AN ANALYSIS OF STUDENTS' STRATEGY IN LEARNING SIMPLE PAST TENSE AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI CITY

A THESIS

**Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education in English Department**

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1. The thesis that I wrote with the title An Analysis of Students' Strategy in Learning Simple Past Tense at Tenth Grade of Senior High School 1 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, January 27th, 2022

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LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

Day   : Thursday

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Motto

"The mind of a wise man gains knowledge, and the ear of a wise man seeks

knowledge."

(Proverbs 18:15)

"Pikiran orang bijak memperoleh pengetahuan, dan telinga orang bijak mencari

pengetahuan."

(Amsal 18:15)

ABSTRACT

Andrian, J.M. 2022. An Analysis of Students' Strategy in Learning Simple Past Tense at Tenth Grade of Senior High School 1 Jambi City. English Education Study Program. Teacher Training and Education Faculty. University of Batanghari. The first advisor: Nurul Fitri S.S., M.Hum. The second advisor: Kartika Dewi S.Pd., M.Pd.

This study aims to find students' strategies in learning the simple past tense at tenth grade of Senior High School 1 Jambi City. In this study, the researcher used mixed methods and used an explanatory sequential research design. The total population of this research was the X MIPA of Senior High School 1 Jambi City. The sample was taken by using cluster sampling. The number of the sample were 36 students in class X MIPA 3. In collecting data, researcher used questionnaires and interviews. The results of the study indicate that students in class X MIPA 3 are classified as medium in using language learning strategies with the average use of SILL is 3.15. Data analysis shows that students use all six of the categories of learning strategies; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. However, metacognitive strategy is the strategy most often used by students with an average use of 3.68 or classified in the high category. From the interview results, it is known that in studying the simple past tense, students apply language learning strategies which include memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. However, of the six strategies, the memory strategy is the least used. Students apply these strategies in learning the simple past tense to help them overcome difficulties in learning the simple past tense and to better understand the use of the simple past tense orally and in writing.

Keyword: Students' Strategy, Language Learning, Simple Past Tense

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8. Subadi, S.Pd., M.Pd., as a guide teacher during this research and opportunity given to take his English class in Senior High School 1 Jambi City as the sample of the research.

9. The researcher's classmate in English Department 2018 A1 class who give support, help, and suggestion.

May Almighty God, bless them all. Amen.

Overall, the researcher realizes that this thesis is not perfect. Therefore, the researcher needs some suggestions from the readers to make this thesis even better.

Jambi, January 27th, 2022

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DEDICATION

Praise and gratitude I pray to God Almighty because by His grace I was able to survive and complete the thesis entitled "An Analysis of Students' Strategy in Learning Simple Past Tense at Tenth Grade of Senior High School 1 Jambi City".

In completing this thesis, I would like to thank my beloved people who mean a lot to me. I dedicate this thesis first of all to my parents, my father, Fransiskus Usdek Iswantoro and my mother, Christina Purwaniati, who always pray for, give advice, support and help. Thank you, Father, Mother, I love you.

I would also like to thank the lecturers and staff at Batanghari University, especially in the faculty of teacher training and English education, for all their guidance during my lectures at Batanghari University.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In various countries in the world, English is the language used as a means of communication both orally and in writing. As a means of communication, English is used in various fields, such as economics, politics, business, social culture, technology, to education. Therefore, the ability to speak English is needed to help us adapt to the progress and developments that exist in every aspect of life. In addition, it is very important for us to learn English to master English as a means of communication. For students in the world of education, learning English is a demand that must be met in order to be able to expand and deepen the knowledge they are living.

In the world of education, English is a subject of many subjects taught to students. In learning at school, English is used as a means to convey knowledge and ideas both orally and in writing. In addition, books and resources related to science are widely available in English. The ability to speak English can open up opportunities for students to continue their education to the school they want, even if they want to continue their education abroad. Therefore, English is very necessary for students to learn and master in order to achieve their better future.

In learning English there are four skills that need to be mastered, namely listening, speaking, reading, and writing. In addition to these four skills, there are two things that are also important and must be mastered in learning English, namely vocabulary and grammar. Learning vocabulary and grammar is very important because it has the effect of being able to master all four skills in

English. Aspects that exist in learning English will be easy to learn if using the right learning strategies.

Learning strategy is the method used in the learning process. The use of learning strategies aims to assist teachers and students in achieving the objectives of learning. Teachers and students should not be separated from the implementation of learning strategies. The use of learning strategies by teachers aims to make the delivery of subject matter acceptable and understood by students. Likewise for students, the use of learning strategies helps students to more easily follow the learning process and understand the lesson.

In learning English, learning strategies are very necessary. Learning strategies have an important function in language learning. Oxford and Scarcella define that learning strategies are specific actions, behaviors, steps, or techniques used to improve student learning (Scarcella & Oxford, 1992, p. 63). Furthermore, learning strategies are related to students in determining and implementing several actions in their learning. Students perform these actions to assist in developing their language skills.

The selection and use of appropriate learning strategies in learning English is a major factor for students in achieving success in learning. In addition, students will be motivated and have enthusiasm and perseverance to learn English. All aspects of English must be learned, even if you face difficulties in learning it. However, difficulties in learning English can be overcome by using appropriate and appropriate learning strategies.

The use of English learning strategies can be different and the same in every aspect of English, such as listening, speaking, reading, and writing, as well

as other supporting aspects, namely vocabulary and grammar. This supporting aspect is very influential on language skills. Although in general the English learning strategies are the same and not much different for each aspect, each aspect has its own focus and pressure. Learning vocabulary is the first and basic step in learning a language. Likewise, grammar has an important role because it relates to the accuracy of sentence structure in its preparation.

Another important thing to learn in English is tenses. Tenses are part of grammar, which is a type of grammar that focuses on using verbs to express differences in time. Grammar and tenses are related and have the same goal, which is to make English sentences clearer. In grammar, the focus is on sentence structure patterns, namely subject, predicate, object, and description. While tenses focus on formulas in the preparation of sentences based on the time of occurrence.

There are sixteen tenses in English. Of the sixteen tenses, one of them is the simple past tense. Simple past tense is tense which is used to express events or events that have occurred in the past. The simple past tense is almost the same as the simple present tense in its use. However, there is a difference between the simple present tense and the simple past tense, namely in the simple present tense the verb used is the first form of verb, while in the simple past tense the verb used is the second form of the verb. The use of the second form of verbs in the simple past tense makes students have difficulty in making simple past tense sentences. In addition, two categories of verb changes, namely regular verbs and irregular verbs, must be known and understood how to write and pronounce them correctly.

Based on the experience and observations of researchers at Senior High Negeri 1 Kota Jambi in 2021, researchers found that students' understanding of

the simple past tense was still lacking. This is because students experience difficulties and confusion in learning the simple past tense. The difficulties and confusion faced by students in learning the simple past tense were due to the lack of use of learning strategies and the selection of inappropriate learning strategies. Learning strategies really affect the achievement of student learning outcomes. Therefore, in every lesson, it is necessary to use good and appropriate strategies to make it easier for students to understand the lesson.

Based on the description of the problem above, it attracted the attention of researchers to conduct a study entitled "An Analysis of Students' Strategy In Learning Simple Past Tense At Tenth Grade of Senior High School 1 Jambi City". This study was conducted to find out is there any learning strategies simple past tense at tenth grade of MIPA 3 in Senior High School 1 Jambi City.

1.2 Identification of the Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as follow:

1. Students still have difficulty and confusion in making simple past tense sentences.

2. Students still make mistakes in using the simple past tense.

3. Students have less mastery of the simple past tense.

1.3 Limitation of the Problem

With regard to the background of the problem, the researcher focuses on student strategies in learning the simple past tense in the tenth grade of Senior High School 1 Jambi City.

1.4 Formulation of the Research

Based on the research background that has been described above, what are the students' strategy in learning the simple past tense at tenth grade of MIPA 3 in Senior High School 1 Jambi City?

1.5 Objectives of the Research

"This study aims to determine student learning strategies in simple past tense learning in tenth grade of Senior High School 1 Jambi City."

1.6 Significance of the Research

This research is expected to have two major benefits, they are theoretical and practical benefits.

1. Theoretically

The results of this study are expected to provide a reference for the development of learning materials and expand the literature in the practice of using learning strategies, so as to provide a better understanding of the learning strategies used by students in simple past learning in tenth grade of Senior High School 1 Jambi City.

2. Practically

   a. Students as research subjects are expected to be able to benefit from this research. Students are able to create a better understanding of the use of learning strategies and the selection of appropriate learning strategies in learning the simple past tense. Students are also expected to improve their ability to use the simple past tense.

   b. English teachers are expected to be able to choose appropriate and effective learning strategies in teaching the simple past tense to students,

so that students are more enthusiastic, more motivated and helped in learning and understanding the simple past tense.

c. For other researchers, this research is expected to provide information and references to be developed into further research.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Learning strategy

According to Chamot and Kupper (1989), learning strategies are techniques used by students to understand, store, and remember information and skills.

2. Language Learning Strategy

Oxford defines learning strategies as steps or actions taken by language learners to improve every aspect of their learning (Oxford 1990a, p. 70)

3. Simple Past Tense

According to Marcella Frank (1990), he defines that "simple past tense represents definite time; it refers to events that were completed before the statement is made. It often accompanied by such expression of definite past as yesterday, last year, two years ago, etc."

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Definition of Strategies

Strategy comes from the Greek word (Greek) "strategos or strategia" which means "general or generalship" or is also interpreted as something related to top management in an organization. In The American Heritage Dictionary (1976) strategy means "the science or act of military command as applied to the overall planning and conduct of combat operations, or "a plan of action resulting from the practice of thus science".

Jauch and Glueck (1988) define strategy as a comprehensive, integrated, and integrated plan that relates to a firm's strategic progress and environmental challenges. It is used to ensure that the basic objectives are achieved through proper implementation by the organization".

