	Went
8.	Sing	Sang
9.	Take	Took
10.	Write	Wrote

The irregularities in these verbs often need to be memorized because they don't conform to the standard rules of verb conjugation.

b. Nominal Sentence

Nominal sentence is a type of sentence which contains adjective, adverb or noun as the predicate. In simple past tense, this sentence use past form of be. There are Was and Were, the use of both depend on the subject of the sentence. Here is the table to classify of the use of “was” and “were” in Simple Past Tense:

Table 2.4
Past Form in Nominal Sentence of Simple Past Tense

No.	Subject	To Be
1.	I	Was
2.	She	Was
3.	He	Was
4.	It	Was
5.	You	Were
6.	We	Were

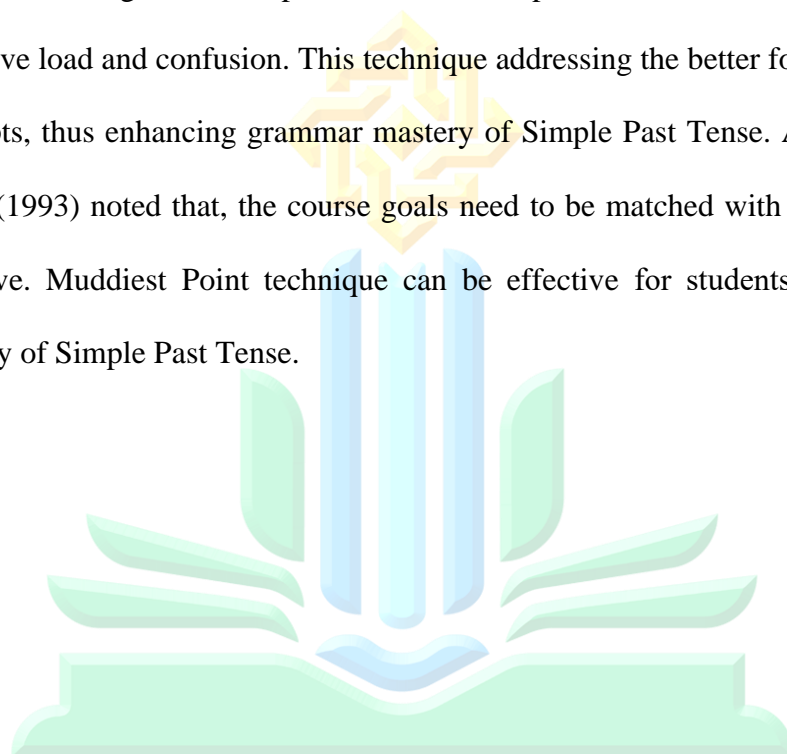
4. The Pattern of Simple Past Tense

A good grammar mastery of simple past tense leads to the ability to arrange the sentences in simple past tense based on the correct pattern such as follow:

Table 2.5
Simple Past Tense Patterns

	Type	Pattern	Example
Affirmative	Verbal	Subject + Verb 2 + Object	She wrote a speech yesterday
	Nominal	Subject + To Be (Was/Were) + Object	They were so happy
Negative	Verbal	Subject + Did Not + Verb 1 + Object	She did not write a letter yesterday.
	Nominal	Subject + To Be (Was/Were) Not + Object	They were not sad
Interrogative	Verbal	Did + Subject + Verb 1 + Object	Did she write a speech yesterday?
	Nominal	To Be (Was/Were) + Subject + Verb 1 + Object	Were they happy?

Based on the explanation above, it aimed to inform that the Muddiest Point Technique, Grammar Mastery and Simple Past Tense can be related to each others. The Muddiest Point is expected to be effective on the students' grammar mastery of simple past tense by facilitating assimilation and targeting guidance. Having students report their muddiest points will isolate areas of high cognitive load and confusion. This technique addressing the better focus on key concepts, thus enhancing grammar mastery of Simple Past Tense. Angelo and Cross (1993) noted that, the course goals need to be matched with CAT to be effective. Muddiest Point technique can be effective for students' grammar mastery of Simple Past Tense.



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CHAPTER III

RESEARCH METHODS

A. Research Design

This study used the quasi-experimental research design within the quantitative research method. Sugiyono stated that the research methodology in question is an experimental method, which is part of quantitative methods used to figure out the influence of specific treatments on other variables under controlled conditions.³² The experimental method is described as a research design that focuses on finding the effects of certain treatments on other variables. Quasi-experimental research enables the the researcher to manipulate the conditions in the classroom. The researcher gave the experimental class a specific treatment, while just a conventional method to the control class. The purpose of quasi-experimental research is to determine the differences that occur between the two groups, thereby assessing the effectiveness of using a certain technique or strategy in the research. The comparison of learning outcomes between the control class and the experimental class will be obtained by the pretest and post-test results.

³² Sugiyono Metode Penelitian Kuantitatif, Kualitatif dan R & D. (Bandung: Alfabeta 2011)

Table 3.1
Research Design

Group	Pretest	Treatment	Post test
Experimental Class	0 ¹	X	0 ²
Control Class	0 ³	-	0 ⁴

Note:

0¹ :The results of students' pretest before using the Muddiest Point Technique in experimental class

0² :The results of students' post test after using the muddiest point technique in experimental class

X : Experimental treatment using the Muddiest Point Technique

0³ :The results of pre-test before conducting the conventional learning in control group

0⁴ :The results of post-test after conducting the conventional learning in control group

B. Population and Sample

The population of this research was the students of the eighth grade of Tamanan 1 Junior High School. There are four classes at the eight grade which consist of 22 to 24 students. Researcher used two groups among the four classes because this research needs 2 groups to be compared at the end of the study. One group as an experimental class and one group as a control class. The distribution of the population is as follows:

Table 3.2
Population of the research

No	Classes	Number of Students
1.	VIII A	23
2.	VIII B	24
3.	VIII C	22
4.	VIII D	24
Total		93 students

The population in this study has no difference between one class and another, they are not specifically differentiated so it can be concluded that no particular grading is applied to the population. Therefore, the researcher decided to use cluster sampling technique. This technique is done by selecting several classes from the existing population to be sampled.

The researcher chose the VIII B and VIII D with class intact group. It means that researcher took all students in VIII B and VIII D as samples without having to increase or decrease the amount of students in the class. The researcher chose the VIII B and VIII D as the research sample by determining the fact that all classes of the eighth grade in Tamanan 1 Junior High School are not stratified or ranked by performance, student interests, learning abilities, etc. Therefore, the distribution of students at the eighth grade of Tamanan 1 Junior High School considered relatively equal. Additionally, classes VIII B and VIII D have an equal number of students, each with 24 students, making the comparison expected to be more effective. The control group represented

by VIII B and the experimental group represented by the VIII D. The following table is the distribution of samples in this study:

Table 3.3
The Distribution of The Samples

No	Classes	Number of Students	Type of Group
1.	VIII D	24	Experimental Group
2.	VIII B	24	Control Group

VIII D as an experimental class used the muddiest point technique by the end of the class to gather feedback from students, while VIII B as a control group used conventional or traditional learning.

C. Research Instrument

This research used tests and observations as research instruments.

1. Test

In order to collect the data of research, there researcher decided to use tests as the research instruments. The tests was divided into two types, namely: pre-test and post-test.

a. Pre-test

Pre-test is a test that aimed to determine the similarities in characteristics and the level of understanding between the experimental class and the control class. The pre-test was given to students of both classes who were selected as the subject of the research. The pre-test in experimental group was given before the researcher conduct the experimental treatment and the pre-test in the control group was given

before they before the researcher conduct a conventional learning process. The tests given consist of 15 multiple-choice questions and 5 cloze tests about the concepts, formulas, and application of the simple past tense in sentences.

b. Post-test

Post-test is a test given to students in both of experimental and control class. The post-test was given after the experimental treatment has been conducted in the experimental class and after the control class received a conventional learning. It provides information for the researcher related to the measurement of attribute an characteristic of students after being given the experimental experimental treatment³³. In this research, post-test is conducted to measure the effectiveness of the Muddiest Point learning technique on students' grammar mastery in simple past tense lesson. In addition, the pretest and post-test are also tools to measure students' understanding through learning outcomes before and after the implementation of the Muddiest Point technique. The tests given consist of 15 multiple-choice questions and 5 cloze tests about the concepts, formulas, and application of the simple past tense in sentences.

1. Multiple Choice Test

Multiple choice is a type of test consisting of several answer choices, but only one correct answer. This test can assess students'

³³ Creswell, John W. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. (Yogyakarta: Pustaka Pelajar. 2015)

understanding more specifically, with absolute answers. Researchers choose this type of test because it is considered capable of testing students' ability to learn English. Multiple choice items can be so useful in teaching or testing in various situations and it also being known effective to assess such items as the knowledge of grammar, vocabulary, etc.³⁴ Therefore, the researchers concluded that this test can specifically evaluate students' understanding of grammar because students are only allowed to choose one correct answer. This means that if they answer incorrectly, they will not receive a score.

2. Cloze Test

Cloze test is another type of question used to measure understanding of grammar, vocabulary, etc. "The word 'cloze' was coined by educational psychologist to capture the Gestalt psychological concept of 'closure' that is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive)".³⁵ This type of test involves filling in the blanks in a paragraph. Although cloze tests are often thought to be the same as regular fill-in-the-blank questions, in fact, cloze tests have more specific indicators because the answers to this test are subjective. This means the test has only one correct answer according to the given instructions.

³⁴ J.B Heaton, *Writing English Language Test* (United States:Longman Group UK, 1990), 27.

³⁵ H. Douglas Brown. *Language Assesment Principles and Classroom Practices*. (California:2003), 201.

D. Data Collection Method

The researcher used the test to collect data. Additionally, using the Muddiest Point Technique as the treatment applied to the experimental group. The tests aim to measure students' ability to understand the simple past tense material before and after the treatment. The first test is a pretest, and the second test is a post-test. The activity planning will be conducted as follow:

1. Pre-test

The researcher administered a pretest to students before the treatment is administered. In this study, both classes were given a pretest with the aim of measuring initial understanding and observing the difference in understanding between class VIII B and VIII D before the treatment. It was conducted at the beginning of the session, before the teacher provides conventional lessons to the control class and treatment to the experimental class. In this case, the pretest was given before the teacher explained the material of the Simple Past Tense

2. Treatment

The experimental treatment in this research involves the implementation of the Muddiest Point Technique in the experimental group.

The teacher exclusively given the treatment to the experimental group, while the control group continued to conduct conventional learning process. The Muddiest Point Technique was conducted after the teacher explained the material about the simple past tense. It involves providing blank sheets of paper to each student in the experimental group, asking them to write down

the muddiest point or the most confusing aspect they did not understand from the explanation of the Simple Past Tense material. Subsequently, the teacher would instruct students to submit their responses without including their names, to ensure that the feedback collected remained anonymous. Then the teacher would read the feedback, note some points that the students confused, and proceed with further explanation or additional clarification.

3. Post-test:

The researcher administered the post-test to both the experimental and control groups after using the Muddiest Point Technique in the experimental group and after conventional learning process in the control group and learning. The researcher administered the post-test at the end of the session. After the data is collected, the researcher would score and analyze the results between the pretest and post-test to evaluate the effectiveness of using the Muddiest Point technique compared to the conventional technique in learning.

4. Scoring of the test

The score of the test used score ranging from 0 to 100. The formula used in scoring rubric is:

- a. Multiple choice tests:

$$S = R \times 4$$

- b. Cloze tests:

$$S = R \times 8$$

Note:

S= Score

R= Right Answer

The total score gained from the multiple choice combined with the cloze exercise score.

Before applying the research instrument to the research subjects, the researcher first tried out in order to examine its validity and reliability. Because a test can be said to be valid if it matches the criteria of validity and reliability

a. Reliabilty Test

Reliability test refers to investigate whether the research instruments are consistent or stable in measuring what it tends to measure. Louis Cohen (et, al) stated that “reliability concerns the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning”.³⁶ The tests being reliable when it can be used in any different assessment session and various situations with the stable condition and consistent results. Therefore, the reliability of the instrument always gives similar size results.³⁷ Reliability reflects consistency and replicability over the time. Reliability test function is to ensure that the test is truly reliable and can be used under the same conditions.

³⁶ Louis, Lawrence & Keith. *Research Methods in Education*, Routlage, (Canada:2017), 432.

³⁷ Nauton, *Metode Research (Penelitian Ilmiah)* (Jakarta: Rineka Cipta, 2007)

In this research, the reliability test was given before conducting the research. It will be tested to the students of VIII A at SMPN 1 Tamanan. While the data of reliability test was analyzed by using SPSS 23.0 version.

b. Validity Test

Validity test is the extent to prove that the research instruments are valid or useful measures what it is supposed to measure.³⁸ This looks at the quality of each question on the test which must meet the criteria according to the purpose of the test. So before the test is used on research subjects, the test is considered capable of helping researchers find answers to the research. Test validity is crucial because a test can be reliable for a study but sometimes is not valid.

In conducting a validity test of the research instruments, the researcher used 2 of validity test namely: Content validity and Construct validity.

1. Content validity

A research instrument is said to have good content validity if it contained the necessary criteria based on the research objective. Content validity can be obtained from three sources, namely: literature, representatives of the relevant populations, and experts.³⁹

Thus, the researcher asked an english lecturer and 2 teachers at

³⁸ J. B Heaton, Writing English Language Test (United States:Longman Group UK, 1990), 159.

³⁹ Burns N, Grove SK. The practice of nursing research conduct,critique, and utilization. 2nd ed. Philadelphia: WB Saunders Company; 1993

Tamanan 1 junior high school as instrument validators of the content validity. The validators were given some criteria that should be contained either in the pre-test and post-test with the score range 1-5 (see appendix). after being tested, the researcher analyzed the results by using Index Aiken V on Microsoft excel 2019. The formula of Index Aiken V is as follows:

$$V = \frac{\sum s}{n(c - 1)}$$

Note:

V = Rater's Fit Index

s = Current score – the smallest score in the scale

c = Numbers of scale

n = Numbers of Raters

2. Construct Validity

Content validity is a validity testing technique that involves assessing a specific characteristic based on a theoretical framework of language behavior and learning. This technique aims to determine the validity level of a research instrument when used to measure a research object. In this study, the researcher instructed the VIII A students of Tamanan 1 junior high school, as a non-subject sample, to take the pretest and post-test on different days and then analyzed the validity test using SPSS version 23.0 with the interpretation as follows:

Validity test interpretation:

- a. If the significance value smaller than 0.05 or sig. < 0.05, it means the research instrument item is valid
- b. If the significance value greater than 0.05 or sig. > 0.05, it means the research instrument item is valid

Reliability test interpretation:

- a. If the Cronbach alpha score greater than 0.70 or Cronbach alpha > 0.70, it means the research instrument items are reliable.
- b. If the Cronbach alpha score smaller than 0.70 or Cronbach alpha > 0.70, it means the research instrument items are not reliable.⁴⁰

E. Data Analysis

After conducting the experimental research in the classrooms, the researcher analyzed the data collected from the research instruments by using IBM SPSS (Statistical Package for the Social Sciences) 23.0 version for windows, known as a software suite used for statistical analysis. Researcher used descriptive analysis and inferential analysis which included: Normality test, Homogeneity test, Paired Sample T Test and Independent sample t test to find the results of the experimental research whether there is a significant effect of muddiest point technique on the eight-graders' grammar mastery of simple past tense or not.