In Mac Donald's opinion as quoted by Syafaruddin, strategy is "The art of skillfully shouting the board". Strategy is the art of implementing a plan skillfully and well (Syafaruddin and Iwan Nasution, 2005:157).

According to J.R. David (1976) cited by Wina Sanjaya, strategy is a method, plan or series of activities made to achieve certain educational goals.

Based on the definitions of strategy above, it is clear that strategy is an orderly an systematic way used to facilitate and assist the achievement of targets or objectives of a planned activity, task, and mission.

2.2. The Definition of Learning Strategy

Learning strategies are very popular throughout the world of education in general. Under various names, such as learning skills, thinking skills, learning

skills to learn, and problem solving skills. Learning strategies are a way for students to learn various subjects. In the field of language teaching, teachers discuss learning strategies with their students. In an effort to produce topics related to learning strategies, many researchers are classifying, identifying, and evaluating language learning strategies. Thus, more and more language learners will be able to recognize the strengths of their respective strategies.

According to Kemp (1995), learning strategies are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently.

According to Kozma in Gafur (1989), learning strategies are defined as all activities that are selected and can provide usefulness or assistance to students in achieving certain learning achievements.

According to Ely and Gelrach (1980), learning strategies are a choice of ways to deliver learning materials. The learning strategy in question is the scope, nature and sequence of activities in learning.

According to Carey and Dick (1990), learning strategies include all components in learning materials and procedures as well as stages in learning activities used by teachers to assist students in achieving learning objectives.

Cropper in Wiryawan and Noorhadi (1990), learning strategy is a type of exercise that is in accordance with the learning objectives to be achieved.

According to White (1999), Learning strategies are practices or processes that learners choose and use consciously or unconsciously to learn the target language or to promote language assignments.

Based on the definitions of learning strategy above, it is clear that strategies are needed in the world of education, namely in the learning process that involves teachers and students in the class. Learning strategies applied in the learning process and are intended to assist in achieving learning objectives.

2.3 Language Learning Strategy

Learning strategies are ways for students to improve their learning. Strategy is very necessary in language learning because it is a tool to be active, involve yourself in developing communicative competence. The right language learning strategies result in increased proficiency and greater self-confidence. Strategy involves optimal management of troops, ships, or aircraft in a planned campaign. Oxford defines learning strategies as steps or actions taken by language learners to improve every aspect of their learning (Oxford 1990a, p. 70).

2.3.1 Language Learning Strategy Category

Oxford (1990) grouped language learning strategies into two classes, each class consisting of three groups of strategies. The two classes of language learning strategies are direct learning strategies and indirect learning strategies. Direct learning strategies consist of three groups, namely memory strategies, cognitive strategies and compensation strategies. Furthermore, indirect learning strategies are metacognitive strategies, affective strategies and social strategies. The language learning strategy is described as follows:

Chart 1.
Language Learning Strategies
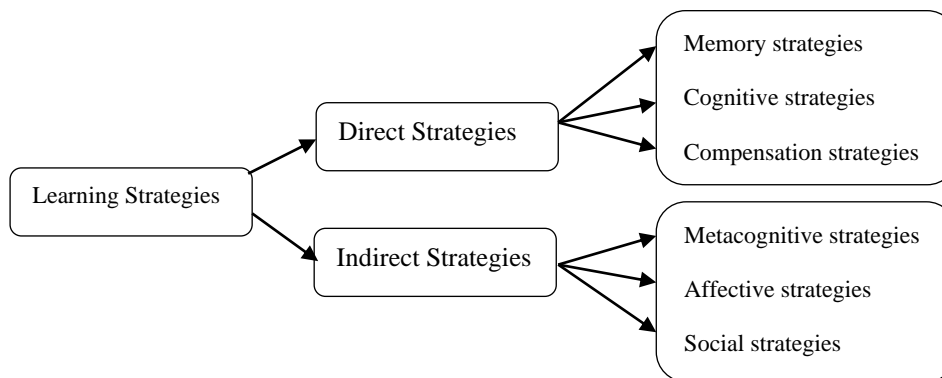
(Adapted from Oxford, 1990, p. 16)

a. Direct Strategies

Language learning strategies are directly related to the target language. The three direct strategies are memory strategy, cognitive strategy and compensation strategy. Each of these groups performs mental processing of language in a different way and for different purposes. In memory strategy, mental processing of language, including grouping or using images, has a very specific function. In cognitive strategy, mental processing of language, such as summarizing or deductive reasoning, allows the learner to understand and generate new language in a variety of ways. In a compensatory strategy, mental processing of language, i.e. using synonyms and guessing, allows the learner to use language even though there is often a lack of knowledge.

1. Memory Strategies

Memory strategies are divided into four categories namely; First, create a mental connection. In creating mental relationships, the things that are done are grouping, associating or elaborating, and using context. Second, apply images and sounds. In applying images and sounds there are four strategies that are used,

namely using images, using keywords, semantic mapping, and representing sounds in memory. Third, review well. In the third category i.e. review well, the strategy is a structured review (the goal is "over learning" i.e. becoming familiar with information that becomes natural and automatic. Fourth, applying action strategies. In implementing action strategies it is necessary to use physical responses or sensations and use mechanical tricks, both involve some kind of meaningful movement or action.

2. Cognitive Strategies

In learning a new language, it is necessary to apply cognitive strategies. Cognitive strategies are the most popular strategies with language learners. In cognitive strategy there are four categories, namely; First, the strategy to practice which is the most important strategy. Various forms of training are usually required to achieve acceptable proficiency. Practice strategies such as repeating, practicing formally with the voice and writing system, recognizing and using formulas and patterns, and practicing naturalistically. Second, the strategy for receiving and sending messages. This strategy is a necessary tool for receiving and sending messages. This strategy is known for getting ideas quickly, helping main ideas through skimming or main points of interest through scanning. Third, analyzing and reasoning strategies. This strategy involves analysis and logical reasoning applied to various target language skills. The application of these strategies such as deductive reasoning, analyzing expressions, analyzing contrastively, translating, converting the expression of the target language into the mother tongue, and transferring. Fourth, create a structure for input and output. Creating the necessary structure for both comprehension and production in a new

language is to write down the main idea or specific point, summarize from longer passages, and highlight using various emphasis techniques (such as underlining, starring, or color coding).

3. Compensation Strategy

Although the learner's knowledge of the language is still limited, in this compensation strategy it is possible for the learner to use a new language for either comprehension or production. Compensation strategies are aimed at creating an inadequate repertoire of grammar and especially vocabulary. In the compensation strategy there are two categories, namely guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.

The guessing strategy involves the use of a variety of linguistic and non-linguistic clues. These clues are used by the student to guess the meaning when the student does not know all the words. Meanwhile, to overcome the limitations in speaking and writing, there are eight strategies used, namely switching to the mother tongue, using mime or gesture, avoiding communication partially or words, and using a circumlocution or synonym. Compensation strategies allow the learner to produce spoken or written expressions in a new language without complete knowledge.

b. Indirect Strategies

Indirect strategies are divided into three groups, namely; First, metacognitive strategies. In metacognitive strategies learners are possible to control their own cognition. Control is intended to coordinate the learning process by using functions such as concentration, regulation, planning, and evaluation. Second, affective strategy. Affective strategies help regulate emotions,

motivations, and attitudes. Third, social strategy. Social strategies can help students learn through interactions with others. The three indirect strategies can support and manage language learning without directly involving the target language. Indirect strategies work in tandem with direct strategies and are useful in almost all language learning situations i.e. listening, reading, speaking, and writing.

1. Metacognitive Strategies

Metacognitive means beyond, beside, or with cognitive. Metacognitive strategies are actions that go beyond purely cognitive tools and that provide a way for learners to coordinate their own learning processes. Metacognitive strategies are very important in seeking practice opportunities and for successful language learning. Metacognitive strategies such as organizing, setting goals and objectives, considering goals, and planning for language assignments, help learners to organize and plan their language learning in an efficient and effective manner.

There are three scopes in the metacognitive strategy, namely; First, plan learning. The application of this strategy provides a focus for language learning. Helped learners to unify and energize them on specific language tasks, activities, skills, and materials. The three focuses in implementing this strategy are reviewing and relating to material that is already known, paying attention, and delaying the focus of speech to focus on listening. Second, organize and plan learning. Organizing and planning lessons helps learners to get the most out of language learning. There are six things in organizing and planning learning, namely finding out about language learning, managing schedules and environments, setting goals and objectives, considering task objectives, planning

assignments, and looking for opportunities to practice language. Third, evaluate learning. In evaluating learning there are two interrelated strategies, namely self-monitoring and self-evaluating. In self-monitoring, we identify errors in understanding or producing a new language, determine what is important, trace the source of important errors, and try to eliminate those errors. Whereas in self-evaluating, we evaluate our own progress in a new language.

2. Affective Strategy

The term affective means referring to emotions, attitudes, motivations, and values. According to H. Douglas Brown, the affective domain is impossible to explain within the specified limits. It spreads like a well-spun web, encompassing concepts such as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking, and tolerance for ambiguity. Good language learners are learners who can control their emotions and attitudes about learning. On the other hand, learners who have negative attitudes can actually hinder progress and even find it difficult to understand aspects of how to learn a new language.

One of the main elements in affective is self-esteem. This is a self-assessment of worth or value, based on a feeling of efficacy a sense of interacting effectively with one's own environment. The basic sense of efficacy is reflected in attitudes (mental dispositions, beliefs, and opinions) that affect the motivation of learners to keep trying to learn. Attitudes are strong predictors of motivation in every area of life, and especially in language learning. Attitude and motivation work together to influence language learning performance.