⁴⁰ Nunnally, J.C. and Bernstein, I.H The Assessment of Reliability. (Psychometric. 1994), 2.

1. Descriptive Analysis

Descriptive analysis is an analysis that involves presenting the results of research conducted through research instruments descriptively. In quantitative research, this analysis aims to describe and summarize data systematically, without conducting statistical inference or making generalizations to a broader population. Its main objective is to provide a clear overview of the basic characteristics of the research samples.

2. Inferential Analysis

Inferential analysis aims to make inferences or generalizations from the research sample to a larger population. It involves the use of inferential statistics to make statements or conclusions about population parameters based on data collected from the samples. In this research, the researcher used statistical techniques to test hypotheses using normality test, paired sample t test, homogeneity test, and independent t-test.

a. Test of Normality

Normality test is a statistical test used to determine the normality of the data distribution whether it can be concluded as normal distributed or not. In testing the normality of the data, the researcher used Saphiro-Wilk normality test using IBM SPSS 23.0 version software with the significance value:

1. If the significance value (Sig.) is > 0.05 or greater than 0.05, then the distributed data can be interpreted as normal.

2. If the significance value (Sig.) is < 0.05 or smaller than 0.05, then the data distribution can not be interpreted as normal.⁴¹

b. Paired Sample T Test

Paired sample t-test is one of parametric statistical analysis. Paired sample t test used to assess the influence of the treatment based on the difference in the score means between the score before the treatment was given and after the treatment was given.⁴² In this study, to test the effectiveness of the Muddiest Point Technique through pre-test and post-test data in the experimental class, researcher used IBM SPSS 23.0 software with the following provisions:

1. If the Sig value. (2-tailed) < 0.05 , then there is a significant effect of the treatment
2. If the Sig value. (2-tailed) > 0.05 , There is no significant effect of the treatment.

c. Test of Homogeneity

A homogeneity test is a statistical technique used to determine if two or more populations or subgroups within a population share the same distribution for a single categorical variable. It compares the response proportions across different populations concerning this variable. The homogeneity test assesses whether the distributions are consistent across the populations. It is conducted after confirming that the data follows a

⁴¹ Duwi Priyatno, Teknik Mudah dan Cepat dalam melakukan Analisis data dengan SPSS, (Yogyakarta: Gava Media, 2010), 129

⁴² Widiyanto. (2013). Statistika Terapan. Jakarta : PT Elex Media Kompulindo

normal distribution through a normality test. In this study, IBM SPSS 23.0 software was utilized to perform the homogeneity test, with the interpretation value as follows:

1. If Sig. < 0.05: Variances are homogeneous, and data is normally distributed.
2. If Sig. > 0.05: Variances are not homogeneous, and data may not be normally distributed.

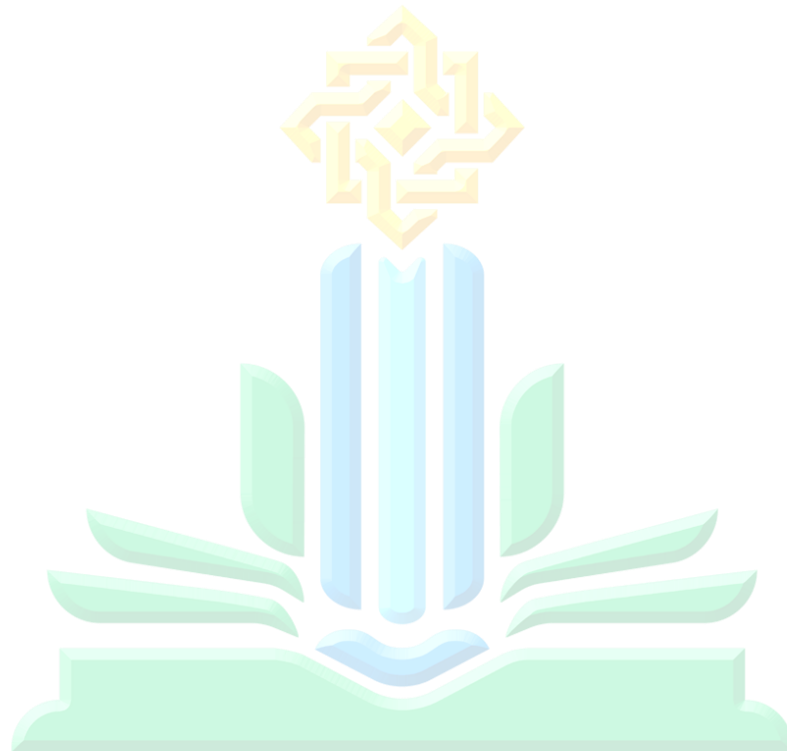
d. Independent Sample T Test

The Independent Sample t-test aimed to test the mean scores of two populations that are independent.⁴³ It is independent because the two samples are not related and do not affect each other. The independent t-test in this study will test the data from the control class and the experimental class and conclude whether there is a significant difference between the mean score of control class compared to the the experimental class. This study utilized the Independent Samples t-test with the help of IBM SPSS version 23.0 software with a significance value:

1. If the Sig value. (2-tailed) < 0.05, then there is a significant difference of mean scores between the experimental class and control class.
2. If the Sig value. (2-tailed) > 0.05, then there is no significant difference of mean scores between the experimental class and control class

⁴³ Rosalina, L., Oktarina, R., Rahmiati, R., & Saputra, I. *Buku Ajar Statistika*. Edisi pertama. CV. (Muharika Rumah Ilmiah: 2023)

After analyzing the data using descriptive and inferential statistic, the researcher would explain and expose the results of this study in the chapter IV. It will be consisted of description of data, data analysis, hypothesis testing, and discussion.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Description of Data

In this session, the researcher discusses the data obtained from a study that aimed to measure and determine the effectiveness of the Muddiest Point Technique at the eighth grade of Tamanan 1 Junior High School in the academic year of 2023/2024. This study utilized two classes as sources of data acquisition, namely the control group and the experimental group. The class of VIII B as the control group and the class of VIII D as the experimental group, each consisting of 24 students. Before collecting data, the researcher prepared research instruments related to the curriculum and English learning objectives on the topic of simple past tense. The curriculum used in the teaching and learning process at Tamanan 1 Junior High School is the Merdeka curriculum. English lessons are conducted twice a week with a learning allocation of 4 sessions of 40 minutes each.

The research on the experimental group was conducted with 24 students using the Muddiest Point Technique on Tuesday, March 19, 2024, from 08:30 to 09:50 WIB. Research on the control class was conducted with 24 students using conventional teaching techniques on Tuesday, March 19, 2024, from 10:50 to 11:50, each of the classes given the same materials about simple past tense.

Before conducting the research, the researcher applied the validity and reliability tests on the research instruments used, namely the pretest and posttest.

This study uses content validity and construct validity test that was conducted by requesting some experts in English educational lesson to evaluate each question based on specific criteria. In this case, the researcher asked Mrs. Nina Hayuningtyas, an English lecturer at UIN K.H. Achmad Siddiq Jember, and two English teachers at Tamanan 1 Junior High School, namely Mr. Yudi Utomo and Mrs. Okta Mariana (see appendix). Additionally, the construct validity and reliability tests in this research was administered to the VIII A students of Tamanan 1 Junior High School at two different times, on March 16th and March 18th.

In this study, the researcher played the role as a teacher. Before conducting the research, the researcher created a lesson plan, also known as a "Teaching Module," and learning media for the experimental class, consisting of blank sheets of paper and both the pre-test and post-test related to the simple past tense as research instruments.

The research instruments were validated based on the following learning indicators:

- a. Students can distinguish simple past tense in positive, negative, and interrogative sentences based on the text.
- b. Students convert various infinitive verbs into past tense (V2) verbs.
- c. Students use simple past tense appropriately in context by completing incomplete texts and paragraphs.

The pretest and posttest questions are different but contain the same object of the study, consisting of 15 multiple-choice questions and 5 cloze tests with the following scoring technique:

a. Multiple choice tests: $S = R \times 4$

b. Cloze tests: $S = R \times 8$

Note:

S = Score

R = Right Answer

The total score will be obtained from the combined scores of the multiple-choice and cloze tests.

1. Students' mastery of simple past tense grammar based on the pretest results

a. Experimental Class

The data of the pretest were collected before the simple past tense material was taught and the Muddiest Point Technique was applied to the experimental class. The researcher chose the class of VII D, consisting of 24 students, as the experimental class. Here is the data from the pretest:

Table 4.1
Table of Pretest Results in Experimental Class

NO	Experimental Class	Score
1	AA	36
2	AAM	40
3	ADAW	36
4	AS	48
5	AFS	52
6	AM	52
7	AA	44
8	E	44
9	FM	40
10	IFA	36
11	KAD	40
12	MIR	36
13	MKF	52
14	RR	36
15	RMI	52
16	SNZ	64
17	SH	68
18	SM	40
19	SNJ	40
20	TJP	32
21	UD	32
22	UAP	52
23	VKA	48
24	MKGR	44

The pretest consists of 20 questions, which divided into 15 multiple-choice questions and 5 cloze tests, with a pretest score range of 0-100. The table above indicates that the pretest scores for the experimental class are still relatively low as they are far below the Minimum Passing Grade (KKM), which is 70 (see appendix). The data

provided shows that the lowest score in the experimental class is 32, and the highest score is 68.

b. Control Class

The data obtained from the pretest are the results of the examination before the introduction of the simple past tense material to the control class. The researcher selected Class VII B, consisting of 24 students, as the control class. Below is the data from the pretest that has been completed by the control class:

Table 4.2
Table of Pretest Results in Control Class

NO	Control Class	Score
1.	ASSA	44
2.	AF	60
3.	AQ	40
4.	BN	52
5.	BSA	68
6.	DZP	52
7.	EH	52
8.	FA	40
9.	FSP	52
10.	FMB	40
11.	IK	64
12.	MF	32
13.	MFN	68
14.	MN	32
15.	MR	32
16.	MRA	48
17.	MSE	32
18.	NF	44
19.	NH	68
20.	RIE	56

21.	SR	56
22.	SN	52
23.	SN	60
24.	SHK	72

With the data above, it can be observed that the pretest scores of the control class are very low as they are far below the minimum passing grade (KKM) of 70, there is only one student with the score above the KKM. The provided data indicates that the lowest score in the control class is 32, while the highest score is 72.

2. Students' grammar mastery of simple past tense based on the posttest results

a. Experimental Class

The posttest data were collected from the experimental class after the Muddiest Point Technique treatment applied. The researcher selected the class of VIII D as the experimental class which consist of 24 students. The following table is the posttest results from the experimental class:

Table 4.3

Table of Post-test Results in Experimental Class

NO	Experimental Class	Score
1	AA	88
2	AAM	100
3	ADAW	100
4	AS	80
5	AFS	96
6	AM	92

7	AA	88
8	E	80
9	FM	84
10	IFA	92
11	KAD	76
12	MIR	92
13	MKF	84
14	RR	80
15	RMI	100
16	SNZ	100
17	SH	100
18	SM	88
19	SNJ	96
20	TJP	80
21	UD	76
22	UAP	92
23	VKA	88
24	MKGR	76

The post-test consists of 20 questions, including 15 multiple-choice questions and 5 cloze exercises, with a score range of 0-100. The table above indicates that there is an improvement in scores compared to the pretest results. All students obtained scores above the minimum passing grade (KKM) of 70. The lowest score in the experimental class is 76, while the highest score is 100.

b. Control Class

The posttest data were collected at the control class after being given the simple past tense material using conventional techniques without any special treatment. The researcher selected the class of VIII B as a control class consisting of 24 students. The following table is/ the posttest results from the control class:

Table 4.4
Table of Post-test Results in Control Class

NO	Control Class	Score
1.	ASSA	60
2.	AF	92
3.	AQ	76
4.	BN	72
5.	BSA	92
6.	DZP	76
7.	EH	68
8.	FA	88
9.	FSP	68
10.	FMB	76
11.	IK	88
12.	MF	64
13.	MFN	100
14.	MN	68
15.	MR	68
16.	MRA	88
17.	MSE	56
18.	NF	84
19.	NH	76
20.	RIE	88
21.	SR	80
22.	SN	68
23.	SN	84
24.	SHK	92

From the table above, it can be observed that there is an improvement compared to the pretest results in the control class. However, there are still some students who received scores below the minimum competency criteria (KKM) of 70. There are a total of 6 students who scored below 70, while others showed significant improvement in their scores. The lowest score in the control class is 56, while the highest score is 100.

B. Data Analysis

In this section, the researcher analyzed and compared the data collected through the pretest and posttest results. This was done to discover and conclude the research findings focusing on the effectiveness of the Muddiest Point Technique on the grammar ability of 8th-grade students at SMPN 1 Tamanan in the academic year 2023/2024. The subjects in this study are the class of VIII D as the experimental group and class of VIII B as the control group. The experimental group received special treatment through the Muddiest Point Technique, while the control group used conventional techniques. Below is the comparison of data from the pretest and posttest scores completed by the research subjects:

Table 4.5
Pre-Test And Post-Test Results In Experimental and Control Class

No	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
1.	36	88	44	60
2.	40	100	60	92
3.	36	100	40	76
4.	48	80	52	72
5.	52	96	68	92
6.	52	92	52	76
7.	44	88	52	68
8.	44	80	40	88
9.	40	84	52	68
10.	36	92	40	76
11.	40	76	64	88
12.	36	92	32	64
13.	52	84	68	100
14.	36	80	32	68
15.	52	100	32	68
16.	64	100	48	88

17.	68	100	32	56
18.	40	88	44	84
19.	40	96	68	76
20.	32	80	56	88
21.	32	76	56	80
22.	52	92	52	68
23.	48	88	60	84
24.	44	76	72	92

The data represents the pretest and posttest results from the experimental and control classes collected by the researcher for 6 days research period at Tamanan 1 Junior High School in the academic year 2023/2024. The researcher analyzed the data with the assistance of SPSS 23.0 version, with the following results:

1. Validity Test

a. Content validity

Researchers have conducted an evaluation and analysis of the content validity test results completed by three experts: Mrs. Nina Hayuningtyas M.Pd, a grammar lecturer at UIN KHAS Jember, Mr. Yudi Utomo S.Pd, and Mrs. Okta Mariana S.Pd, who are English teachers at Tamanan 1 Junior High School.

In this research, the researcher divide the content validity into 2 part. The first one is conten validity related to the learning indicator and instructions and the second related to the language literature used in the pre-test and post-test. The validity test analysis carried out by the researcher using the Aiken's V validity formula in Microsoft Excel 2019 with the value

of V index > 0.3 to be declared as valid⁴⁴. Here are the results of the content validity test of the pre-test and post-test

Table 4.6
Index of Aiken V of Pre-Test Content Validity

No	Conten validity of the pre-test	Items Number	V	Conclusion
1.	Indicator of learning that contained in each number of pre-tests	1-20	1	Valid
2.	The correct formula used in each number of pre-tests	1-20	0,75	Valid
3.	Instructions to answer the tests	1-20	0,833333	Valid

The table showed that the v indeks of each content validity are greater than 0.3, therefore it can be concluded that all of them can be considered valid as the research instrument in purpose to measure students' mastery of simple past tense.

Table 4.7
Index Aiken V of Content Validity of Pre-Tests' Language Literature

No.	items of language literature	Number of the test	V	Conclusion
1.	Grammatical correction	1-20	1	Valid
2.	Communicative language	1-20	1	Valid

From the table above, it can be seen that all of two indicator of literature language used in the pre-test are valid with the V index value of 1.

⁴⁴ Azwar, S. Reliabilitas dan Validitas. Pustaka Pelajar, (Yogyakarta: 2015)

So it can be concluded that either the grammatical correction and communicative language in the pre-test are valid or can be accepted.

Table 4.8
Index V Aiken of post-tests' content validity

No	Content validity of the post-test	Number of the test	V	Conclusion
1	Indicator of learning that contained in each number of pre-tests	1-20	1	Valid
2	The correct formula used in each number of post-tests	1-20	0,75	Valid
3	Instructions to answer the tests	1-20	0,833333	Valid

According to table above, the V index of pre-test content validity are all valid with the index value that are greater than 0.03. The v index of post-test have exactly the same score as the pre-test, it means both of the tests has proven to be valid based on the V index aiken.

Table 4.9
Index Aiken V of Content Validity of Post-Tests' Language Literature

No	Items of language literature used in post-test	Number of the test	V	Conclusion
1.	Grammatical correction	1-20	1	Valid
2.	Communicative language	1-20	1	Valid

The last validity test in this research is the language literature of post-test. The table shows that all of the items in the tests have been proven to be valid as the 2 indicators of language literature have the V index score of 1 that means are greater than 0.03.

b. Construct validity

The researchers have analyzed the results of pre-test and post-test assessments of the VIII A as non-subject students in a purpose to conduct a construct validity test. Based on the validity test conducted using SPSS version 23.0, the following are the results:

Table 4.10
Validity test of the pre-test

No.	Pearson Correlation	Significant Value	Conclusion	Interpretation
1	.560	0.005	Valid	Average
2	.546	0.007	Valid	Average
3	.515	0.012	Valid	Average
4	.532	0.009	Valid	Average
5	.551	0.006	Valid	Average
6	.546	0.007	Valid	Average
7	.655	0.001	Valid	High
8	.521	0.011	Valid	Average
9	.580	0.004	Valid	Average
10	.541	0.008	Valid	Average
11	.610	0.002	Valid	High
12	.619	0.002	Valid	High
13	.657	0.001	Valid	High
14	.580	0.004	Valid	Average
15	.655	0.001	Valid	High
16	.601	0.002	Valid	High
17	.646	0.001	Valid	High
18	.581	0.004	Valid	Average
19	.578	0.004	Valid	Average
20	.610	0.002	Valid	High

According to the table of the construct validity test, it can be seen that all items in the pre-test were proven valid. This is indicated by the significance values, each of which is below 0.05, with interpretation levels categorized as "average" and "high."

Table 4.11

Validity Test of Post-test

No.	Pearson Correlation	Significant Value	Conclusion	Interpretation
1	.637	0.001	Valid	High
2	.646	0.001	Valid	High
3	.559	0.006	Valid	Average
4	.514	0.012	Valid	Average
5	.650	0.001	Valid	High
6	.550	0.007	Valid	Average
7	.514	0.012	Valid	Average
8	.543	0.007	Valid	Average
9	.544	0.007	Valid	Average
10	.543	0.007	Valid	Average
11	.591	0.003	Valid	Average
12	.597	0.003	Valid	Average
13	.522	0.011	Valid	Average
14	.528	0.010	Valid	Average
15	.597	0.003	Valid	Average
16	.638	0.001	Valid	High
17	.528	0.010	Valid	Average
18	.544	0.007	Valid	Average
19	.544	0.007	Valid	Average
20	.522	0.011	Valid	Average

The table of post-test validity test above showed that all of the items are valid. Each one of them have the significance value smaller than 0.05, therefore all the items can be concluded as a valid item. The interpretation of the level of validity was among “average” and “high”.

2. Reliability Test

In this section, the researcher explained the reliability test that has been conducted by the researcher based on the data obtained from the pre-test and post-test results of class VIII A. The results are as follows:

Table 4.12
Reliability test of pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,749	21

Table 4.13
Reliability test of post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,910	21

Based on the two tables provided above, both the pre-test and post-test have proven to be reliable. This can be seen from the Cronbach's alpha value of 0.749 for the pre-test and the Cronbach's alpha score of 0.910 for the post-test. Both values fall into the very high category according to the interpretation outlined by Nunnally (1994)

3. Descriptive Analysis

The descriptive analysis was conducted by the researcher using SPSS version 23 by inputting all the data results from the pretest and posttest in the experimental and control groups. Below are the results:

Table 4.14
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	24	36	32	68	44,33	9,356
Post-Test Experiment	24	24	76	100	88,67	8,396

Pre-Test Control	24	40	32	72	50,67	12,520
Post-Test Control	24	44	56	100	78,00	11,617
Valid N (listwise)	24					

In the table, it can be observed that both the experimental and control classes show improvement in post-test scores compared to pre-test scores. Particularly in the experimental class, they improved the score from the mean score from 44,33 become 88,67. It indicates that the Muddiest Point Technique has an effect on the eighth graders' grammar mastery of simple past tense at Tamanan 1 Junior High School in the academic year 2023/2024.

4. Normality Test

The researcher conducted a normality test to determine whether the data obtained from the research samples are normally distributed or not. In determining the normality test, the researcher chose the significance value of Shapiro-Wilk because the research sample is small, consisting of fewer than 50 students. Below are the results of the normality test for the pre-test and post-test in both the experimental and control classes:

Table 4.15
The Output Data of Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pre-Test Experiment (MPT)	0,178	24	0,047	0,907	24	0,030

Pair 1 Pre-test Experimental Class - Post-test Experimental Class	- 44,33 333	9,356 08	1,909 80	- 48,28 406	- 40,38 261	- 23, 21 4	23	0,00 0
Pair 2 Pre-test Control Class - Post- test Control Class	- 27,33 333	9,774 26	1,995 16	- 31,46 064	- 23,20 602	- 13, 70 0	23	0,00 0

The data above indicates that the significance value is 0.000 that is less than 0.05, specifically the t count is greater than the t table ($13,700 > 2,069$), it means the H_0 is rejected and the H_a is accepted⁴⁵. Therefore, it can be concluded that there is a difference or influence from each class, particularly in the experimental class that applies the Muddiest Point Technique.

6. Homogeneity Test

The researcher conducted a homogeneity test. The purpose of the homogeneity test is to determine the variance of the two groups of research subjects. It aims to ascertain whether the variance of both groups are homogenous or not. Below are the results of the homogeneity test using SPSS version 23.0:

⁴⁵ Siregar Syofian. Metode penelitian kuantitatif dilengkapi dengan perbandingan perhitungan manual & SPSS. Kencana. Jakarta:2013, 189.

Table 4. 17
The Output Data of Homogeneity Test
Test of Homogeneity of Variance

		Lavene Statistic	df1	df2	Sig
Students Mastery of Simple Past Tense	Based on Mean	1,946	3	92	0,128
	Based on Median	1,512	3	92	0,217
	Based on Median and with adjusted df	1,512	3	83,316	0,217
	Based on trimmed mean	1,992	3	92	0,121

From the table above, it can be determined that both groups of research subjects are homogeneous. This is evidenced by the significance value being greater than 0.05. Therefore, the data in this study meet the criteria for conducting an independent sample t-test..

7. Independent Sample T Test

The independent sample t-test is the final stage of analysis in this study.

It aims to compare the difference in the mean post-test scores between the experimental class and the control class. Additionally, this session of the test aims to conclude the effectiveness of the Muddiest Point Technique in the experimental group compared to the conventional class in the control group.

Below are the results of the independent sample t-test:

Table 4. 18
The Output Data of Independent Sample Test
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		f	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	3,520	0,067	3,646	46	0,001	10,667	2,926	4,777	16,556
	Equal variances not assumed			3,646	41,877	0,001	10,667	2,926	4,762	16,572

Based on the data above, the significance value (sig) is 0.001, which is smaller than 0.05. specifically the tcount is greater than ttable (3,646 > 2,013), it means the H₀ is rejected and the H_a is accepted⁴⁶. Therefore, it can be concluded that there is a difference in the average post-tests scores between the experimental class and the control class.

⁴⁶ Siregar Syofian. Metode penelitian kuantitatif dilengkapi dengan perbandingan perhitungan manual & SPSS. (Jakarta: Kencana 2013) p.189

In conclusion, this study showed that the experimental class had an improvement from the pre-test to the post-test scores, where previously 23 out of 24 students scored below the KKM on the pre-test, but none of the 24 students scored below the KKM on the post-test or after the treatment. Here are the percentages of pre-test and post-test scores in the experimental class:

Table 4.19
The Percentage of Pre-Test and Post-Test In Experimental Class

Class	Pre-test		Post-test		N 24
	Completed	Incomple ted	Completed	Incomple ted	
Experimental	1	23	24	0	
Percentage	4,1 %	95,8 %	100 %	0 %	

Based on the table above, the experimental class have showed a significant improvement. With a total of 24 students, the experimental class was able to achieve scores above the KKM, increasing from an initial percentage of 4,1% to 100%. In reverse, the percentage of students scoring below the KKM decreased from an initial 95,8% to 0%. Thus, we can conclude the effectiveness of the muddiest point technique on students' grammar mastery of the simple past tense based on the following table:

Table 4.20
Effectiveness levels

No	Ratio	Effectiveness Levels
1	< 40%	Very not effective
2	40-60 %	Less effective
3	61-80	Effective
4	> 80 %	Very effective

Source: Litbang Depdagri 1991

Based on the explanation in the previous table, it is showed that all of 24 students in the experimental class experienced significant improvement. Consequently, the percentage of students scoring above the passing grade is 100%. Therefore, it can be concluded that the muddiest point technique has proven to be effective in enhancing the eighth graders' grammar mastery, with an effectiveness level rated as "very effective" at 100% percentage.

C. Hypothesis Testing

There are two statistic hypothesis of this research:

Hypothesis alternative (Ha): there is any significant effect of muddiest point technique on eighth-graders' grammar mastery of simple past tense.

Hypothesis null (Ho): there is no significant effect of muddiest point technique on eighth-graders' grammar mastery on simple past tense

1. If sig (2-tailed) < 0,05, H0 rejected and Ha accepted. It means there is an effect of muddiest point technique towards the eighth-graders' grammar mastery of simple at Tamanan 1 junior high school.
2. If sig (2-tailed) > 0,05, H0 accepted and Ha rejected. It mean there is no effect of muddiest point technique towards the eighth-graders' grammar mastery of simple at Tamanan 1 junior high school.

Based on the presented data above, sig (2-tailed) < 0,05 which are 0,000 and 0,001 < 0,05, it mean there is an effect of muddiest point technique towards the eighth-graders' grammar mastery of simple at Tamanan 1 junior high school in academic year Of 2023/2024.

D. Discussion

This research utilizes an experimental research method with a quantitative approach. Experimental research is a study conducted in an objective, systematic, and controlled manner to predict or control phenomena.⁴⁷ This research requires one or more groups to be compared with the experimental group. Therefore, the researcher uses two classes, namely the control class and the experimental class, as research samples. This research conducted in Ramadhan month where all of muslim students in both experimental and control class were fasting. The research in experimental was conducted in the morning on

The researcher chose the class of VIII D as the experimental class which consist of 24 students. This class had given the treatment namely muddiest point technique as the independent variable of this study. This class is the main focus of this study to conduct and to determine the effectiveness of muddiest point technique on students' grammar mastery of simple past tense.

During the process of the research in the experimental class, the researcher found that before the given the learning materials and the treatment, students tended to answer the pre-test questions haphazardly. They felt they didn't master the simple past tense material and answered only based on their abilities and instincts. It can be seen from the pretest results of the experimental class that students still have a low understanding of simple past tense grammar

⁴⁷ Siregar Syofian. Metode penelitian kuantitatif dilengkapi dengan perbandingan perhitungan manual & SPSS. Kencana. Jakarta:2013 p.5

because all students scored below the minimum competency criteria (KKM) which can't be less than 70. The pretest results of the experimental class have the minimum score of 32 and the maximum score of 68.

However, during the post-test process after the treatment in the experimental class, students began to understand the simple past tense material and gained better scores after the researcher provided explanations based on what they wrote about the material they didn't understand on blank paper (Muddiest Point Technique). They were so excited to try the new technique in leaning english, they wrote down what they had not understand and then give the feedback to the researcher. In counclusion, after receiving explanations according to the points they didn't understand, they were able to answer and improve their mastery of the simple past tense material. This is consistent with the theory presented by Miller et al., (2018) that the Muddiest Point Technique helps students and teachers make learning more effective. There was none of them who got the score below the minimum competency criteria (KKM) of 70. The maximum score of the post-test results was 100 and the minimum score was 76.

Meanwhile, for the control class, the researcher chose class VIII B, which consists of 24 students. This class is intended to be the comparison class, to then compare the results between the class that did not implement the treatment and the class that implemented the treatment in the form of the Muddiest Point technique. Hence, the effectiveness of the Muddiest Point technique can be determined based on the results from both classes.

During the implementation of the research, researcher found that students tended to be lazy to answer the pre-test questions because they felt they hadn't mastered the simple past tense material enough, so they answered based on their desires, just similar to how it went in the experimental class. Consequently, the scores they gained are mostly under the KKM . There is only 1 student who got the score higher than the KKM with the score of 72. The control class generally got the minimum score of 32 and maximum score of 72 on their pre-test results.

Additionally, when the post-test given to the students in the control class after they had taught about the learning materials, they began to answer well according to their understanding of what the researcher had taught. This class did not receive any treatment given before the post-test, yet the students were still able to improve their understanding, as evidenced by the increase in the post-test results. In the post-test scores, most of them managed to achieve scores above the minimum competency criteria, but still few of them had to improve their mastery of simple past tense. It can be seen from the data analysis that 8 students memiliki score dibawah KKM (70). Overall, the maximum score of the post-test results in control class was 100 and the minimum score was 56.

Although there are significant differences in terms of average score, median, range, maximum score, minimum score, and deviation, both in the pre-test and post-test, both groups have been proven to be normally distributed and homogeneous. This can be seen in the results of normality and homogeneity tests which show significance values greater than 0.05.