The affective strategy consists of three parts, namely; First, reduce anxiety. In reducing anxiety there are three things that need to be considered, namely using

progressive relaxation, deep breathing or meditation, using music, and using laughter. Each of these three things has a physical component and a mental component. Second, push yourself. Three things related to encouraging yourself are making positive statements, taking risks wisely, and respecting yourself. Self-motivation also includes saying supportive things, encouraging yourself to take risks wisely, and giving rewards. Third, take the emotional temperature. This strategy helps the learner to assess feelings, motivations and attitudes, and relates to language tasks. This set of strategies includes listening to the body (feeling things), using checklists, keeping a diary, and discussing feelings with others. The strategies in the series are helpful in distinguishing negative attitudes and emotions that can hinder language learning progress.

3. Social Strategy

Communication is a form of social behavior that uses language. In learning a language of course also involves other people, and the right social strategy is very important in this process. There are three lists in the social strategy, namely asking questions, cooperating with peers, and empathizing with others.

Asking questions involves other people, such as teachers, native speakers, and more advanced fellow students. This is done for clarification, verification, and correction. Asking questions is one of the most basic social interactions. Learners benefit greatly by asking questions i.e. they are closer to the intended meaning and help their understanding. In asking questions, the content of the question is important. Asking questions is to clarify (when something is not understood) or verify (when the student wants to check if something is true).

A related social strategy involving asking for corrections is very useful in class. Class settings provide much more open correction than natural and informal social settings. The next very important thing for language learners is to cooperate in general with peers and with more proficient users of the target language. Cooperation implies the absence of competition, but the presence of a group spirit. This involves a cooperative task structure or a cooperative reward structure.

Cooperative learning shows significant effects such as higher self-esteem, increased self-confidence and enjoyment, greater and faster achievement, more respect for teachers, schools, and subjects, higher use of cognitive strategies, reduced prejudice, and increased altruism. and mutual concern. Everyone has a different natural ability to feel and show empathy. Social strategies can help all learners improve their ability to empathize by developing cultural understanding and being aware of the thoughts and feelings of others.

2.4 Simple Past Tense

2.4.1 The Definition of Simple Past Tense

Past tense indicates definite time terminating in the past, whether a time word is given or not (Marcella Frank, 1972: 73). Simple Past tense is a tense that is used to express actions that were completed in the past. Simple past tense is the time used explains an actions or events at the specific time in the past in the form of modestly (Rudy and Bryan, 2008: p. 433).

Examples:

- Did you go yesterday?

- I did not go yesterday.

There are two forms of verbs in the simple past tense, namely regular verb and irregular verb.

Examples of Regular Verbs:

Hug-Hugged-Hugged	Race-Raced-Raced
Toss-Tossed-Tossed	Dry-Dried-Dried
Fry-Fried-Fried	Cry-Cried-Cried
Study-Studied-Studied	Call-Called-Called
Visit-Visited-Visited	Wish-Wished-Wished

Examples of Irregular Verbs:

Abide-Abode-Abode	Arise-Arose-Arisen
Bear-Bore-Born	Beat-Beat-Beaten
Cast-Cast-Cast	Catch-Caught-Caught
Dare-Dared-Dared	Deal-Dealt-Dealt
Fall-Fell-Fallen	Feel-Felt-Felt

Adverbs of time that are often used in the form of the simple past tense include:

- yesterday   : kemarin

- last night   : semalam

- last week   : minggu lalu

- last month   : bulan lalu

- two days ago   : dua hari lalu

- the day before   : kemarin dulu

- a long day   : sepanjang hari

- last year   : tahun lalu

2.4.2 The Use of Simple Past Tense

1. To express an event or action in the past at a certain time, now it's finished.

    - She ate noodle this morning.

      Dia makan mie pagi ini.

    - I went to the movie last week.

      Saya pergi ke bioskop minggu lalu.

2. Expressing habits that were carried out in the past, are no longer carried out.

    - I used to go to swimming pool every Sunday.

      Saya dulu biasanya pergi ke kolam renang setiap minggu.

    - She always woke up at 5 o'clock.

      Dia dulu selalu bangun pukul 5.

3. Stating that an event or action was clearly carried out in the past, even though the time was not stated.

    - Father bought me a new t-shirt.

      Ayah membelikanku kaos baru.

    - The bus was ten minutes late.

      Bis terlambat 10 menit.

4. Used in conditional type-2.

    - If I had a lot of money, I would go around the world.

      Jika saya punya banyak uang, saya akan keliling dunia.

    - If I were you, I would not give that book to her.

      Jika saya jadi kamu, saya tidak akan memberikan buku itu padanya.

2.4.3 The Forms of Simple Past Tense

a. Verbal Sentence

1. News Sentence (affirmative)

   S + Verb 2 + O

   Examples:

   - I studied English yesterday

   - They went to Jakarta yesterday

   - You wrote a letter last night

   - We played football two days ago

   - She washed her car last week

   - He passed his exam last year

2. Denial Sentence (negative)

   To make a negative sentence in the simple past form, use the auxiliary word "did" and then add the word "not". After using "did" then the verb must return to the infinitive verb (verb above or first form of verb).

   S + Did + Not + Verb 1 + O

   Examples:

   - I did not study English yesterday

   - They did not go to Jakarta yesterday

   - You did not write a letter last night

   - We did not play football two days ago

   - She did not wash her car last week

   - He did not pass his exam last year

3. Interrogative Sentence (interrogative)

The interrogative sentence in the past tense is formed by placing the auxiliary word "did" at the beginning of the sentence.

Did + S + Verb 1 + O

Examples:

- Did I study English yesterday?

- Did they go to Jakarta yesterday?

- Did you write a letter last night?

- Did we play football two days ago?

- Did she wash her car last week?

- Did he pass his exam last year?

b. **Nominal Sentence**

1. News Sentence (affirmative)

S + Was/Were + Not Verb

Examples:

- I was very busy yesterday

- They were here last night

- You were late two days ago

- It was very expensive

- He was very mad with me

- She was in Bandung last week

2. Denial Sentence

Negative sentences in the form of the simple past tense are formed by adding the word "not" after "was" or were".

S + Was/Were + Not + Not Verb

Examples:

- I was not very busy yesterday.

- They were not here last night.

- You were not late two days ago.

- It was not very expensive.

- He was not very mad with me.

- She was not in Bandung last week.

3. Interrogative Sentence (interrogative)

An interrogative sentence is made by placing "was" or "were" at the beginning of the sentence.

Was/Were + S + Not Verb

Examples:

- Was I very busy yesterday?

- Were they here last night?

- Were you late two days ago?

- Was it very expensive?

- Was he very mad with me?

2.5 Previous Study

The first study was conducted by Zhen Zhou from Foreign Language School, Nanchang Normal University, Nanchang, Jiangxi, China. The title of the research is on the Relationship of Students' English Learning Beliefs and Learning Strategy in the University. The research conducts a questionnaire survey and interview on students' English learning beliefs and learning strategy in a

particular college in Jiangxi province in order to have a better understanding of college students' English learning beliefs and learning strategy, and the results indicate that the learning beliefs of students is in a middle level, the mean of motivation expectation is the strongest, students overestimate learning difficulties, underestimate their own learning ability, and they have certain wrong beliefs on the understanding of the nature of learning; As for English learning strategy, students' using level is medium, compensation strategy is the most frequently used, and the least frequently used is the memory strategy and affective strategy. English learning beliefs and learning strategy are closely related; English learning beliefs and learning strategy are not correlated with English achievement respectively. Therefore, teachers should help students to establish correct learning beliefs, and pay attention to gender differences in English learning, enhance male students' self-confidence, encourage female students to enhance their confidence, and guide male students to use more memory strategy and social strategy in order to improve the quality of English teaching in normal universities. The purpose of this study is to better understand the English learning beliefs and learning strategy used by normal university students, and to provide some references for improving the quality of English teaching in universities.

The second study was conducted by Mehdi Riazi from Macquarie University. The title of the research is Language Learning Strategy Use: Perceptions of Female Arab English Majors. This study investigated the patterns of language learning strategy use among 120 female Arabic-speaking students majoring in English at a university in Qatar. Perceptions of strategy use were measured by the Strategy Inventory for Language Learning (SILL, ESL/EFL

Student Version). The study found that (1) this group of EFL learners featured medium bordering on high strategy users with an overall mean of 3A6 out of 5; (2) strategy categories were used in the order of metacognitive, cognitive, compensation, social, memory, and affective; (3) freshmen students reported the highest rate of strategy use with a mean of 3.64; and (4) except for compensation strategies, results did not show any significant difference among four educational levels regarding the use of strategy categories.

The third previous study was conducted by Chih-hui Chang. The title of the research is Language Learning Strategy Profile of University Foreign Language Majors in Taiwan. This preliminary comparative study profiles foreign language learning strategy use (LLSU) among 360 undergraduate foreign language majors in Taiwan. Four variables, namely gender, academic foreign language major subject, fondness of the target language (TL), and previous experience in a TL country, were employed to analyze their relationships with participants' LLSU. A high frequency of LLSU among these foreign language learners was discovered. The variable of fondness of the TL showed the most significant associations with participants' LLSU. Significant effects and interactions were detected among the four variables and the use of individual strategies and strategy categories. Implications for educational practice in Taiwan and for further research are discussed.

The three studies above focus on English learning strategies. These studies use the Strategy Inventory of Language Learning (SILL) designed by Oxford (1990) to measure the use of English learning strategies. This inventory of Language Learning Strategies includes six categories of strategies related to

memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Of the five studies that have been described above, they have a great influence and become the benchmark for this research to obtain rational results. Therefore, the researcher is motivated by a strong desire and intention to reveal the types of English learning strategies used by students and their tendencies. Therefore, researchers are interested in taking the topic entitled " An Analysis of Students' Strategy in Learning Simple Past Tense at Tenth Grade of Senior High School 1 Jambi City". In this study researchers will analyze the strategies used by students in learning simple past tense, especially tenth graders in senior high school.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

In this study, researcher uses mixed methods. Mixed research involves the mixing of quantitative and qualitative research method, approaches, or other paradigm characteristics. The researcher uses a mixture or combination of quantitative and qualitative methods, approaches and concepts in a single research study might be conducted concurrently or sequentially to address aresearch question or a set of related questions (Burke and Christensen, 2014).