In fact, before the implementation of this research, the researcher has done the validity and reliability of the pre-test and post-test. It conducted to be focused to see whether the tests are valid to measure what it supposed to measure and to make sure that the test is reliable. All the items of pre-test and post-test has been proven valid by the significant value that are greater than 0.05. meanwhile the reliability test shown that the pre-test and post-tests items are both reliable with the Cronbach alpha's score 0.749 of the pre-test and 0.910 o the post-tests

In conclusion, analyzing the data that the researcher obtained from the subject of this study are vital. Data results of pre-test and post-test assessments, data analysis including validity test, reliability test, descriptive analysis, normality test, homogeneity test, paired sample t test, independent sample t test, as well as the difference in treatment between the experimental and control classes are all important as the research source for determining the conclusions regarding the effect of Muddiest Point Technique on the the eighth graders' grammar mastery of simple past tense at Tamanan 1 Junior High School in academic year of 2023/2024.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study examined the effectiveness muddiest point technique on students' grammar mastery specifically on simple past tense. The research had been conducted conducted over 6 days at Tamanan 1 Junior High School. Based on the research data obtained from the pre-test and post-test score in the class of experiment, it can be concluded that the Muddiest Point technique is effective for mastering simple past tense grammar in 8th-grade students. This can be seen in the explanation of the data analysis, hypothesis testing, and discussion in the previous chapter. The paired sample t test showed the results with a significance value of 0.000 with a t-count value greater than the t-table value ($13.700 > 2.069$). Similarly, the independent sample t-test shows the result with a significance value of 0.0001 with a t-count value greater than the t-table value ($3.646 > 2.013$). These results have indicated that H_a in this study is accepted and H_0 is rejected. Thus, there is a significant effect of the muddiest point technique on students' mastery of simple past tense.

The increase in scores experienced by the experimental class shows a high percentage because in the pre-test results, only 1 student managed to score above the minimum competency criteria (KKM), but in the post-test results, all 24 students in the experimental class managed to score above the KKM of 70. This means they experienced an increase from 4.1% to 100%. Therefore, the level of effectiveness of using the Muddiest Point technique is "very effective"

in mastering the simple past tense grammar at the eighth grade of tamanan 1 junior high school in academic year of 2023/2024.

B. Suggestions

At the end of this study entitled "The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School," the researcher would like to offer some suggestions to teachers, students, and future researchers as follows:

1. To the English Teacher:

The researcher suggests that teachers implement the Muddiest Point technique in the teaching and learning process because this technique has proven to be effective in improving students' understanding of simple past tense grammar. It also helps make the learning process more effective as students receive explanations tailored to the learning material they find difficult to understand.

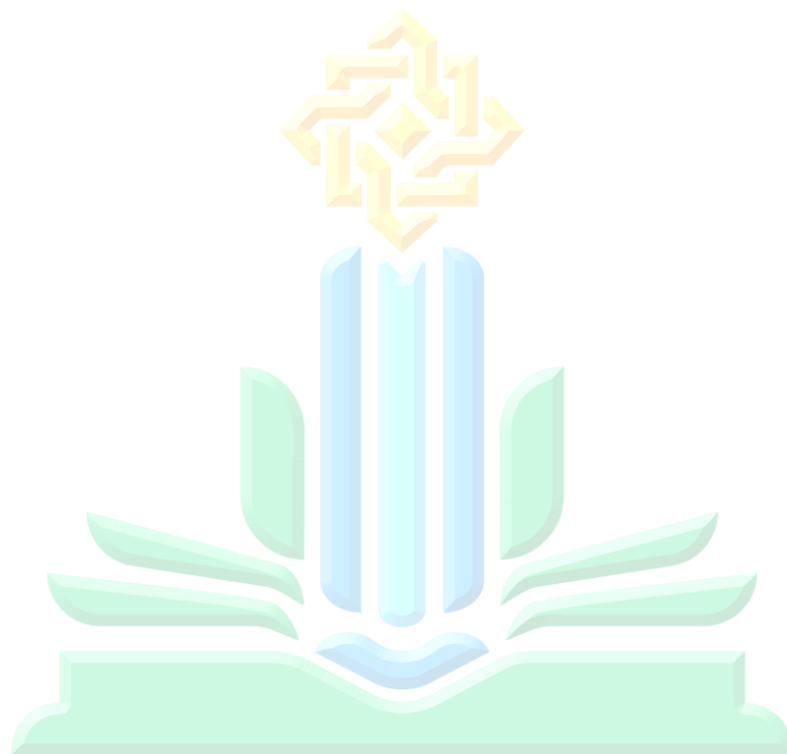
2. To the Students

Students should be more open to ask about things they do not understand in order to improve their comprehension of simple past tense grammar, especially when the Muddiest Point technique is applied. Use the Muddiest Point technique as an opportunity to express any confusion about what is being studied.

3. To the Future Researchers

The researcher recommends that this study be used as a reference for future research in order to make an improvement in the field of either english

language education of simple past tense grammar or the use of muddiest point technique.



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DECLARATION OF AUTHENTICITY

Undersigned below:

Name : Haniefatur Radliyah
SRN : 202101060030
Major : Tadris bahasa Inggris
Faculty : Tarbiyah dan Ilmu keguruan
Institution: UIN Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled “ **The Effectiveness of Muddiest Point Technique on Eighth Graders’ Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School** ” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, June 5th 2024


Haniefatur Radliyah

202101060030

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APPENDIX 1 : Research Matrix

Title	Problems	Variable	Indicator	Data Resources	Research Method	Hypotesis
The Effectiveness of Using Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan	1. Is there any significant effect of Muddiest Point Technique on the eighth graders' grammar mastery of simple past tense Tamanan 1 junior high school?	1. Independent Variable: Muddiest point Technique 2. Dependent Variable: Students' grammar mastery of simple past tense	1. Muddiest Point Technique ease the students to tell the part of materials that they do not understand ,	<ul style="list-style-type: none"> • Literature • Journal article • Book • Reference • Pre-research Observatiom • Students of 8th grade at Tamanan 1 	Reseach approach: Quantitative, Quasi Experimental research design Data collection: a.) Two groups pre-test and post-test design	Hypothesis alternative (Ha): there is any significant effect of Muddiest Point Technique in improving the eighth-graders' grammar mastery of

<p>1 Junior High School</p>	<p>2. How effective is the Muddiest Point Technique on eighth graders' grammar mastery of simple past tense at Tamanan 1 Junior High school?</p>		<p>2. Students understand the sentence structure in simple past tense</p> <p>3. Students can arrange a sentence based on the simple past tense grammar correctly</p> <p>4. Students get better results than the pre-tests</p>	<p>junior high school</p>		<p>simple past tense. Hypothesis null (Ho): there is no significant effect of Muddiest Point Technique in improving the eighth-graders' grammar mastery on simple past tense.</p>
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APPENDIX 2 : Research's Letter of Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fiik.uinkhas-jember.ac.id](http://fiik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5022/In.20/3.a/PP.009/12/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala UPTD SPF SMP NEGERI 1 TAMANAN

Tamanan Timur, Tamanan, Kec. Tamanan, Kabupaten Bondowoso, Jawa Timur
68263

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060030

Nama : HANIEFATUR RADLIYAH

Semester : Semester delapan

Program Studi : Tadris Bahasa Inggris untuk mengadakan Penelitian/Riset mengenai The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior high School di kelas 8 SMP Negeri 1 Tamanan; selama 6 (enam) hari di lingkungan lembaga wewenang Bapak/Ibu Muchammad Safi'i, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Maret 2023 an.

Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX 3: Letter of Accomplishment



PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 1 TAMANAN
Jalan Maesan No.-Telp. 0332- 426056 Kode POS 68263
Email: smpnsatu_tamanan@yahoo.co.id
BONDOWOSO

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 421/133/430.9.9.5.005/2024

Yang bertanda tangan dibawah ini:

Nama : MUCHAMMAD SAFI'I S.Pd.

NIP : 196710231991031003

Pangkat/Gol : Pembina Tingkat I

Jabatan : Kepala Sekolah

Unit Kerja : UPTD SPF SMP Negeri 1 Tamanan

Menerangkan dengan sesungguhnya bahwa:

Nama : Haniefatur Radliyah

NIM : 202101060030

Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris Bahasa Inggris

Perguruan Tinggi : UIN Kiai Haji Achmad Siddiq Jember

Mahasiswa tersebut telah selesai melaksanakan penelitian selama 6 (enam) hari untuk memperoleh data dalam rangka penyusunan skripsi yg berjudul **"The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School"**.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya

Bondowoso, 20 Maret 2024

Kepala Sekolah,



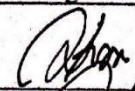
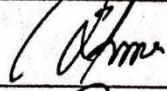
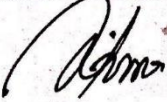
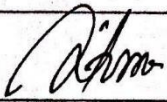
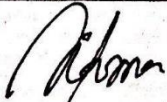
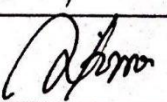
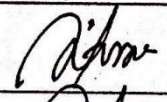
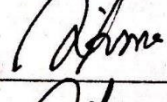

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APPENDIX 4: Research Journal

Research Journal

The Effectiveness of Muddiest Point Technique on Eighth Graders' Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School

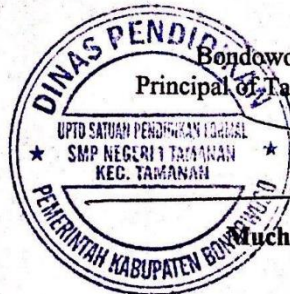
2023-2024 Academic Year

No.	Day/Date	Activity	Signature
1.	7 th - 10 th of November 2023	The researcher conducted an observation as a pre-research activity	
2.	9 th and 16 th of march 2024	The researcher gave the non-subject students at VIII A the tests to measure the validity and reliability of the tests	
3.	18 th of march 2024	The researcher confirmed the research permission	
4.	19 th of march 2024	The researcher conducted pre-test in the experimental class	
5.	19 th of march 2024	The researcher conducted pre-test in the control class	
6.	19 th of march 2024	The researcher gave the treatment (muddiest point technique) to the experimental class	
7.	19 th of march 2024	The researcher conducted post-test in the experimental class	
8.	19 th of march 2024	The researcher conducted post-test in the control class	
9.	21 st of march	The researcher asked a letter of research finishing	

Researcher,



Haniefatur Radliyah



Bondowoso, 21st of March 2024
Principal of Tamanan 1 Junior High School,

Muchammad Safi'i S.Pd

APPENDIX 5

No	Items of content	Experts			S1	S2	S3	Zigma	n(c-1)	V	Conclusion	
		I	II	III								
1	Indicator of learning	5	5	5	4	4	4	12	12	1	Valid	Pre-Test Content Validity
2	Questions formula	4	4	4	3	3	3	9	12	0,75	Valid	
3	Instructions of answer	4	5	4	3	4	3	10	12	0,833333	Valid	
No	Items of content	Experts			S1	S2	S3	Zigma	n(c-1)	V	Conclusion	
		I	II	III								
1	Indicator of learning	5	5	5	4	4	4	12	12	1	Valid	Post-test content validity
2	Questions formula	4	4	4	3	3	3	9	12	0,75	Valid	
3	Instructions of answer	4	5	4	3	4	3	10	12	0,833333	Valid	
no	Items of language literature	Experts			S1	S2	S3	Zigma	n(c-1)	V	Conclusion	
		I	II	III								
1	Grammatical correctness	3	3	3	2	2	2	6	6	1	Valid	Pre-test language literature
2	Communicative language	3	3	3	2	2	2	6	6	1	Valid	
3	Instructions of answer	3	3	3	2	2	2	6	6	1	Valid	
no	Items of language literature	Experts			S1	S2	S3	Zigma	n(c-1)	V	Conclusion	
		I	II	III								
1	Grammatical correctness	3	3	3	2	2	2	6	6	1	Valid	Post-test language literature
2	Communicative language	3	3	3	2	2	2	6	6	1	Valid	
3	Instructions of answer	3	3	3	2	2	2	6	6	1	Valid	

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Question_13	Pearson Correlation	.233	.225	.167	.550**	-.022	-.037	.722**	-.164	.592**	.744**	-.037
	Sig. (2-tailed)	.284	.301	.446	.006	.920	.867	.000	.456	.003	.000	.867
	N	23	23	23	23	23	23	23	23	23	23	23
Question_14	Pearson Correlation	.550**	.302	.224	.303	.128	.214	.215	.763**	.020	.128	.214
	Sig. (2-tailed)	.006	.161	.304	.160	.559	.327	.326	.000	.928	.559	.327
	N	23	23	23	23	23	23	23	23	23	23	23
Question_15	Pearson Correlation	.279	.163	.190	.215	.500	.464	.233	.425	.387	.279	.280
	Sig. (2-tailed)	.197	.458	.386	.326	.015	.026	.284	.043	.068	.197	.195
	N	23	23	23	23	23	23	23	23	23	23	23
Question_16	Pearson Correlation	.422*	.219	.652**	-.112	.735**	.181	.259	.259	.163	.109	.442*
	Sig. (2-tailed)	.045	.316	.001	.610	.000	.408	.232	.232	.458	.621	.035
	N	23	23	23	23	23	23	23	23	23	23	23
Question_17	Pearson Correlation	.225	.270	.132	.481*	.225	-.164	.537**	.163	.337	.441*	.375
	Sig. (2-tailed)	.301	.213	.547	.020	.301	.454	.008	.458	.116	.035	.078
	N	23	23	23	23	23	23	23	23	23	23	23
Question_18	Pearson Correlation	.225	.087	.132	.302	.225	.195	.350	.163	.572**	.441*	.195
	Sig. (2-tailed)	.301	.692	.547	.161	.301	.372	.102	.458	.004	.035	.372
	N	23	23	23	23	23	23	23	23	23	23	23
Question_19	Pearson Correlation	.176	.195	.078	.389	.176	.115	.464*	.096	.292	.388	.115
	Sig. (2-tailed)	.423	.372	.723	.066	.423	.600	.026	.663	.177	.067	.600
	N	23	23	23	23	23	23	23	23	23	23	23
Question_20	Pearson Correlation	.295	.096	.398	.306	.121	.346	.439	.288	.371	.295	.202
	Sig. (2-tailed)	.172	.663	.060	.155	.582	.105	.036	.182	.082	.172	.357
	N	23	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.522*	.464*	.521*	.507*	.459	.396	.629**	.538*	.555**	.543*	.484*
	Sig. (2-tailed)	.011	.026	.011	.013	.028	.061	.001	.008	.006	.007	.019
	N	23	23	23	23	23	23	23	23	23	23	23

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

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23	23	23	23	23	23	23	23	23	23
.224	.128	1	.397	.146	.302	.124	.389	.306	.577**
.304	.559		.061	.506	.161	.573	.066	.155	.004
23	23	23	23	23	23	23	23	23	23
.190	.279	.397	1	.259	.163	.537**	.280	.439*	.647**
.386	.197	.061		.232	.458	.008	.195	.036	.001
23	23	23	23	23	23	23	23	23	23
.358	.109	.146	.259	1	.219	.219	.181	.046	.507**
.094	.621	.506	.232		.316	.316	.408	.834	.013
23	23	23	23	23	23	23	23	23	23
.335	.657**	.302	.163	.219	1	.270	.555**	.243	.624**
.118	.001	.161	.458	.316		.213	.006	.264	.001
23	23	23	23	23	23	23	23	23	23
.132	.441*	.124	.537**	.219	.270	1	.195	.243	.553**
.547	.035	.573	.008	.316	.213		.372	.264	.006
23	23	23	23	23	23	23	23	23	23
.278	.601**	.389	.280	.181	.555**	.195	1	.202	.571**
.199	.002	.066	.195	.408	.006	.372		.357	.004
23	23	23	23	23	23	23	23	23	23
.398	.295	.306	.439*	.046	.243	.243	.202	1	.607**
.060	.172	.155	.036	.834	.264	.264	.357		.002
23	23	23	23	23	23	23	23	23	23
.521*	.606**	.577**	.647**	.507**	.624**	.553**	.571**	.607**	1
.011	.002	.004	.001	.013	.001	.006	.004	.002	
23	23	23	23	23	23	23	23	23	23

Validity Test of Pre-test by Using Spss 23.00 Version

Question_12	Pearson Correlation	.001	.003	.015	.015	.147	.005	.575	.013	.037	.013	.013
	Sig. (2-tailed)											
	N	23	23	23	23	23	23	23	23	23	23	23
Question_13	Pearson Correlation	.441*	.568**	.339	.339	-.083	.388	-.083	.279	.225	.058	.500*
	Sig. (2-tailed)	.035	.005	.113	.113	.708	.067	.708	.197	.301	.794	.015
	N	23	23	23	23	23	23	23	23	23	23	23
Question_14	Pearson Correlation	.233	.255	.220	.394	.568**	.137	.568**	-.032	.589**	.699**	.334
	Sig. (2-tailed)	.285	.240	.314	.063	.005	.532	.005	.886	.003	.000	.120
	N	23	23	23	23	23	23	23	23	23	23	23
Question_15	Pearson Correlation	.244	.384	.502*	.502*	.313	.564**	.123	.311	.631**	.509*	.311
	Sig. (2-tailed)	.262	.071	.015	.015	.147	.005	.575	.149	.001	.013	.149
	N	23	23	23	23	23	23	23	23	23	23	23
Question_16	Pearson Correlation	.537**	.509*	.580**	.397	.215	.649**	.215	.617**	.350	.233	.425*
	Sig. (2-tailed)	.008	.013	.004	.061	.326	.001	.326	.002	.102	.284	.043
	N	23	23	23	23	23	23	23	23	23	23	23
Question_17	Pearson Correlation	.411	.066	.394	.568**	.394	.313	.220	.334	.411	.699**	-.032
	Sig. (2-tailed)	.051	.765	.063	.005	.063	.146	.314	.120	.051	.000	.886
	N	23	23	23	23	23	23	23	23	23	23	23
Question_18	Pearson Correlation	.270	.438*	.659**	.302	.302	.734**	.302	.163	.635**	.350	.537**
	Sig. (2-tailed)	.213	.037	.001	.161	.161	.000	.161	.458	.001	.102	.008
	N	23	23	23	23	23	23	23	23	23	23	23
Question_19	Pearson Correlation	.635**	.244	.481*	.659**	.302	.555**	.481*	.537**	.087	.537**	.163
	Sig. (2-tailed)	.001	.262	.020	.001	.161	.006	.020	.008	.692	.008	.458
	N	23	23	23	23	23	23	23	23	23	23	23
Question_20	Pearson Correlation	.441*	.568**	.339	.339	-.083	.388	-.083	.279	.225	.058	.500*
	Sig. (2-tailed)	.035	.005	.113	.113	.708	.067	.708	.197	.301	.794	.015
	N	23	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.637**	.646**	.559**	.514**	.650**	.550**	.514**	.543**	.544**	.543**	.591**
	Sig. (2-tailed)	.001	.001	.006	.012	.001	.007	.012	.007	.007	.007	.003
	N	23	23	23	23	23	23	23	23	23	23	23

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	.339	.444	.508	.509	.444	.438	.438	.339	.597
	.114	.034	.003	.013	.034	.037	.037	.114	.003
23	23	23	23	23	23	23	23	23	23
.339	1	.083	.568**	.722**	.083	.441*	.225	1.000**	.522*
.114		.708	.005	.000	.708	.035	.301	.000	.011
23	23	23	23	23	23	23	23	23	23
.444	.083	1	.444*	.151	.477*	.411	.233	.083	.528**
.034	.708		.034	.492	.021	.051	.285	.708	.010
23	23	23	23	23	23	23	23	23	23
.589**	.568**	.444*	1	.707**	.444*	.631**	.438*	.568**	.597**
.003	.005	.034		.000	.034	.001	.037	.005	.003
23	23	23	23	23	23	23	23	23	23
.509*	.722**	.151	.707**	1	.334	.537**	.537**	.722**	.638**
.013	.000	.492	.000		.120	.008	.008	.000	.001
23	23	23	23	23	23	23	23	23	23
.444*	.083	.477*	.444*	.334	1	.054	.589**	.083	.528**
.034	.708	.021	.034	.120		.806	.003	.708	.010
23	23	23	23	23	23	23	23	23	23
.438*	.441*	.411	.631**	.537**	.054	1	.270	.441*	.544**
.037	.035	.051	.001	.008	.806		.213	.035	.007
23	23	23	23	23	23	23	23	23	23
.438*	.225	.233	.438*	.537**	.589**	.270	1	.225	.544**
.037	.301	.285	.037	.008	.003	.213		.301	.007
23	23	23	23	23	23	23	23	23	23
.339	1.000**	.083	.568**	.722**	.083	.441*	.225	1	.522*
.114		.708	.005	.000	.708	.035	.301		.011
23	23	23	23	23	23	23	23	23	23
.597**	.522*	.528**	.597**	.638**	.528**	.544**	.544**	.522*	1
.003	.011	.010	.003	.001	.010	.007	.007	.011	
23	23	23	23	23	23	23	23	23	23

Validity Test of Post-test by Using Spss 23.00 Version

→ Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.497	21

Reliability Test of Pre-test

→ Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.910	21

Reliability test of Post-test

DESCRIPTIVES VARIABLES=PreExp PostExp PreCont PostCont
 /STATISTICS=MEAN STDDEV RANGE MIN MAX.

➔ **Descriptives**

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	24	36	32	68	44.33	9.356
Post-Test Experiment	24	24	76	100	88.67	8.396
Pre-Test Control	24	40	32	72	50.67	12.520
Post-Test Control	24	44	56	100	78.00	11.617
Valid N (listwise)	24					

Class

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students Mastery of Simple Past Tense	Post-Test Experimental Class (MPT)	24	100.0%	0	0.0%	24	100.0%
	Post-Test Control Class (Conventional)	24	100.0%	0	0.0%	24	100.0%
	3	24	100.0%	0	0.0%	24	100.0%
	4	24	100.0%	0	0.0%	24	100.0%

Descriptives

Class		Statistic	Std. Error	
Students' mastery of simple past tense	Pre-Test Experiment (MPT)	Mean	44.33	1.910
		95% Confidence Interval for Mean	Lower Bound 40.38	Upper Bound 48.28
		5% Trimmed Mean	43.74	
		Median	42.00	
		Variance	87.536	
		Std. Deviation	9.356	
		Minimum	32	
		Maximum	68	
		Range	36	
		Interquartile Range	16	
	Skewness	.936	.472	
	Kurtosis	.641	.918	
	Post-Test Experiment (MPT)	Mean	88.67	1.714
		95% Confidence Interval for Mean	Lower Bound 85.12	Upper Bound 92.21
		5% Trimmed Mean	88.74	
		Median	88.00	
		Variance	70.493	
		Std. Deviation	8.396	
		Minimum	76	
		Maximum	100	
Range		24		
Interquartile Range		16		
Skewness	-.055	.472		
Kurtosis	-1.282	.918		

	Pre-Test Control (Conventional)	Mean	50.67	2.556
		95% Confidence Interval for Mean	Lower Bound 45.38	Upper Bound 55.95
		5% Trimmed Mean	50.56	
		Median	52.00	
		Variance	156.754	
		Std. Deviation	12.520	
		Minimum	32	
		Maximum	72	
		Range	40	
		Interquartile Range	20	
	Skewness	-.015	.472	
	Kurtosis	-1.011	.918	
	Post-Test Control (Conventional)	Mean	78.00	2.371
		95% Confidence Interval for Mean	Lower Bound 73.09	Upper Bound 82.91
		5% Trimmed Mean	78.04	
		Median	76.00	
		Variance	134.957	
		Std. Deviation	11.617	
		Minimum	56	
		Maximum	100	
Range		44		
Interquartile Range		20		
Skewness	-.035	.472		
Kurtosis	-.889	.918		

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' mastery of simple past tense	Pre-Test Experiment (MPT)	.178	24	.047	.907	24	.030
	Post-Test Experiment (MPT)	.141	24	.200 [*]	.911	24	.037
	Pre-Test Control (Conventional)	.126	24	.200 [*]	.941	24	.170
	Post-Test Control (Conventional)	.139	24	.200 [*]	.960	24	.437

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Experimental Class	44.3333	24	9.35608	1.90980
Post-test Experimental Class	88.6667	24	8.39600	1.71383
Pair 2 Pre-test Control Class	50.6667	24	12.52013	2.55566
Post-test Control Class	78.0000	24	11.61708	2.37133

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test Experimental Class & Post-test Experimental Class	24	.449	.028
Pair 2 Pre-test Control Class & Post-test Control Class	24	.674	.000

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Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-44.33333	9.35608	1.90980	-48.28406	-40.38261	-23.214	23	.000
Pair 2	Pre-test Control Class - Post-test Control Class	-27.33333	9.77426	1.99516	-31.46064	-23.20602	-13.700	23	.000

Class

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students Mastery of Simple Past Tense	Post-Test Experimental Class (MPT)	24	100.0%	0	0.0%	24	100.0%
	Post-Test Control Class (Conventional)	24	100.0%	0	0.0%	24	100.0%
	3	24	100.0%	0	0.0%	24	100.0%
	4	24	100.0%	0	0.0%	24	100.0%

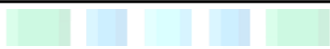


Descriptives

Class		Statistic	Std. Error		
Students Mastery of Simple Past Tense	Post-Test Experimental Class (MPT)	Mean	44.33	1.910	
		95% Confidence Interval for Mean	Lower Bound	40.38	
			Upper Bound	48.28	
		5% Trimmed Mean	43.74		
		Median	42.00		
		Variance	87.536		
		Std. Deviation	9.356		
		Minimum	32		
		Maximum	68		
		Range	36		
		Interquartile Range	16		
		Skewness	.936	.472	
		Kurtosis	.641	.918	
		Post-Test Control Class (Conventional)	Post-Test Control Class (Conventional)	Mean	88.67
95% Confidence Interval for Mean	Lower Bound			85.12	
	Upper Bound			92.21	
5% Trimmed Mean	88.74				
Median	88.00				
Variance	70.493				
Std. Deviation	8.396				
Minimum	76				
Maximum	100				
Range	24				
Interquartile Range	16				
Skewness	-.055			.472	
Kurtosis	-1.282			.918	

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3	Mean		50.67	2.556
	95% Confidence Interval for Mean	Lower Bound	45.38	
		Upper Bound	55.95	
	5% Trimmed Mean		50.56	
	Median		52.00	
	Variance		156.754	
	Std. Deviation		12.520	
	Minimum		32	
	Maximum		72	
	Range		40	
	Interquartile Range		20	
	Skewness		-.015	.472
	Kurtosis		-1.011	.918
4	Mean		78.00	2.371
	95% Confidence Interval for Mean	Lower Bound	73.09	
		Upper Bound	82.91	
	5% Trimmed Mean		78.04	
	Median		76.00	
	Variance		134.957	
	Std. Deviation		11.617	
	Minimum		56	
	Maximum		100	
	Range		44	
	Interquartile Range		20	
	Skewness		-.035	.472
	Kurtosis		-.889	.918

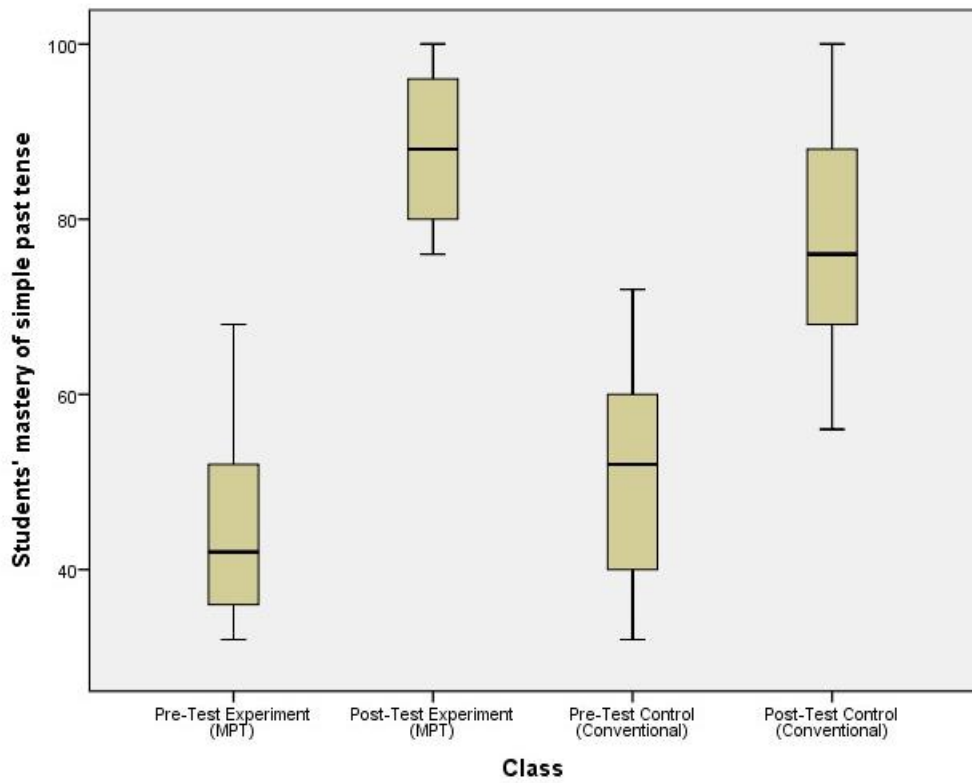


Test of Homogeneity of Variance

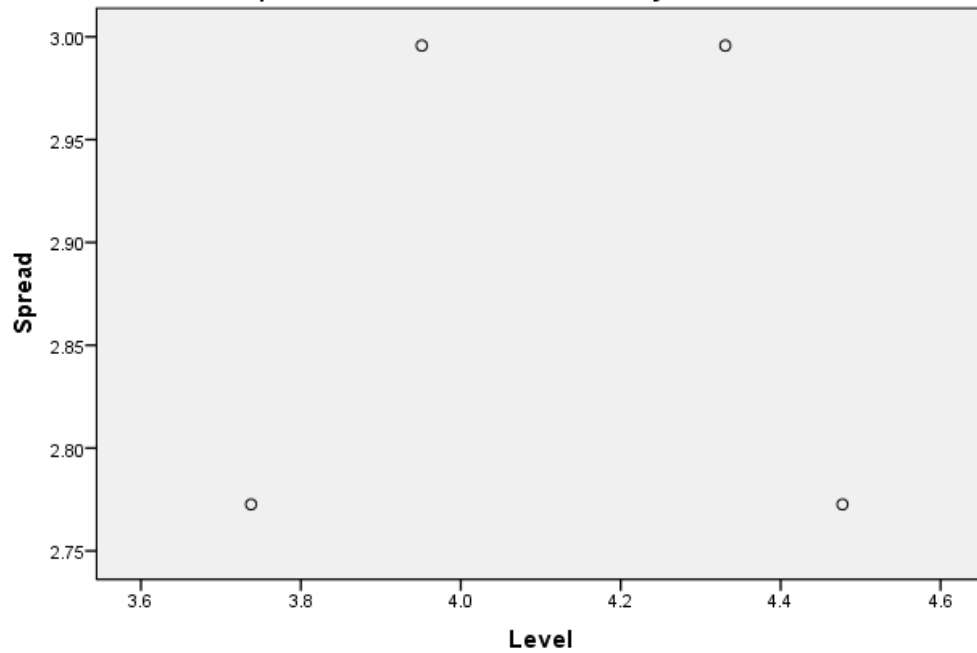
		Levene Statistic	df1	df2	Sig.
Students Mastery of Simple Past Tense	Based on Mean	1.946	3	92	.128
	Based on Median	1.512	3	92	.217
	Based on Median and with adjusted df	1.512	3	83.316	.217
	Based on trimmed mean	1.992	3	92	.121