This study uses an explanatory sequential research design. The explanatory sequential mixed methods approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches. It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. A typical procedure might involve collecting survey data in the first phase, analyzing the data, and then following up with qualitative interviews to help explain the survey responses (Creswell, 2014, p. 247).

3.2 Population and Sample

3.2.1 Population

Population is a collection of individuals who have the same characteristics (Creswell, 2012). Gay (1981: 86), population is a group of the researcher interest, the group to which he or she want to know and like to see the result of the study generally. The population of this research is the tenth grade students of Senior High School 1 Jambi City in academic year 2020/2021. There are 10 classes at the tenth grade which consist of 23-36 students for each classes.

Table 1.
Population of The Research

No	Class	Population
1	X MIPA1	25
2	X MIPA 2	32
3	X MIPA 3	36
4	X MIPA 4	34
5	X MIPA 5	32
6	X MIPA 6	35
7	X MIPA 7	36
8	X IPS 1	23
9	X IPS 2	36
10	X IPS 3	26
Total:		**315**

Source: Administration of Senior High School 1 Jambi City

3.2.2 Sample

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to target population (Creswell, 2008: 393). The sample of this research is students from X MIPA 3 in academic

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year 2021/2022. The researcher determines the sample by using cluster sampling. Cluster sampling is a form of sampling in which a cluster (a type of collective unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks) rather than single-element units (such as individual students, teachers, counselors, and administrators) were randomly selected (Burke and Christensen, 2014: 359).

In this case, the researcher used one-stage cluster sampling. According to Burke & Christense (2014) one-stage cluster sampling is a collection of clusters selected at random from a collection larger than all clusters in the population. So, the population of this research is the tenth grade students of Senior High School 1 Jambi City. Thus the cluster obtained from the population is the Department of Science and the Department of Social Sciences with various classes. Therefore, the researcher took a random sample from the cluster, the students in class X MIPA 3.

Table 2.
Sample of The Research

No	Class	Students		Total
1	X MIPA 3	MALE	FEMALE	36
		19	17	

Source: Administration of Senior High School 1 Jambi City

3.3 Technique of Data Collection

This study used questionnaires and interviews as research instruments to collect data. The results of the questionnaire showed the language learning strategies used by the students and the results of the interviews showed the

language learning strategies applied by the students in learning the simple past tense.

3.3.1 Questionnaire

According to Henerson, Morris, and Fitz-Gibbon (1978) a questionnaire is an instrument or data collection tool that aims to present certain information or questions to respondents both in writing and using pictures so that the respondent then gives answers in writing, either by putting a check mark in the column below in front of one of the answers, circle the selected answer, or write down the answer in the form of a particular word, sentence, or series of sentences. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants (Johnson, 2014).

In this study, the researcher used a closed questionnaire. According to Johnson (2014) a closed-ended question requires participants to choose from a limited number of responses that are predetermined by the researcher. Based on the form of the questionnaire, the questionnaire in this study is a rating scale type questionnaire. A rating scale is a continuum of reponse choices that participants are told to use in indicating their responses (Juhnson, 2014)

This study used a questionnaire as a research instrument to collect data to determine student learning strategies. The results of the questionnaire will show the learning strategies that students use. The researcher distribute a set of Likert scale questionnaires to the participants. The questionnaire contains 30 statements selected from the Learning Strategy Inventory List Language (SILL) which was designed by Oxford (1990). Respondents just have to choose one option starting

from Never or almost never true to me (1), Usually not true to me (2), Somewhat true to me (3), Usually true to me (4), Always or almost true about me (5). The statements in the questionnaire relate to six strategies in language learning, namely memory, cognitive, compensation, metacognitive, affective, and social. Below is the description table specification of the questionnaire.

Table 3.
Specification of Questionnaires

No	Part	Category
1	A	Memory
2	B	Cognitive
3	C	Compensation
4	D	Metacognitive
5	E	Affective
6	F	Social

3.3.2 Interview

An interview is a data-collection method in which an interviewer asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data. According to Creswell (2016), interview is a data collection technique by which researchers can conduct face to face interviews with participants. According to Burke and Christensen (2014), interviews that are done face to face are called in-person interviews; interviews conducted over the telephone are called telephone interviews (Burke and Christensen, 2014). In this study, researchers conducted interviews by telephone.

Interviews were given to 5 students of class X MIPA 3 Senior High School 1 Jambi City. There are eight questions to be asked in the interview, these questions relate to the use of language learning strategies by students in the simple past tense material.

Table. 4
Interview Guidance to the Students

No	Category	Number of Question
1	Memory Strategy	1
2	Cognitive Strategy	2
3	Compensation Strategy	3
4	Metacognitive Strategy	4
5	Affective Strategy	5
6	Social Strategy	6
7	Difficulty in learning simple past tense	7
8	How to overcome difficulties in learning simple past tense	8

3.4 Technique of Data Analysis

Before collecting data through questionnaires and interviews, the researcher determined the research sample. After the researcher got the sample, the researcher distributed a questionnaire to the participants to be filled with answers from the participants. The researcher met with the participants in the class to obtain data through a questionnaire. The researcher gave an explanation of how to answer the questionnaire to the participants. To achieve reliability and ensure that each participant understands the questionnaire, participants can ask several questions about the questionnaire during the meeting. After the participants filled out the questionnaire, the researcher analyzed the data collected from the questionnaire.

To obtain data from interviews, researchers conducted interviews with 5 students of class X MIPA 3 as many as 5 students. The researcher conducted telephone interviews with the five students in turn. The researcher recorded the results of the interviews and wrote down the recordings in the form of writing or transcripts.

3.4.1 Questionnaire

Data from the questionnaire evaluated based on a Likert scale consisting of five points ranging from 1 to 5. Researchers will use the average formula to calculate the average value of each strategy, so that researchers can find out the scale of use of each strategy. Below is the description table SILL profile of results.

Table 5.
SILL Profile of Results
Version 7.0

Category	Description	Mean
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

(Adapted from Oxford, 1990, p. 300)

The questionnaire contains 30 statements selected from the Learning Strategy Inventory List Language (SILL) which was designed by Oxford (1990). Researchers will use the worksheet for answering and scoring the strategy inventory for language learning (SILL) version 7.0 which was designed by Oxford (1989). Below is a worksheet for answering and scoring the strategy inventory for language learning (SILL).

<u>SILL Worksheet</u>

Part A	**Part B**	**Part C**	**Part D**	**Part E**	**Part F**
1. ___	6. ___	11. ___	16. ___	21. ___	26. ___
2. ___	7. ___	12. ___	17. ___	22. ___	27. ___
3. ___	8. ___	13. ___	18. ___	23. ___	28. ___
4. ___	9. ___	14. ___	19. ___	24. ___	29. ___
5. ___	10. ___	15. ___	20. ___	25. ___	30. ___
SUM ___	SUM ___	SUM ___	SUM ___	SUM ___	SUM ___
$\div$ 5 = ___	$\div$ 5 = ___	$\div$ 5 = ___	$\div$ 5 = ___	$\div$ 5 = ___	$\div$ 5 = ___

$$\text{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

(Adapted from Oxford, 1990, p. 297)

3.4.2 Interview

The researcher conducted telephone interviews with the five students in turn. The researcher recorded the results of the interviews and wrote down the recordings in the form of writing or transcripts. The researcher made a transcript of all the results of the interviews, summarized the results of the interviews and analyzed the results of the interviews to find out the difficulties and strategies used by students in learning the simple past tense.

CHAPTER IV

FINDINGS AND DISCUSSIONS

2.5 Findings

Researchers have conducted research and have obtained complete data from all research instruments, namely questionnaires and interview. The sample in this study amounted to 36 students of class X MIPA 3. In collecting data through a questionnaire, only 35 students participated and 1 student was not present when the research took place. Interview data were collected by researchers to 5 students as class representatives. Interviews were conducted by telephone. This chapter presents the analyzed data taken from questionnaire and interview.

4.1.1 Questionnaire

Questionnaires were distributed to 36 tenth grade students of MIPA 3 Senior High School 1 Jambi City. Questionnaires were distributed on January 12, 2022 for the second shift class and on January 13, 2022 for the first shift class. To determine student learning strategies used a Likert scale consisting of Never or almost never true to me (1), Usually not true to me (2), Somewhat true to me (3), Usually true to me (4), Always or almost true about me (5). The statements in the questionnaire relate to six strategies in language learning, namely memory (part A), cognitive (part B), compensation (part C), metacognitive (part D), affective (part E), and social (part F). In the first shift class, one student did not come to class. So, the total number of students who filled out SILL from the first and second shift classes were 35 students.

a. The Result of Questionnaire

Table 6.
The Result of Questionnaire

No	Statement	Students	Description				
			1	2	3	4	5
1	I use English words in a sentence so I can remember them.	35	2	3	7	17	7
2	I use rhymes to remember new English words.	35	3	15	13	3	1
3	I use flashcards to remember new English words.	35	16	10	7	-	2
4	I physically act out new English words.	35	3	6	17	8	1
5	I review English lessons often.	35	1	7	10	16	1
6	I say or write new English words several times.	35	5	9	9	6	6
7	I practice the sounds of English.	35	1	3	5	13	13
8	I start conversations in English.	35	2	4	16	10	3
9	I watch English language TV shows spoken in English or go to movies spoken in English.	35	-	-	6	10	19
10	I try not to translate word-for-word.	35	2	5	15	7	6
11	To understand unfamiliar English words, I make guesses.	35	-	7	5	14	9
12	When I can't think of word during a conversation in English, I use gestures.	35	4	3	13	11	4
13	I make up new words if I do not know the right ones in English.	35	10	4	12	4	5
14	I read English without looking up every new word.	35	4	17	11	-	3
15	I try to guess what the other person will say next in English.	35	6	9	9	10	1
16	I pay attention when someone is speaking English.	35	2	1	4	16	12
17	I look for people I can talk to in English.	35	4	3	8	11	9

Table Continuation

No	Statement	Students	Description				
			1	2	3	4	5
18	I look for opportunities to read as much as possible in English.	35	5	2	10	10	8
19	I have clear goals for improving my English skills.	35	-	6	7	14	8
20	I think about my progress in learning English.	35	2	4	7	8	14
21	I encourage myself to speak English even when I am afraid of making a mistake.	35	4	2	11	9	9
22	I give myself a reward or treat when I do well in English.	35	11	9	5	5	5
23	I notice if I am tense or nervous when I am studying or using English.	35	7	5	10	9	4
24	I write down my feelings in a language learning diary.	35	12	13	5	2	3
25	I talk to someone else about how I feel when I am learning English.	35	8	10	11	3	3
26	If I do not understand something in English, I ask the other person to slow down or say it again.	35	3	1	4	13	14
27	I practice English with other students.	35	4	9	12	7	3
28	I ask for help from English speakers.	35	5	4	9	7	10
29	I ask questions in English.	35	4	7	13	8	3
30	I try to learn about the culture of English speakers.	35	6	5	9	10	5

b. The Result of Language Strategies Used

<div align="center">

Table 7.
The Result of Memory Strategies

</div>

No	Students	Minimum	Maximum	Average
1	35	1	5	3,71
2	35	1	5	2,51
3	35	1	5	2,11
4	35	1	5	2,77
5	35	1	5	3,03

Based on the table above, students chose "I use English words in a sentence so I can remember them" as the most used strategy with an average usage of 3.71. Meanwhile, students slightly chose "I use flashcards to remember new English words" as the least used strategy with an average usage of 2.11.

<div align="center">

Table 8.
The Result of Cognitive Strategies

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No	Students	Minimum	Maximum	Average
6	35	1	5	2,97
7	35	1	5	4,23
8	35	1	5	3,23
9	35	3	5	4,37
10	35	1	5	3,29

From the table above, students chose "I watch English language TV shows spoken in English or go to movies spoken in English" as the strategy they used the most with an average usage of 4.37. Meanwhile, students slightly choose "I say or write new English words several times" as a strategy that is used a little with an average usage of 2.97.

Table 9.
The Result of Compensation Strategies

No	Students	Minimum	Maximum	Average
11	35	2	5	3,71
12	35	1	5	3,34
13	35	1	5	2,71
14	35	1	5	2,51
15	35	1	5	2,74

From the table above, students choose "To understand unfamiliar English words, I make guesses." as the most frequently used strategy with an average usage of 3.71. Meanwhile, students slightly chose "I read English without looking up every new word." as the least used strategy with an average usage of 2.51.

Table 10.
The Result of Metacognitive Strategies

No	Students	Minimum	Maximum	Average
16	35	1	5	4
17	35	1	5	3,51
18	35	1	5	3,4
19	35	2	5	3,71
20	35	1	5	3,8

From the table above, students chose "I pay attention when someone is speaking English" as the strategy most often used with an average usage of 4. While students slightly chose "I look for opportunities to read as much as possible in English" as the strategy that little used with an average usage of 3.4.

Table 11.
The Result of Affective Strategies

No	Students	Minimum	Maximum	Average
21	35	1	5	3,49
22	35	1	5	2,77
23	35	1	5	2,94
24	35	1	5	2,11
25	35	1	5	2,48

From the table above, students chose "I encourage myself to speak English even when I am afraid of making a mistake" as the strategy most often used with an average usage of 3.49. Meanwhile, students slightly chose "I write down my feelings in a language learning diary" as a strategy that was used a little with an average usage of 2.11.

Table 12.
The Result of Social Strategies

No	Students	Minimum	Maximum	Average
26	35	1	5	5
27	35	1	5	2,86
28	35	1	5	3,37
29	35	1	5	2,86
30	35	1	5	3,09

From the table above, students choose "If I do not understand something in English, I ask the other person to slow down or say it again" as the strategy most often used with an average use of 5. While students slightly choose "I practice English. with other students" and "I ask questions in English" as strategies that were used a little with an average usage of 2.86.

In addition to the results of using each strategy, the researcher also analyzed the most frequently used strategies from 30 statements. The following table shows the categories of strategies that are often used.

c. **The Result of Most Frequently Used Individual Strategies**

Table 13.
The Result of Most Frequently Used Individual Strategies

Strategy	Students	Average
If I do not understand something in English, I ask the other person to slow down or say it again	35	5

The table above shows that there is only one individual strategy that is used most often. This strategy is an individual strategy which is a social strategy. After analyzing the individual strategies that students used most often, the researcher also analyzed the strategies that were most often used among the six groups of strategies. The following table shows the results of the most frequently used strategies among the six groups of strategies.

d. **The Result of Most Used Strategies Category**

Table 14.
The Result of Most Used Strategies Category

No	Strategies	Average
1	Memory	2,83
2	Cognitive	3,62
3	Compensation	3,00
4	Metacognitive	3,68
5	Affective	2,76
6	Social	3,44

From the table above, it can be seen that the least amount of affective strategies are used by students. On the other hand, the first highest score occurred

in the metacognitive strategy, the second highest score occurred in the cognitive strategy, the third highest score occurred in the social strategy, the fourth highest score occurred in the compensation strategy, and the fifth highest score occurred in the memory strategy.

In using the six strategies, there are different frequencies for each student. Of the 35 students who filled out the questionnaire, 12 students were classified as high users, 18 students were classified as moderate users, and 5 students were classified as low users. The average value of using SILL is 3.15 or is classified as moderate.

4.1.2 Interview

Data from interviews showed that the five students applied learning strategies in learning the simple past tense. The six learning strategies are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy that are used by students to overcome their difficulties in learning the simple past tense material.

a. The Results of Student Interview

Question 1: Do you often review simple past tense lessons?

(The first question regarding the application of one of the memory strategies is reviewing the lesson.)

Answers:

Student 1: Not often, Mr. If it has been repeated at school, then at home repeat

it once and the next day repeat again.

Student 2: To repeat, I did, but not very often.

Student 3: No, Mr. Putri is the type of person who is lazy to repeat, just once

explanation is then saved. It has more durability long. If you repeat it quickly forget.

Student 4: At home, Nahwah never reviews simple past tense lessons, but when I take English lessons, I often review tenses lessons.

Student 5: Emm… Once in a while, sir. Maybe twice a week or once. At a time when there will be English subjects.

Question 2: Do you repeat simple past tense words or sentences?

(The second question is about the application of one of the cognitive strategies, namely repeating words or sentences.)

Answers:

Student 1: Out of curiosity about the pronunciation, then search on google for the correct pronunciation.

Student 2: Oh I see, I repeat, sir.

Student 3: Oh yes, the word spell is repeated. Because Sri was afraid of mispronouncing. Memorizing Sri also repeated while walking around.

Student 4: Not repeatedly, if only asked.

Student 5: Yes. Once in a while Agung often wrote new words. Like the word jump which initially jump so jumped. Agung repeats from irregular and regular.

Question 3: When you can't think of words during a conversation in English, do you use gestures.

(The third question regarding the application of one of the compensation strategies is using gestures when forgetting the words to be used in conversation.)

Answers:

Student 1: Ever, but not much. For example, the word write, using hand movements as if writing.

Student 2: Yes, I sometimes use body language when I'm having a hard time.

Student 3: Yes. Mr.

Student 4: Yes, Nahwah uses gestures.

Student 5: Ever, sir. Forgetting words is natural. Even often. For example, swim, swam. Usually when I forget the vocabulary, I use gestures like someone is swimming.

Question 4: Do you pay attention when someone speaks in English?

(The fourth question regarding the application of one of the metacognitive strategies is paying attention when people are speaking in English.)

Answers:

Student 1: Always pay attention. I imagined the words being spoken for me to interpret for myself.

Student 2: I am very concerned sir, because I am very interested in English.

Student 3: Oh yes, Mr, sometimes even have to be investigated, for fear of being wrong.

Student 4: Yes, Nahwah pays attention to what the person says carefully, so as not to be mistaken.

Student 5: When someone speaks in English, Agung always pays attention. Because Agung wants to know the vocabulary used. If there is a vocabulary in the past tense that Agung doesn't know yet, Agung searches it on google, so that Agung knows what is being said.

Question 5: Do you encourage yourself to speak English, even when you are

afraid of making mistakes?

(The fifth question regarding the application of one of the affective

strategies is to encourage oneself to speak in English.)

Answers:

Student 1: If to motivate myself, yes. Then, I want to try to speak in English.

Student 2: Yes sir. Pretty self-motivated to speak English. If there is an

opportunity to speak in English, Pretty will definitely speak in English.

Student 3: Yes, Mr, because Putri knows how important language is for the future.

Not only Indonesian and English, but also other languages because that

is a means for humans to interact with one another.

Student 4: Yes, so that we know what is wrong with the sentence we say. So we

can fix it.

Student 5: Agung motivated myself to be brave enough to speak English.

Question 6: If you don't understand something in English, especially in simple

past tenses, do you ask other people to slow down to say it?

(The sixth question regarding implementing one of the social strategies is asking

the other person to slow down what is being said.)

Answers:

Student 1: Yes, I do that often.

Student 2: Yes Sir. Sometimes Pretty doesn't immediately understand what's being

said others. So Pretty asked the person to say it again.