Students Mastery of Simple Past Tense

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Spread vs. Level Plot of Results by Class



* Plot of LN of Spread vs LN of Level

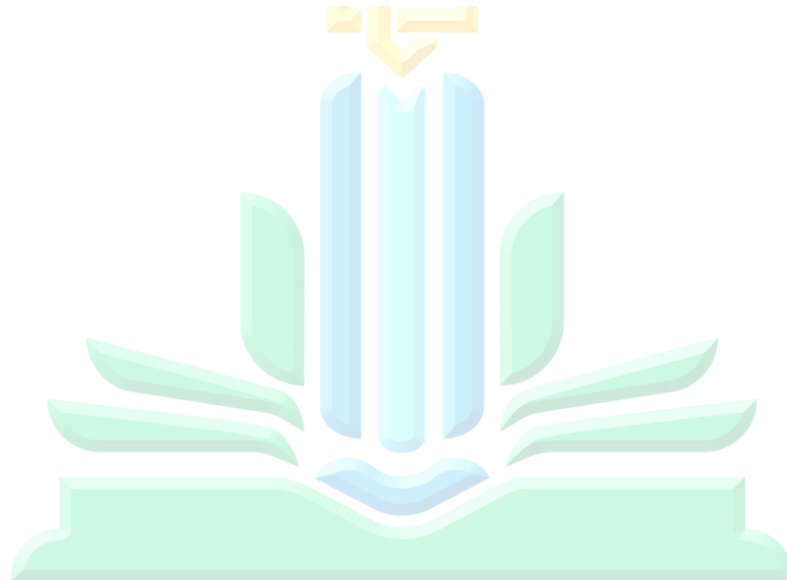
Slope = ,022 Power for transformation = ,978

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
→ Results	Post-Test Experimental Class (MPT)	24	88.67	8.396	1.714
	Post-Test Control Class (Conventional)	24	78.00	11.617	2.371

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	3.520	.067	3.646	46	.001	10.667	2.926	4.777	16.556
	Equal variances not assumed			3.646	41.877	.001	10.667	2.926	4.762	16.572



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APPENDIX 6: Research Instruments (Pre-test and Post-test)

Pretest

Choose the best answer among a, b, c, or d !

1. She alone on the road a moment ago.
 - a. Walked
 - b. Walking
 - c. Walks
 - d. Walk
2. Mr. Juan..... a traditional Venezuelan food yesterday.
 - a. Eats
 - b. Eating
 - c. Ate
 - d. Eaten
3. He go to school last Friday?
 - a. Do
 - b. Does
 - c. Did
 - d. Was
4. They on the sofa two days ago.
 - a. Sat
 - b. Sits
 - c. Sitting
 - d. Sit
5. My parents did not to the cinema last night.
 - a. Go
 - b. Went
 - c. Gone
 - d. Going
6. I not so happy yesterday.
 - a. Was
 - b. Were
 - c. Are
 - d. Is
7. My mom a pasta for my birthday a week ago.
 - a. Cook
 - b. Cooks
 - c. Cooking
 - d. Cooked
8. Did my little sister a beautiful flower yesterday?
 - a. Drew
 - b. Draw
 - c. Drawing
 - d. Draws
9. I did not a letter for my grandma a month ago.
 - a. Write
 - b. Writing
 - c. Writes
 - d. Wrote
10. Did Lana.... a horror movie last night.?
 - a. Watching
 - b. Watched
 - c. Watches
 - d. Watch

Choose the best answer by re-arranging the jumbled words into a good order based on simple past tense form!

11. Was – a – she – nurse (affirmative sentence)
 - a. A she was nurse
 - b. She was a nurse
 - c. Nurse was a she
 - d. She nurse was a
12. Not - Zayn – did – go – school – to (negative sentence)
 - a. Zayn did not go to school yesterday
 - b. Did go to not school Zayn yesterday
 - c. Yesterday Zayn go to school did not
 - d. School did not go to Zayn yesterday
13. In – were – bus – they -a (affirmative sentence)
 - a. They a bus in were
 - b. Were a bus in they
 - c. They were in a bus
 - d. A bus in they were

14. Kate – hungry? – so – was
(interrogative sentence)
- So Kate was hungry?
 - Hungry was so Kate?
 - Kate was so hungry?
 - Was Kate so hungry?
15. Angry – the teacher – to me – was
(affirmative sentence)
- Angry the teacher was to me
 - To me the teacher was angry
 - Was angry the teacher to me
 - The teacher was angry to me

Fill in the blanks with a correct form of verb!

Dad and I (16).....(visit) the zoo last week, while my mom (17).....(stay) at home because she was not feeling well. We (18).....(drive) there by car. At the zoo, I (19).....(see) some amazing large animals. And of course, Dad and I (20).....(take) photos together to capture the beautiful moments.

Key Answers of Pretest

- A. Walked
- C. Ate
- C. Did
- A. Sat
- A. Go
- A. Was
- D. Cooked
- B. Draw
- A. Write
- D. Watch
- B. She was a nurse
- A. Zayn did not go to school yesterday
- C. They were in a bus
- D. Was Kate so hungry?
- D. The teacher was angry to me
- Visited
- Stayed
- Drove
- Saw
- Took

Posttest

Choose the best answer among a, b, c or d!

1. A cat a mouse last night
 - a. Catch
 - b. Caught
 - c. Cathed
 - d. Cathing
 2. Hani a mysterious sound a moment ago
 - a. Hearing
 - b. Heard
 - c. Hears
 - d. Hear
 3. Ana and Elsa.....a snow ball two weeks ago
 - a. Made
 - b. Make
 - c. Making
 - d. Makes
 4. Diana did not any new house yesterday
 - a. Buys
 - b. Buying
 - c. Buy
 - d. Bought
 5. Henry the sing competition last Monday
 - a. Won
 - b. Win
 - c. Winning
 - d. Wins
 6. They.... not friends a year ago
 - a. Was
 - b. Were
 - c. Are
 - d. Is
 7. He did not to my birthday party two days ago
 - a. Come
 - b. Came
 - c. Comes
 - d. Coming
 8. Did they a safe place for camping yesterday?
 - a. Finding
 - b. Finds
 - c. Find
 - d. Found
 9. Did you any stranger walk on that road this morning?
 - a. Saw
 - b. See
 - c. Sees
 - d. Seeing
 10. Frenkie the most diligent student in the last semester?
 - a. Were
 - b. Was
 - c. Is
 - d. Are
- Re-arrange the jumbled words into a good order based on simple past tense form!**
11. Last – month – chocolate – worked – my dad – in – a – factory (affirmative sentence)
 - a. Worked my dad in a factory chocolate last month
 - b. A chocolate last month worked in a my dad factory
 - c. Factory my dad worked in a chocolate last month
 - d. My dad worked in a chocolate factory last month
 12. Some – years – ago – the – tree – fell from – I (affirmative sentence)
 - a. I fell from the tree some years ago
 - b. From some years ago I fell the tree
 - c. The tree fell from I some years ago
 - d. Some years the tree i fell from ago

13. Glasses – did – find – her - she?
(interrogative sentence)

- a. Did find she her glasses?
- b. Find her glasses did she?
- c. Did she find her glasses?
- d. Glasses find her did she?

14. A – pilot - was – not – he
(negative sentence)

- a. Was a pilot he not
- b. Pilot was not a he
- c. He was not a pilot
- d. He was pilot a not

15. Peter and Harry – their – pencils
– searched - yesterday
(affirmative sentence)

- a. Peter and Harry yesterday searched their pencils
- b. Peter and Harry searched their pencils yesterday
- c. Searched Peter and Harry their pencils yesterday
- d. Pencils their searched Peter and Harry yesterday

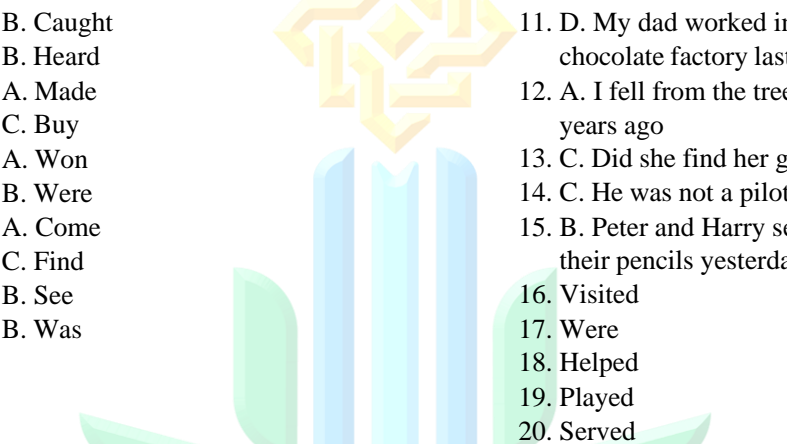


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Fill in the blanks with a correct form of verb!

Last holiday, my family and I (16)..... (visit) our grandparents' house. Grandma and grandpa (17)(are) very happy with our visit. In the morning, we (18)(help) our grandparents on their farm. While in the afternoon, I and my sister (19)..... (play) with new friends there. After getting tired from playing, grandma (20)(serve) delicious snacks for us.

Key Answers of Posttest

- 
1. B. Caught
 2. B. Heard
 3. A. Made
 4. C. Buy
 5. A. Won
 6. B. Were
 7. A. Come
 8. C. Find
 9. B. See
 10. B. Was
 11. D. My dad worked in a chocolate factory last month
 12. A. I fell from the tree some years ago
 13. C. Did she find her glasses?
 14. C. He was not a pilot
 15. B. Peter and Harry searched their pencils yesterday
 16. Visited
 17. Were
 18. Helped
 19. Played
 20. Served

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APPENDIX 7: Documentation



Validity and Reliability Test



Teacher giving pre-test to the experimental class



Teacher explaining the simple past tense material to experimental class



Students giving feedback as the implementation of muddiest point technique



Teacher giving post-test to the experimental class

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Teacher giving pre-test to the control class

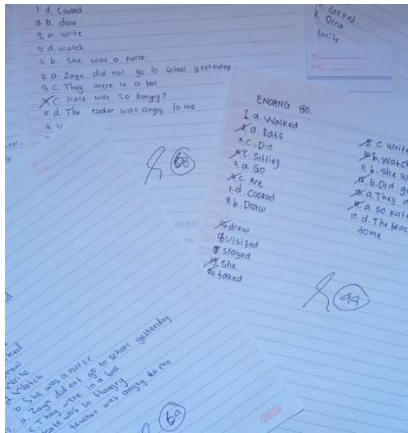


Teacher explaining the simple past tense material learning to the control class

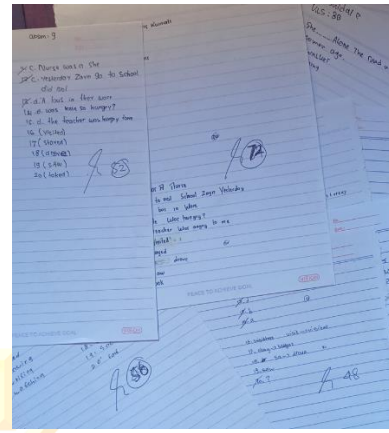


Students answering the post-test in the control class

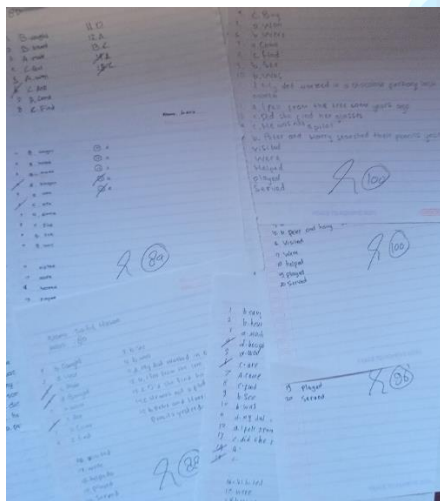
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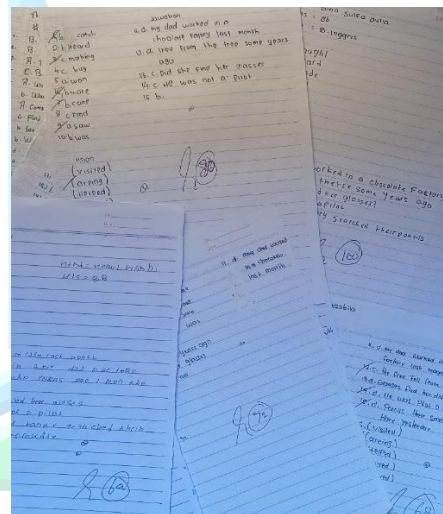
Pre-test results in experimental class