Student 3: Yes, Mr, but Putri is a person who doesn't like being too long-winded

to ask for a repeat. Just go straight to the point where is the Princess who doesn't understand and asks what the meaning of that part is. If you ask for it to be repeated, Putri doesn't understand, it's the same, it's a waste of energy to say Mr.

Student 4: Yes. For example, in tutoring, if you don't understand Nahwah asks to be repeated slowly.

Student 5: If Agung doesn't understand something in English, especially in the simple past tense, does Agung ask someone else to slow down or state it again.

Question 7: Is it difficult for you to learn the simple past tense?

Answers:

Student 1: Yes, I'm having a hard time using verbs that change.

Student 2: Emmm. Yes, Sir. We have difficulty in pronunciation and verb.

Student 3: No trouble, Sir.

Student 4: It's not difficult if you know the rules. How to use it.

Student 5: If to learn the simple past tense is not too difficult. If we understand the simple past tense formula.

Question 8: How do you overcome difficulties in the simple past tense?

Answers:

Student 1: Overcome it by memorizing changes in verbs.

Student 2: I think by applying it in everyday life. So often repeat the words and look for more about the vocabulary.

Student 3: -

Student 4: -

Student 5: If at school there are some materials that have not been explained, then

Agung opens YouTube to study material that has not been explained.

2.6 Discussions

There are six categories of strategies stated by Oxford in language learning, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The results of this study indicate that the students of class X MIPA 3 belong to the medium category in using this learning strategy with an average of 3.15. Metacognitive strategies are strategies that are most widely used by students among the other five strategies, namely memory strategies, cognitive strategies, compensation strategies, affective strategies, and social strategies.

The average use of metacognitive strategies is 3.68 which belongs to the high category in its use. Also, the individual strategies of metacognitive strategies, there are 4 strategies which are classified as high in use and 1 strategy in which their use is classified as medium. The four individual strategies of the metacognitive strategy are (1) i pay attention when someone is speaking English, (2) i look for people I can talk to in English, (3) I have clear goals for improving my English skills, and (4) i think about my progress in learning English. While one individual strategy of metacognitive strategy is "I look for opportunities to read as much as possible in English". However, there is one individual strategy that is most often used of all existing strategies, the strategy is "If I do not understand something in English, I ask the other person to slow down or say it again" which is included in the social strategy group with an average -average 5

and in the high category. From the use of strategies that are classified as moderate, they are quite successful in controlling and tent to monitor their learning process.

From the interviews, it is known that in studying the simple past tense, students apply language learning strategies. The strategies used include memory strategies (reviewing lessons), cognitive strategies (repeating words or sentences), compensation strategies (using gestures), metacognitive strategies (paying attention when other people are talking), affective strategies (encouraging yourself to dare to speak in a conversation). English), and social strategies (asking others to slow down what is being said). The students apply these strategies in learning the simple past tense.

The first question regarding the application of one of the memory strategies is reviewing the lesson. This strategy is used by students in learning the simple past tense. There are 2 students who sometimes review simple past tense lessons. Meanwhile, 3 students did not review the simple past tense lesson. The three students did not use any of these memory strategies in studying the simple past tense.

The second question is about the application of one of the cognitive strategies, namely repeating words or sentences. There are 4 students who do this and apply it in learning the simple past tense. Meanwhile, 1 student did not repeat in learning the simple past tense.

The third question regarding the application of one of the compensation strategies is using gestures when forgetting the words to be used in conversation. There are 5 students who use gestures to help them in conveying messages.

However, they use it with different frequencies, 2 students often use gestures and 3 students sometimes use gestures during conversation.

The fourth question regarding the application of one of the metacognitive strategies is paying attention when people are speaking in English. There are 5 students who really pay attention to other people who are talking. This strategy is applied by students in learning the simple past tense, namely in listening to the pronunciation when the verb is spoken in the past tense.

The fifth question regarding the application of one of the affective strategies is to encourage oneself to speak in English. Students in studying the simple past tense also use this strategy. There are 5 students who encourage and motivate themselves to dare to speak in English.

The sixth question regarding implementing one of the social strategies is asking the other person to slow down what is being said. From the answers of the five students in the interview, it can be seen that they have used this strategy when they did not understand what other people were saying.

From the results of interviews with the five students, it is known that 4 students have difficulty in learning the simple past tense. Of the four students, 1 student only had a little difficulty in learning the simple past tense. The difficulties they face in learning the simple past tense are regarding the use of changing verb forms and how to pronounce them correctly. Meanwhile, 1 student had no difficulty in learning the simple past tense.

From the results of interviews with the five students, it is known that students in overcoming difficulties in learning the simple past tense use a memory strategy that is doing repetition in learning the simple past tense. In addition, they

memorize the simple past tense material and use it in daily conversation. Also, there are students who study the simple past tense material independently by looking for additional material that has not been explained in class. However, of the six strategies, the memory strategy is the least used. Students apply these strategies in learning the simple past tense to help them overcome difficulties in learning the simple past tense and to better understand the use of the simple past tense orally and in writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting research in class X MIPA 3 in Senior High School 1 Jambi City, the researcher concluded that the students were greatly helped in their learning process in English lessons on simple past tense material. From this, researchers can know that:

1. In using language learning strategies consisting of memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy, students are classified as medium users. Students use language learning strategies with an average of 3.15 belonging to the medium category. Of the six strategies in language learning, the first level of strategy that is most widely used is the metacognitive strategy with an average of 3.68, the second is the cognitive strategy with an average of 3.62, the third is the social strategy with an average of 3.44, the fourth is compensation with an average of 3.00, the fifth is memory strategy with an average of 2.83, and the sixth is affective strategy with an average of 2.76.

2. The individual strategy most used by students with an average usage is 5, namely one of the social strategies "if I do not understand something in English, I ask the other person to slow down or say it again". This strategy is very often used by students during the learning process in class, students to other students and students with teachers.

3. From the interviews, it is known that in studying the simple past tense, students apply language learning strategies. The students apply these strategies

in learning the simple past tense to help them overcome difficulties in learning the simple past tense and to better understand the use of the simple past tense orally and in writing.

5.2 Suggestions

Using learning strategies is very important for students in the language learning process. Various aspects in language learning such as tenses, one of which is the simple past tense, it will be easy to learn and understand by using learning strategies more often. In connection with the importance of mastering English, students must study independently more often not only at school, but also students can learn and practice their knowledge of English at home or in the environment where students are. Practicing strategies in language learning is very possible for students to further develop and give progress to students in mastering English. The difficulties in learning the simple past tense can also be overcome by students.

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CURRICULUM VITAE

Martinus Jalu Andrian. This is the full name of the author. The author comes from a simple family which is the second of four children from Fransiskus Usdek Iswantoro and Christina Purwaniati. The author was born in Bumi Depasena Makmur in Lampung Province on November 8, 1995. The author began attending elementary level education at SD 187 Tanjung Harapan Village Sungai Bahar IX and graduated in 2008. The author then studied at SMP Muhamadiyah in the same village and graduated in in 2011. After graduating from junior high school, the author studied at SMA Negeri 4 Muaro Jambi and graduated in 2014. In 2018, the author studied at Batanghari University by taking the English study program. Before completing his education at Batanghari University, the author wrote a thesis entitled "**An Analysis of Students' Strategy in Learning Simple Past Tense at Tenth Grade of Senior High School 1 Jambi City**" as one of the requirements to complete studies at the Strata One (S1) level and obtain bachelor degree (S.Pd).

YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

NOMOR 224 TAHUN 2021
Tentang
DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

|		
Membaca	:	Surat Ketua Program Studi Pendidikan Bahasa Inggris tanggal 30 Agustus 2021 tentang Usulan judul dan dosen pembimbing skripsi.
Menimbang	:	a. Bahwa penulisan skripsi oleh para mahasiswa perlu diarahkan dan dibimbing oleh para tenaga edukatif baik dari segi teknis maupun dari segi materi.
		b. Bahwa untuk maksud tersebut pada huruf (a) perlu penunjukan oleh Dekan, yang ditetapkan dengan Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang Nomor 14 tahun 2005 tentang Guru dan Dosen
		2. Undang-Undang Nomor 12 tahun 2012 tentang Pendidikan Tinggi
		3. Peraturan Pemerintah Nomor 4 tahun 2014 tentang Penyelenggaran Pendidikan Tinggi dan Pengelolaan Pendidikan Tinggi
		4. Akta Pendirian Yayasan Pendidikan Jambi Nomor 9 Tanggal 12 Mei 1977 yang telah diubah dan disempurnakan dengan Akta Nomor 17 Tahun 2010 dan Keputusan Menkumham RI No. AHU-4482.AH.01.04 tahun 2010 tentang Pengesahan Yayasan
		5. Surat Keputusan Pimpinan Yayasan Pendidikan Jambi Nomor Tahun 2017 tentang Pengangkatan Pejabat Rektor Universitas Batanghari Periode 2017-2021
		6. Surat Keputusan Rektor Universitas Batanghari Nomor 45 Tahun 2018 tanggal 7 Juli 2018 tentang Pemberhentian dan Pengangkatan Pejabat Wakil Rektor, Dekan, Kepala Biro, Perpustakaan, Lembaga dan Badan di Lingkungan Universitas Batanghari

MEMUTUSKAN

Menetapkan : Bahwa terhitung tanggal 31 Agustus 2021 s/d 31 Februari 2022 menunjuk saudara :
1. Nurul Fitri, S.S. M.Hum
2. Kartika Dewi, M.Pd.
Masing-masing sebagai Pembimbing I dan II skripsi dari mahasiswa di bawah ini.

NAMA	NIM / PRODI	JUDUL SKRIPSI
MARTINUS JALU ANDRIAN	1800888203047 Pendidikan Bahasa Inggris	AN ANALYSIS OF STUDENTS STRATEGY IN LEARNING SIMPLE PAST TENSE AT TENTH GRADE OF SMA NEGERI 1 KOTA JAMBI

Dengan ketentuan apabila waktu yang telah ditentukan tidak dilaksanakan sebagaimana mestinya maka Surat Keputusan diperbaharui,

DITETAPKAN DI : J A M B I
PADA TANGGAL : 31 Agustus 2021
Dekan,
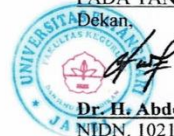
Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502e

Tembusan
1. Rektor Unbari
2. Wakil Rektor 1 Unbari
3. Yang bersangkutan untuk diketahui dan dilaksanakan
4. Arsip.

YAYASAN PENDIDIKAN JAMBI

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan

Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 0l /UBR-01/B/2022
Lampiran   : -
Perihal   : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 1 Kota Jambi
di
    Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **MARTINUS JALU ANDRIAN**

NIM   : 1800888203047

Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :
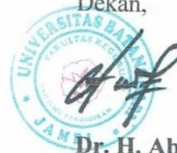
"AN ANALYSIS OF STUDENTS STRATEGY IN LEARNING SIMPLE PAST TENSE AT TENTH GRADE OF SMA NEGERI 1 KOTA JAMBI"

Penelitian ini akan dilaksanakan mulai Tanggal 10 Januari – 28 Januari 2022

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 3 Januari 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

Appendix 3

Research Certificate

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 1 KOTA JAMBI

Jalan Jendral Urip Sumoharjo No.15 Danau Sipin ☎ (0741) 63147

SURAT KETERANGAN
Nomor : 67 / 110 /SMA 1/PL.2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kota Jambi dengan ini menerangkan bahwa:

Nama   : MARTINUS JALU ANDRIAN
NIM   : 1800888203047
Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan Penelitian di SMA Negeri 1 Kota Jambi pada tanggal 10 s.d 28 Januari 2022 dengan tujuan untuk penyusunan skripsi yang berjudul.:

"AN ANALYSIS OF STUDENTS STRATEGY IN LEARNING SIMPLE PAST TENSE AT TENTH GRADE OF SMA NEGERI 1 KOTA JAMBI"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Jambi, 29 Januari 2022
Kepala,

Dra.Hj.EWARIANA,M.Pd.I
NIP 19670422 199103 2 002

Thesis Title Update

YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

NOMOR 45 TAHUN 2022
T e n t a n g
DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

Membaca	:	Surat Ketua Program Studi Pendidikan Bahasa Inggris tanggal 7 Februari 2022 tentang Usulan pergantian judul skripsi.
Menimbang	:	a. Bahwa penulisan skripsi oleh para mahasiswa perlu diarahkan dan dibimbing oleh para tenaga edukatif baik dari segi teknis maupun dari segi materi.
		b. Bahwa untuk maksud tersebut pada huruf (a) perlu penunjukan oleh Dekan, yang ditetapkan dengan Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang Nomor 14 tahun 2005 tentang Guru dan Dosen
		2. Undang-Undang Nomor 12 tahun 2012 *tentang Pendidikan Tinggi*
		3. Peraturan Pemerintah Nomor 4 tahun 2014 tentang Penyelenggaran Pendidikan Tinggi dan Pengelolaan Pendidikan Tinggi
		4. Akta Pendirian Yayasan Pendidikan Jambi Nomor 9 Tanggal 12 Mei 1977 yang telah diubah dan disempurnakan dengan Akta Nomor 17 Tahun 2010 dan Keputusan Menkumham RI No. AHU-4482.AH.01.04 tahun 2010 tentang Pengesahan Yayasan
		5. Surat Keputusan Pimpinan Yayasan Pendidikan Jambi Nomor Tahun 2017 tentang Pengangkatan Pejabat Rektor Universitas Batanghari Periode 2017-2021
		6. Surat Keputusan Rektor Universitas Batanghari Nomor 45 Tahun 2018 tanggal 7 Juli 2018 tentang Pemberhentian dan Pengangkatan Pejabat Wakil Rektor, Dekan, Kepala Biro, Perpustakaan, Lembaga dan Badan di Lingkungan Universitas Batanghari

M E M U T U S K A N

Menetapkan	:	Bahwa terhitung tanggal 31 Agustus 2021 s/d 31 Februari 2022 menunjuk saudara :

1. Nurul Fitri, S.S. M.Hum
2. Kartika Dewi, M.Pd.

Masing-masing sebagai Pembimbing I dan II skripsi dari mahasiswa di bawah ini.

NAMA	NIM / PRODI	JUDUL SKRIPSI
MARTINUS JALU ANDRIAN	1800888203047 Pendidikan Bahasa Inggris	AN ANALYSIS OF STUDENTS STRATEGY IN LEARNING SIMPLE PAST TENSE AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI CITY

Dengan ketentuan apabila waktu yang telah ditentukan tidak dilaksanakan sebagaimana mestinya maka Surat Keputusan diperbaharui,

DITETAPKAN DI   : J A M B I
PADA TANGGAL   : 7 Februari 2022
Dekan,
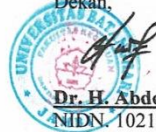
Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix 5

Questionnaire

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

(c) R. Oxford, 1989

Guide : Read the item and choose a response (1 through 5) and then fill in your answer on the worksheet!

1. **Never or almost never true of me**

2. **Usually not true of me**

3. **Somewhat true of me**

4. **Usually true of me**

5. **Always or almost always true of me**

Part A.

1. I use English words in a sentence so I can remember them.

2. I use rhymes to remember new English words.

3. I use flashcards to remember new English words.

4. I physically act out new English words.

5. I review English lessons often.

Part B.

6. I say or write new English words several times. .

7. I practice the sounds of English.

8. I start conversations in English.

9. I read for pleasure in English.

10. I try not to translate word-for-word.

Part C.

11. To understand unfamiliar English words, I make guesses.

12. When I can't think of word during a conversation in English, I use gestures.

13. I make up new words if I do not know the right ones in English.

14. I read English without looking up every new word.

15. I try to guess what the other person will say next in English.

Part D.

16. I pay attention when someone is speaking English.

17. I look for people I can talk to in English.

18. I look for opportunities to read as much as possible in English.

19. I have clear goals for improving my English skills.

20. I think about my progress in learning English.

Part E.

21. I encourage myself to speak English even when I am afraid of making a mistake.

22. I give myself a reward or treat when I do well in English.

23. I notice if I am tense or nervous when I am studying or using English.

24. I write down my feelings in a language learning diary.

25. I talk to someone else about how I feel when I am learning English.

Part F.

26. I ask English speakers to correct me when I talk.

27. I practice English with other students.

28. I ask for help from English speakers

29. I ask questions in English.

30. I try to learn about the culture of English speakers.

SILL Worksheet

Name :

Class :

Date :

Part A	Part B	Part C	Part D	Part E	Part F
1. ___	6. ___	11. ___	16. ___	21. ___	26. ___
2. ___	7. ___	12. ___	17. ___	22. ___	27. ___
3. ___	8. ___	13. ___	18. ___	23. ___	28. ___
4. ___	9. ___	14. ___	19. ___	24. ___	29. ___
5. ___	10. ___	15. ___	20. ___	25. ___	30. ___
SUM ___	**SUM** ___	**SUM** ___	**SUM** ___	**SUM** ___	**SUM** ___
$\div 5 =$ ___	$\div 5 =$ ___	$\div 5 =$ ___	$\div 5 =$ ___	$\div 5 =$ ___	$\div 5 =$ ___

$$\textbf{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

Appendix 7

Table 1.
The Result of Students as The Users of SILL

No	Students	Average	Category
1	S1	2,5	Medium User
2	S2	4,1	High User
3	S3	2,6	Medium User
4	S4	3,7	High User
5	S5	3	Medium User
6	S6	2,8	Medium User
7	S7	1,7	Low User
8	S8	1,8	Low User
9	S9	2,6	Medium User
10	S10	3	Medium User
11	S11	2,4	Low User
12	S12	2,9	Medium User
13	S13	2,5	Medium User
14	S14	3	Medium User
15	S15	3,5	High User
16	S16	3,5	High User
17	S17	3,3	Medium User
18	S18	3,9	High User
19	S19	3,4	Medium User
20	S20	3,4	Medium User

Table Continuation

No	Students	Average	Category
21	S21	4,1	High User
22	S22	2,2	Low User
23	S23	4,1	High User
24	S24	3,1	Medium User
25	S25	2,9	Medium User
26	S26	3,1	Medium User
27	S27	3,2	Medium User
28	S28	3,1	Medium User
29	S29	3,9	High User
30	S30	4	High User
31	S31	3,7	High User
32	S32	4	High User
33	S33	3,8	High User
34	S34	3	Medium User
35	S35	2,4	Low User
	Average	**3,15**	**Medium User**

SILL Worksheet

Name : Abdul Fattah Hawari

Class : X miPA 3

Date : 17, 1, 2022

Part A	Part B	Part C	Part D	Part E	Part F
1. 4	6. 4	11. 4	16. 2	21. 9	26. 4
2. 2	7. 4	12. 4	17. 1	22. 1	27. 1
3. 1	8. 2	13. 2	18. 1	23. 4	28. 1
4. 1	9. 4	14. 2	19. 4	24. 2	29. 2
5. 4	10. 2	15. 1	20. 5	25. 1	30. 1
SUM 12	SUM 16	SUM 13	SUM 13	SUM 12	SUM 9
÷5 = 2,4	÷5 = 3,2	÷5 = 2,6	÷5 = 2,6	÷5 = 2,4	÷5 = 1,8

Whole SILL $= \dfrac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$

(Overall Average)

$$= \frac{12 + 16 + 13 + 13 + 12 + 9}{30}$$

$$= 2.5$$

SILL Worksheet

Name : Agung Sundono Muslim

Class : X MIPA 3

Date : Kamis , 13 Januari 2022

Part A	Part B	Part C	Part D	Part E	Part F
1. 5	6. 5	11. 2	16. 4	21. 5	26. 5
2. 3	7. 5	12. 4	17. 5	22. 5	27. 5
3. 5	8. 4	13. 1	18. 5	23. 4	28. 5
4. 5	9. 5	14. 1	19. 5	24. 3	29. 5
5. 4	10. 3	15. 3	20. 5	25. 3	30. 5
SUM 22	SUM 22	SUM 11	SUM 24	SUM 20	SUM 25
÷ 5 = 4.4	÷ 5 = 4.4	÷ 5 = 2.2	÷ 5 = 4.8	÷ 5 = 4	÷ 5 = 5

$$\text{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

$$= \frac{22 + 22 + 11 + 24 + 20 + 25}{30}$$

$$= 4.1$$

SILL Worksheet

Name : Ahraf Adhika G.