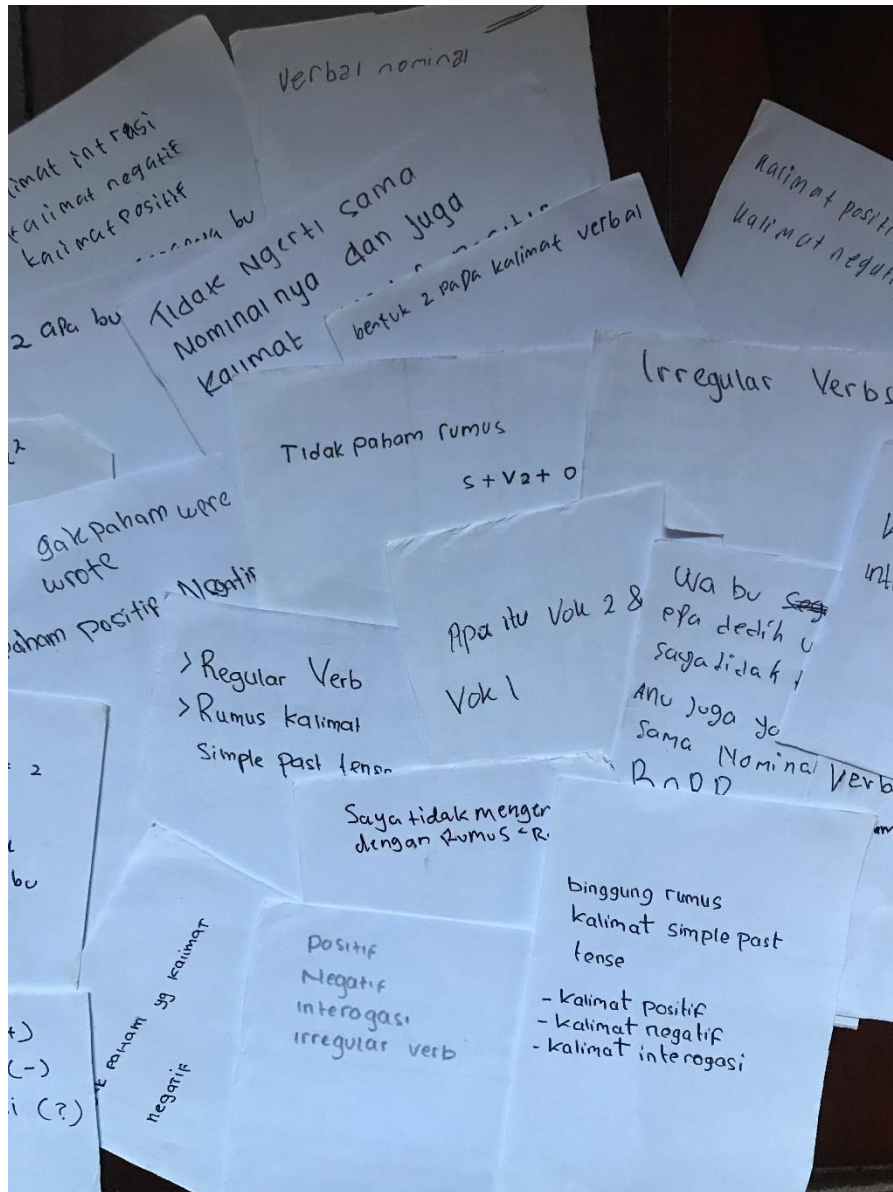
Pre-test results in control class



Post-test results in experimental class



Post-test results in control class



Students' feedback through Muddiest Point Technique in experimental class

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J E M B E R

APPENDIX 8: Students' Minimum Competency Criteria (KKM)

ALUR TUJUAN PEMBELAJARAN

Mata Pelajaran : BAHASA INGGRIS

Kelas : 8

Tahun Pelajaran : 2023/2024

Nilai Kriteria Ketuntasan Minimal (KKM): 70

Sem	No	Tujuan Pembelajaran	Alokasi waktu
1		Peserta didik mampu berbicara tentang pengalaman pribadi di masa lalu	6
		Peserta didik mampu mengidentifikasi informasi spesifik tentang pengalaman pribadi	6
		Peserta didik mampu menulis peristiwa utama pengalaman pribadi	6
		Peserta didik mampu menghubungkan dan mengurutkan peristiwa dalam cerita imajinatif	6
		Peserta didik mampu menjelaskan tindakan, perasaan, dan perilaku karakter dalam sebuah cerita imajinatif	6
		Peserta didik mampu menceritakan kembali dan menulis ulang cerita imajinatif	6
		Peserta didik mampu bertanya dan memberikan pendapat tentang topik-topik yang sudah dikenal di sekitar sekolah	6
		Peserta didik mampu mengkategorikan tindakan berdasarkan situasi tertentu	6
		Peserta didik mampu menulis instruksi pada poster	9
		JUMLAH	57
2		Peserta didik mampu berbicara tentang insiden atau peristiwa masa lalu	9
		Peserta didik mampu membuat pertanyaan untuk wawancara singkat tentang insiden masa lalu	9
		Peserta didik mampu mengidentifikasi gagasan utama dan informasi rinci tentang serangkaian kejadian masa lalu	9
		Peserta didik mampu meminta dan memberi pendapat	9
		Peserta didik mampu mengidentifikasi urutan peristiwa utama dalam sebuah cerita	9
		Peserta didik mampu menulis peristiwa utama dari sebuah cerita	12
	JUMLAH	57	
	JUMLAH	114	

Mengetahui,
Kepala Sekolah

Tamanan, 17 Juli 2023
Guru Mata Pelajaran

MUCHAMNAD SAFI'I S.Pd.
NIP. 19671023 199103 1 003

YUDI UTOMO, S.Pd.
NIP. 19830601201001025

APPENDIX 9: Letter of Validity Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-1639/In.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Menjadi Validator**

Yth. Nina Hayuningtyas M.Pd

Fakultas Tarbiyah dan Ilmu Keguruan UIN Kiai Haji Achmad Siddiq Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Nina Hayuningtyas M.Pd untuk menjadi Validator Ahli Soal, mahasiswa atas nama :

NIM : 202101060030
Nama : HANIEFATUR RADLIYAH
Semester : Semester Delapan
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : The Effectiveness of Muddiest Point Technique on Eighth Graders` Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 5 Maret 2024 an. Dekan,



Wakil Dekan Bidang Akademik,

HOTIEUL UMAM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1639/In.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Menjadi Validator**

Yth. Yudi Utomo, S.Pd

Fakultas Tarbiyah dan Ilmu Keguruan UIN Kiai Haji Achmad Siddiq Jember

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NIM : 202101060030
Nama : HANIEFATUR RADLIYAH
Semester : Semester Delapan
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : The Effectiveness of Muddiest Point Technique on Eighth Graders` Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Maret 2024 an. Dekan,



Wakil Dekan Bidang Akademik,

HOTIEUL UMAM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1639/In.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Menjadi Validator**

Yth. Okta Mariana, S.Pd

Fakultas Tarbiyah dan Ilmu Keguruan UIN Kiai Haji Achmad Siddiq Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Okta Mariana S.Pd untuk menjadi Validator Ahli Soal, mahasiswa atas nama :

NIM : 202101060030
Nama : HANIEFATUR RADLIYAH
Semester : Semester Delapan
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : The Effectiveness of Muddiest Point Technique on Eighth Graders` Grammar Mastery of Simple Past Tense at Tamanan 1 Junior High School

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 5 Maret 2024 an. Dekan,



Wakil Dekan Bidang Akademik,

HOTIEUL UMAM

APPENDIX 10: Sheet of Validity Test

Validation Sheet of Pretest and Post-Test

A. Introduction

This validation sheet is used to obtain your assessment of the research instruments, which consists of multiple-choice and cloze exercises. I express my gratitude for your willingness to be a validator and fill out this validation sheet.

B. Instructions

1. Based on your assesment, please provide a score for each category in the Content Validity column according to the rating scale below:

5 = Very good

4 = Good

3 = Average

2 = Poor

1 = Very Poor

2. Based on your assesment, please provide a score for each category in the Language and Writing column according to the following scale:

3 = Very easily understood

2 = Less understandable

1 = Not understandable

3. Based on your opinion, provide an assessment of the conclusion by giving a check mark (✓) in one of the categories.

4. If you suggest that any item needs revision, please write your comments in the notes section for the improvement of this item.

As a guide for filling out the table, please pay attention to the following assessment criteria:

1. Content Validity

- A. Are the questions aligned with the learning indicators to be achieved?

Learning indicators:

- Students can distinguish simple past tense in positive, negative, and interrogative sentences based on the text.
- Students convert various infinitive verbs into past tense (V2) verbs.
- Students use simple past tense appropriately in context by completing incomplete texts and paragraphs.

C. Please fill in the column below based on your assesment:

No.	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	4	3	3	✓			
2.	5	4	4	3	3	✓			
3.	5	4	4	3	3	✓			
4.	5	4	4	3	3	✓			
5.	5	4	4	3	3	✓			
6.	5	4	4	3	3	✓			
7.	5	4	4	3	3	✓			
8.	5	4	4	3	3	✓			
9.	5	4	4	3	3	✓			
10.	5	4	4	3	3	✓			
11.	5	4	4	3	3	✓			
12.	5	4	4	3	3	✓			
13.	5	4	4	3	3	✓			
14.	5	4	4	3	3	✓			
15.	5	4	4	3	3	✓			
16.	5	4	4	3	3	✓			
17.	5	4	4	3	3	✓			
18.	5	4	4	3	3	✓			
19.	5	4	4	3	3	✓			
20.	5	4	4	3	3	✓			

Jember, 6 Maret2024

Validator,



Nina Havuningtyas, M.Pd
NIP. 198108142014112003

Note : The instrument can be applied after it is revised .

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	4	3	3	✓			
2.	5	4	4	3	3	✓			
3.	5	4	4	3	3	✓			
4.	5	4	4	3	3	✓			
5.	5	4	4	3	3	✓			
6.	5	4	4	3	3	✓			
7.	5	4	4	3	3	✓			
8.	5	4	4	3	3	✓			
9.	5	4	4	3	3	✓			
10.	5	4	4	3	3	✓			
11.	5	4	4	3	3	✓			
12.	5	4	4	3	3	✓			
13.	5	4	4	3	3	✓			
14.	5	4	4	3	3	✓			
15.	5	4	4	3	3	✓			
16.	5	4	4	3	3	✓			
17.	5	4	4	3	3	✓			
18.	5	4	4	3	3	✓			
19.	5	4	4	3	3	✓			
20.	5	4	4	3	3	✓			

Jember, 6 Maret2024

Validator,



Nina Havuningtyas, M.Pd
NIP. 198108142014112003

NEGERI
SIDDIQ
R

C. Please fill in the column below based on your assesment:

No.	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	5	3	3	✓			
2.	5	4	5	3	3	✓			
3.	5	4	5	3	3	✓			
4.	5	4	5	3	3	✓			
5.	5	4	5	3	3	✓			
6.	5	4	5	3	3	✓			
7.	5	4	5	3	3	✓			
8.	5	4	5	3	3	✓			
9.	5	4	5	3	3	✓			
10.	5	4	5	3	3	✓			
11.	5	4	5	3	3	✓			
12.	5	4	5	3	3	✓			
13.	5	4	5	3	3	✓			
14.	5	4	5	3	3	✓			
15.	5	4	5	3	3	✓			
16.	5	4	5	3	3	✓			
17.	5	4	5	3	3	✓			
18.	5	4	5	3	3	✓			
19.	5	4	5	3	3	✓			
20.	5	4	5	3	3	✓			

Tamanan, 16 Maret 2024

Validator,

Yudi Utomo, S.Pd.
NIP. 19830601201001025



B. Does the question use communicative language that is easy to understand and does not cause multiple interpretations?

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	5	3	3	✓			
2.	5	4	5	3	3	✓			
3.	5	4	5	3	3	✓			
4.	5	4	5	3	3	✓			
5.	5	4	5	3	3	✓			
6.	5	4	5	3	3	✓			
7.	5	4	5	3	3	✓			
8.	5	4	5	3	3	✓			
9.	5	4	5	3	3	✓			
10.	5	4	5	3	3	✓			
11.	5	4	5	3	3	✓			
12.	5	4	5	3	3	✓			
13.	5	4	5	3	3	✓			
14.	5	4	5	3	3	✓			
15.	5	4	5	3	3	✓			
16.	5	4	5	3	3	✓			
17.	5	4	5	3	3	✓			
18.	5	4	5	3	3	✓			
19.	5	4	5	3	3	✓			
20.	5	4	5	3	3	✓			

Jember, 16 Maret 2024

Validator,

Yudi Utomo, S.Pd.
NIP. 19830601201001025



C. Please fill in the column below based on your assesment:

No.	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	4	3	3	✓			
2.	5	4	4	3	3	✓			
3.	5	4	4	3	3	✓			
4.	5	4	4	3	3	✓			
5.	5	4	4	3	3	✓			
6.	5	4	4	3	3	✓			
7.	5	4	4	3	3	✓			
8.	5	4	4	3	3	✓			
9.	5	4	4	3	3	✓			
10.	5	4	4	3	3	✓			
11.	5	4	4	3	3	✓			
12.	5	4	4	3	3	✓			
13.	5	4	4	3	3	✓			
14.	5	4	4	3	3	✓			
15.	5	4	4	3	3	✓			
16.	5	4	4	3	3	✓			
17.	5	4	4	3	3	✓			
18.	5	4	4	3	3	✓			
19.	5	4	4	3	3	✓			
20.	5	4	4	3	3	✓			

Tamanan, 16 Maret 2024

Validator,

Okta Mariana, S.Pd.
NIP. 196810102005012013

B. Does the question use communicative language that is easy to understand and does not cause multiple interpretations?

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	5	4	4	3	3				
2.	5	4	4	3	3	✓			
3.	5	4	4	3	3	✓			
4.	5	4	4	3	3	✓			
5.	5	4	4	3	3	✓			
6.	5	4	4	3	3	✓			
7.	5	4	4	3	3	✓			
8.	5	4	4	3	3	✓			
9.	5	4	4	3	3	✓			
10.	5	4	4	3	3	✓			
11.	5	4	4	3	3	✓			
12.	5	4	4	3	3	✓			
13.	5	4	4	3	3	✓			
14.	5	4	4	3	3	✓			
15.	5	4	4	3	3	✓			
16.	5	4	4	3	3	✓			
17.	5	4	4	3	3	✓			
18.	5	4	4	3	3	✓			
19.	5	4	4	3	3	✓			
20.	5	4	4	3	3	✓			

Jember, 16 Maret 2024

Validator,

Okta Mariana, S.Pd.
NIP. 196810102005012013

EGERI
SIDDIQ

APPENDIX 11: Lesson Plan

A. INFORMASI UMUM

1. IDENTITAS MODUL (*EXPERIMENTAL CLASS*)

Nama	Haniefatur Radliyah
Instansi / Sekolah	UPTD SPF SMPN 1 Tamanan
Jenjang	SMP
Kelas	VIII
Materi Pokok	Simple Past Tense
Fase	D
Alokasi waktu	3 x 40 menit
Jumlah Pertemuan	1

2. KOMPETENSI AWAL

Sebelum memulai kegiatan pembelajaran dalam modul ini, peserta didik sudah mampu menyebutkan kata kerja bentuk 2 yg sudah dilakukan di masa lampau, seperti disaat liburan, minggu lalu, kemarin, dsb.

3. PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Berkebhinekaan global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif
- Mandiri

4. MEDIA, SARANA DAN PRASARANA

Media : Lembar kertas kosong

Sarana : Papan tulis, spidol, kapur papan

Prasarana : Buku paket guru, buku paket siswa, lembar materi dan soal pretest-posttest.

5. TARGET PESERTA DIDIK

Target peserta didik regular kelas 8B

6. MODEL PEMBELAJARAN

Pembelajaran : Tatap Muka

Model Pembelajaran : Discovery Learning

Pendekatan : Scientific learning, Muddiest Point Technique

Metode : Ceramah dan Penugasan

B. KOMPONEN INTI

1. Fase D

2. Elemen dan Capaian Belajar

Elemen	Capaian belajar
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevandankontekstual. Proses yang terjadi dalam menyimak mencakupkegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuankomunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparanlisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut
Membaca	Kemampuan memahami, menggunakan, dan mereleksi tekssesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya. Berbicara Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur

	organisasi dan unsur kebahasaan yang tepat.
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

3. TUJUAN PEMBELAJARAN

- Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan recount teks yang melibatkan informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)

4. Alur Tujuan Pembelajaran

- Mengidentifikasi struktur teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Mengidentifikasi unsur kebahasaan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Menyebutkan keterangan waktu yang sering digunakan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Menentukan kata kerja yang digunakan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau..
- Menggunakan bentuk kata kerja bantu past (did) yang digunakan dalam teks.
- Memilih bentuk kata kerja bantu (was, were) yang digunakan dalam kalimat nominal.

5. ASSESMEN

Assesment individu

- Tes berupa soal tertulis:
 - Pretest
 - Post Test

6. PERTANYAAN PEMANTIK

- What did you do on the last holiday?
- How did you go to school this morning?

7. SUMBER BELAJAR

- a) Buku English For Nusantara Kurikulum Merdeka Kelas 8
- b) <https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat#:~:text=Pengertian%20simple%20past%20tense%20adalah,visited%20his%20grandparents%20last%20week.%E2%80%9D>

8. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran

No	Tahap	Langkah Pembelajaran	Waktu
1.	Kegiatan Awal	<ul style="list-style-type: none">• Guru memberikan salam• Guru membuka pelajaran dengan berdoa bersama• Guru memeriksa kehadiran siswa<ol style="list-style-type: none">a.) Is everybody present?b.) Who is absent today?• Guru menyiapkan fisik dan psikis siswa sebelum memulai pelajaran• Guru memberi tahu tentang materi dan tujuan materi	15 Menit
2.	Kegiatan Inti	<ul style="list-style-type: none">• Guru membagikan soal pretest untuk menilai pemahaman awal siswa terhadap materi simple past tense• Siswa mengumpulkan hasil pretest yg sudah dikerjakan• Guru memulai pelajaran dengan pertanyaan pemantik<ol style="list-style-type: none">a.) What did you do on the last holiday?b. How did you go to school this morning?• Siswa menyebutkan menyebutkan kegiatan seputar kejadian atau peristiwa yg dialami di masa lampau• Guru menjelaskan penggunaan dan rumus kalimat simple past tense untuk menginformasikan kegiatan yg dilakukan di masa lampau, contoh: recount teks• Siswa menyebutkan macam-macam kata kerja dalam bentuk verb 2: regular dan irregular verb• Siswa menyebutkan bentuk ke 2 dari to be I, You, We, They, She, He, It dalam kalimat simple past tense	90 Menit

		<ul style="list-style-type: none"> • Guru menanyakan tentang pemahaman murid terhadap topik pembahasan pada materi simple past tense • Guru menerapkan Teknik <i>Muddiest Point</i> dengan membagikan kertas kosong kepada masing-masing murid • Siswa menuliskan tentang materi pembahasan yg belum dipahami/ materi yg menurut siswa sangat sulit dan kurang jelas • Guru mengoleksi feedback yg diberikan oleh murid dari kertas kosong yg telah disediakan • Guru menjelaskan ulang materi yg kurang dipahami oleh siswa berdasarkan feedback yg telah siswa tulis di kertas. • Guru memberikan soal posttest kepada siswa untuk menilai pemahaman siswa terhadap materi simple past tense • Siswa mengumpulkan hasil posttest kepada guru 	
3.	Penutup Kegiatan	<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan tentang pembelajaran • Guru menutup pelajaran dengan berdoa bersama • Guru mengucapkan salam pamit 	15 Menit

9. REFLEKSI

Refleksi Guru :

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa :

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

10. KRITERIA UNTUK MENGUKUR KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASSESMENTNYA

a. Tugas tertulis (individu): Pretest dan Posttest

- Mengerjakan soal pilihan ganda dan soal *cloze* / mengisi celah kosong pada paragraf
- Jumlah soal: 20 butir

- Jumlah skor:

15 soal pilihan ganda= Jika jawaban benar, diberi skor 5.

Jika jawaban salah, maka dikurangi -5

5 soal *cloze* = Jika jawaban benar, diberi skor 8.

Jika jawaban salah, maka dikurangi -8

- Total skor: $(15 \times 5) + (5 \times 8) = 60 + 40 = 100$

Kriteria Penilaian

- Siswa dapat membedakan simple past tense dalam kalimat positif, negatif, dan tanya berdasarkan teks.
- Siswa mengubah berbagai kata kerja infinitif menjadi kata kerja past tense (V2).
- Siswa menggunakan simple past tense dengan tepat dalam konteks dengan melengkapi teks dan paragraf yang tidak lengkap.

Produk Siswa

- Jawaban tertulis di lembar kerja

Mengetahui,

Tamanan, 17 Maret 2024

Guru Mata Pelajaran

Peneliti,

Yudi Utomo, S.Pd.
NIP. 19830601201001025

Haniefatur Radliyah
NIM: 202101060030

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

A. INFORMASI UMUM

1. IDENTITAS MODUL (*CONTROL CLASS*)

Nama	:	Haniefatur Radliyah
Instansi / Sekolah	:	UPTD SPF SMPN 1 Tamanan
Jenjang	:	SMP
Kelas	:	VIII
Materi Pokok	:	Simple Past Tense
Fase	:	D
Alokasi waktu	:	3 x 40 menit
Jumlah Pertemuan	:	1

2. KOMPETENSI AWAL

Sebelum memulai kegiatan pembelajaran dalam modul ini, peserta didik sudah mampu menyebutkan kata kerja bentuk 2 yg sudah dilakukan di masa lampau, seperti disaat liburan, minggu lalu, kemarin, dsb.

3. PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Berkebhinekaan global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif
- Mandiri

4. MEDIA, SARANA DAN PRASARANA

Media : -

Sarana : Papan tulis, spidol, kapur papan

Prasarana : Buku paket guru, buku paket siswa, lembar materi dan soal pretest-posttest.

5. TARGET PESERTA DIDIK

Target peserta didik reguler kelas 8D

6. MODEL PEMBELAJARAN

Pembelajaran : Tatap Muka

Model Pembelajaran : Discovery Learning

Pendekatan : Scientific learning

Metode : Ceramah dan Penugasan

B. KOMPONEN INTI

1. Fase D

2. Elemen dan Capaian Belajar

Elemen	Capaian belajar
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevandankontekstual. Proses yang terjadi dalam menyimak mencakupkegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuankomunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparanlisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut
Membaca	Kemampuan memahami, menggunakan, dan mereleksi tekksesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya. Berbicara Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.
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3. TUJUAN PEMBELAJARAN

- Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan recount teks yang melibatkan informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)

4. ALUR TUJUAN PEMBELAJARAN

- Mengidentifikasi struktur teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Mengidentifikasi unsur kebahasaan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Menyebutkan keterangan waktu yang sering digunakan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
- Menentukan kata kerja yang digunakan dalam teks yang menyatakan dan menanyakan tindakan /kejadian yang dilakukan/terjadi di waktu lampau..
- Menggunakan bentuk kata kerja bantu past (did) yang digunakan dalam teks.
- Memilih bentuk kata kerja bantu (was,were) yang digunakan dalam kalimat nominal.

5. ASSESMENT

Assesment individu

- Tes berupa soal tertulis:
 - Pretes
 - Post Test

6. PERTANYAAN PEMANTIK

- What did you do on the last holiday?
- How did you go to school this morning?

7. SUMBER BELAJAR

- a. Buku English For Nusantara Kurikulum Merdeka Kelas 8
- b. <https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat#:~:text=Pengertian%20simple%20past%20tense%20adalah,visited%20his%20grandparents%20last%20week.%E2%80%9D>

8. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran

No	Tahap	Langkah Pembelajaran	Waktu
1.	Kegiatan Awal	Guru memberikan salam Guru membuka Pelajaran dengan berdoa Bersama Guru memeriksa kehadiran siswa Is everybody present? Who is absent today? Guru menyiapkan fisik dan psikis siswa sebelum memulai pelajaran Guru memberi tahu tentang materi dan tujuan materi	15 Menit
2.	Kegiatan Inti	Guru membagikan soal pretest untuk menilai pemahaman awal siswa terhadap materi simple past tense Siswa mengumpulkan hasil pretest yg sudah dikerjakan Guru memulai pelajaran dengan pertanyaan pemantik a.) What did you do on the last holiday? b.) How did you go to school this morning? Siswa menyebutkan menyebutkan kegiatan seputar kejadian atau peristiwa yg dialami di masa lampau Guru menjelaskan penggunaan dan rumus kalimat simple past tense untuk menginformasikan kegiatan yg dilakukan di masa lampau, contoh: recount teks Siswa menyebutkan macam-macam kata kerja dalam bentuk verb 2: regular dan irregular verb Siswa menyebutkan bentuk ke 2 dari to be I, You, We, They, She, He, It dalam kalimat simple past tense Guru menanyakan tentang pemahaman murid terhadap topik pembahasan pada materi simple past tense Guru memberikan soal posttest kepada siswa untuk menilai pemahaman siswa terhadap materi simple past tense Siswa mengumpulkan hasil posttest kepada guru	90 Menit

3.	Penutup Kegiatan	Guru dan siswa menyimpulkan tentang pembelajaran Guru menutup pelajaran dengan berdoa bersama Guru mengucapkan salam pamit	15 Menit
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9. REFLEKSI

Refleksi Guru :

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa :

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

10. KRITERIA UNTUK MENGUKUR KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASSESMENNYA

a. Tugas tertulis (individu): Pretest dan Posttest

- Mengerjakan soal pilihan ganda dan soal *cloze* / mengisi celah kosong pada paragraf
- Jumlah soal: 20 butir
- Jumlah skor:
15 soal pilihan ganda= Jika jawaban benar, diberi skor 5.
Jika jawaban salah, maka dikurangi -5
5 soal *cloze* = Jika jawaban benar, diberi skor 8.
Jika jawaban salah, maka dikurangi -8
- Total skor: $(15 \times 5) + (5 \times 8) = 60 + 40 = 100$

11. Kriteria Penilaian

- Siswa dapat membedakan simple past tense dalam kalimat positif, negatif, dan tanya berdasarkan teks.
- Siswa mengubah berbagai kata kerja infinitif menjadi kata kerja past tense (V2).
- Siswa menggunakan simple past tense dengan tepat dalam konteks dengan melengkapi teks dan paragraf yang tidak lengkap.

Produk Siswa

- Jawaban tertulis di lembar kerja

Mengetahui,

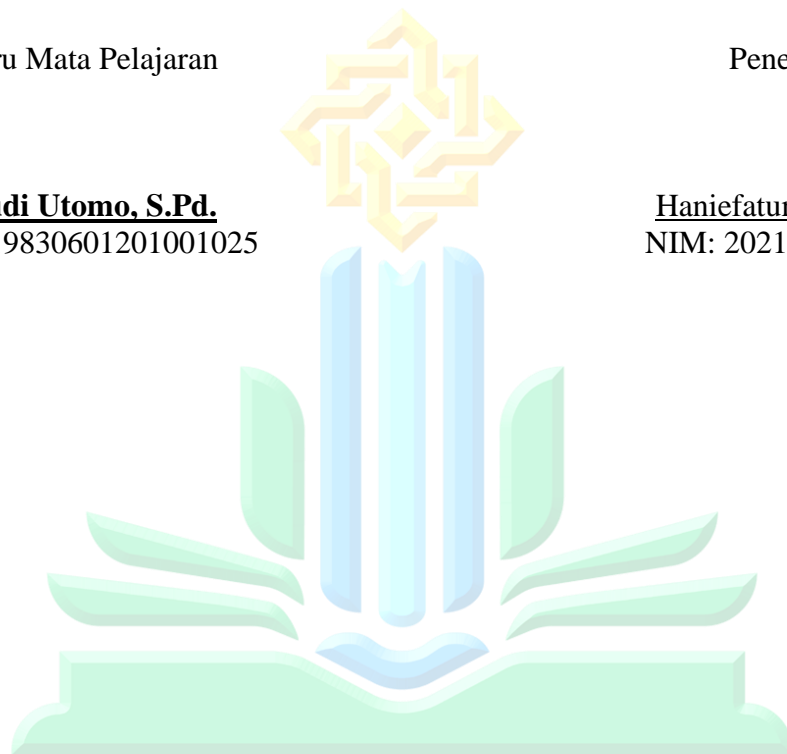
Tamanan, 17 Maret 2024

Guru Mata Pelajaran

Peneliti,

Yudi Utomo, S.Pd.
NIP. 19830601201001025

Haniefatur Radliyah
NIM: 202101060030



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J E M B E R

APPENDIX 12: Curriculum Vitae

CURRICULUM VITAE



1. Personal Information

- a. Name : Haniefatur Radliyah
- b. NIM : 202101060030
- c. Place/Date of Birth : Bondowoso, September 21st 2001
- d. Gender : Female
- e. Address : Jl. Tanah Wulan, Krajan 1, RT03/RW01, Gambangan, Maesan, Bondowoso.
- f. Faculty : Tarbiyah and Teacher Training
- g. Program : Tadris Bahasa Inggris (English Education Department)
- h. Email : diahhafard@gmail.com

2. Educational Background

- a. RA Sabielil Muttaqien (Graduated in 2008)
- b. SDN Maesan (Graduated in 2014)
- c. Mts Sabielil Muttaqien (Graduated in 2017)
- d. MA ASHRI Jember (Graduated in 2020)

3. Organization Experience

- a. Student council of scouting at MTs Sabielil Muttaqien (2014-2015)
- b. Secretary of student council at Mts Sabielil Muttaqien (2015-2016)
- c. Deputy of "Reach Sky" journalistic organization at MA ASHRI (2017-2019)