Class : X MIPA 3

Date : Kamis , 13 - 01 - 22

Part A	Part B	Part C	Part D	Part E	Part F
1. 4	6. 5	11. 4	16. 4	21. 1	26. 4
2. 3	7. 4	12. 1	17. 4	22. 1	27. 2
3. 2	8. 3	13. 1	18. 1	23. 2	28. 4
4. 1	9. 3	14. 1	19. 2	24. 1	29. 1
5. 4	10. 5	15. 1	20. 4	25. 3	30. 1
SUM 14	SUM 20	SUM 8	SUM 15	SUM 8	SUM 12
÷5= 2,8	÷5= 4	÷5= 1,6	÷5= 3	÷5= 1,6	÷5= 2,4

$$\text{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

$$= \frac{14 + 20 + 8 + 15 + 8 + 12}{30}$$

$$= 2,6$$

66

SILL Worksheet

Name : Aisyah putri canyani

Class : X MIPA 3

Date :

Part A	Part B	Part C	Part D	Part E	Part F
1. 4	6. 2	11. 4	16. 5	21. 5	26. 5
2. 3	7. 4	12. 2	17. 3	22. 5	27. 3
3. 2	8. 5	13. 3	18. 3	23. 4	28. 5
4. 3	9. 5	14. 2	19. 4	24. 5	29. 3
5. 4	10. 2	15. 2	20. 5	25. 4	30. 4
SUM 16	SUM 18	SUM 13	SUM 20	SUM 23	SUM 20
÷ 5 = 3,2	÷ 5 = 3.6	÷ 5 = 2.6	÷ 5 = 4	÷ 5 = 4.6	÷ 5 = 4

$$\text{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

$$= \frac{16 + 18 + 13 + 20 + 23 + 20}{30}$$

$$= 3,7$$

SILL Worksheet

Name : Anindya Dwi Cantika pu

Class : X MIPA 3

Date : Monday, 17 Jan 2022

Part A	Part B	Part C	Part D	Part E	Part F
1. 3	6. 3	11. 2	16. 4	21. 3	26. 5
2. 2	7. 3	12. 4	17. 3	22. 4	27. 3
3. 2	8. 3	13. 3	18. 3	23. 3	28. 3
4. 2	9. 4	14. 2	19. 4	24. 2	29. 3
5. 3	10. 3	15. 2	20. 3	25. 2	30. 3
SUM 12	SUM 16	SUM 13	SUM 17	SUM 14	SUM 17
÷ 5 = 2,4	÷ 5 = 3,2	÷ 5 = 2,6	÷ 5 = 3,4	÷ 5 = 2,8	÷ 5 = 3,4

$$\text{Whole SILL} = \frac{\text{SUM (Part A + Part B + Part C + Part D + Part E + Part F)}}{30}$$

(Overall Average)

$$= \frac{12 + 16 + 13 + 17 + 14 + 17}{30}$$

$$= 3$$

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Appendix 9

List of Interview

1. Apakah anda sering mengulas pelajaran simple past tense?

   (Do you often review simple past tense lessons?)

2. Apakah anda mengucapkan kata-kata atau kalimat simple past tense secara berulang-ulang?

   (Do you repeat simple past tense words or sentences?)

3. Apakah ketika anda tidak bisa memikirkan kata selama percakapan dalam bahasa Inggris, anda menggunakan gerakan?

   (When you can't think of words during a conversation in English, do you use gestures)

4. Apakah anda memperhatikan ketika seseorang berbicara dalam bahasa Inggris?

   (Do you pay attention when someone speaks in English)

5. Apakah anda mendorong diri anda berbicara bahasa Inggris, bahkan ketika anda takut membuat kesalahan?

   (Do you encourage yourself to speak English, even when you are afraid of making mistakes)

6. Jika anda tidak mengerti sesuatu dalam bahasa Inggris terutama pada materi simple past tenses, apakah anda meminta orang lain untuk memperlambat untuk mengatakannya?

   (If you don't understand something in English, especially in simple past tenses, do you ask other people to slow down to say it?)

7. Apakah bagi anda sulit mempelajari simple past tense?

(Is it difficult for you to learn the simple past tense?)

8. Bagaimana anda mengatasi kesulitan dalam simple past tense?

(How do you overcome difficulties in the simple past tense?)

Appendix 10

Transcript of Interview

Interviewees   : X MIPA 3 SMA Negeri 3 Kota Jambi

Student 1   : Raisya Dewita

J   : Halo, Raisya.

   (Hello Raisya)

S1 : Halo, Mr.

   (Hello, Mr.)

J   : Sudah bisa kita mulai wawancaranya?

   (Can we start the interview?)

S1 : Sudah, Mr.

   (Yes, Mr.)

J   : Jadi, wawancara ini Mr ingin mengetahui cara Raisa dalam belajar bahasa

   inggris, terutama dalam materi simple past tense.

   (So, in this interview, Mr. wants to know Raisa's way of learning English,

   especially in the simple past tense.)

S1 : Iya.

   (Yes.)

J   : Apakah Raisya sering mengulas pelajaran simple past tense?

   (Does Raisya often review simple past tense lessons?)

S1 : Kalau sering tidak Mr. Kalau disekolah sudah, dirumah mengulangnya

   sekali dan besoknya mengulang lagi.

   (Not often, Mr. If it has been repeated at school, then at home repeat it

   once and the next day repeat again.)

J : Bagaimana cara mengulasnya?

(How to review it?)

S1 : Mengulasnya dengan memahami lagi dan cari contoh di internet.

(Review it by understanding again and looking for examples on the

internet.)

J : Apakah Raisya mengucapkan atau menulis kata-kata atau kalimat simple

past tense secara berulang-ulang?

(Does Raisya say or write simple past tense words or sentences

repeatedly?)

S1 : Kalau untuk mengucapkannya karena penasaran, maka cari di google

pelafalannya yang benar.

(Out of curiosity about the pronunciation, then search on google for the

correct pronunciation.)

J : Contohnya katanya seperti apa?

(What is the example like?)

S1 : Contohnya achievement.

(For example achievement.)

J : Apakah ketika Raisya tidak bisa memikirkan kata selama percakapan

dalam bahasa Inggris Raisya menggunakan gerakan?

(Is it when Raisya can't think of words during a conversation in English

Raisya uses gestures?)

S1 : Pernah, tapi tidak banyak. Contohnya seperti kata write, menggunnakan

gerakan tangan seperti sedang menulis.

(Ever, but not much. For example, the word write, using hand movements

as if writing.

J   : Apakah Raisya memperhatikan seseorang yang sedang berbicara dalam

bahasa Inggris?

(Does Raisya pay attention to someone who was speaking in English?)

S1 : Pasti selalu diperhatikan. Saya membayangkan kata-kata yang sedang

diucapkan untuk bisa diartikan sendiri.

(Always pay attention. I imagined the words being spoken for me to

interpret for myself.)

J   : Apakah Raisya mendorong diri Raisya untuk berbicara dalam bahasa

Inggris, bahkan ketika Raisya merasa takut membuat kesalahan?

(Does Raisya encourage Raisya to speak English, even when Raisya is

afraid of making mistakes?)

S1 : Kalau untuk mendorong diri, iya. Lalu, saya ingin mencoba untuk

berbicara dalam bahasa Inggris.

(If to motivate myself, yes. Then, I want to try to speak in English.)

J   : Berarti dari dalam diri Raisya sendiri ada dorongan untuk berbicara

dalam bahasa Inggris.

(It means that Raisya herself has the urge to speak in English.)

S1 : Iya.

(Yes.)

J   : Apakah jika Raisya tidak mengerti sesuatu dalam bahasa Inggris, Raisya

meminta orang lain untuk memperlambat atau mengatakannya lagi?

(Is it if Raisya doesn't understand something in English Raisya asks

someone else to slow down or say it again?)

S1 : Iya, kalau itu sering saya lakukan.

(Yes, I do that often.)

J : Apakah anda kesulitan dalam mempelajari simple past tense?

(Do you have difficulty in learning the simple past tense?)

S1 : Iya, saya kesulitan dalam penggunaan kata kerja yang berubah.

(Yes, I'm having a hard time using verbs that change.)

J : Bagaimana Pretty mengatasi kesulitan dalam mempelajari simple past

tense?

(How Pretty overcomes difficulties in learning simple past

tenses?)

S1 : Mengatasinya dengan menghafal perubahan dalam kata kerja.

(Overcome it by memorizing changes in verbs.)

J : Ok. Thank you Raisya atas kesediaan waktunnya untuk dapat

diwawancarai.

(Ok. Thank you Raisya for taking the time to be interviewed.

S1 : Iya, Mr. Sama-sama.

(Yes, Mr. You are welcome.)

Transcript of Interview

Interviewees   : X MIPA 3 SMA Negeri 3 Kota Jambi

Student 2   : Pretty Violetta

J   : Halo, Pretty.

     (Hello Pretty.)

S2 : Halo, Sir.

     (Hello, Sir.)

J   : Sudah siap untuk Mr wawancarai?

     (Are you ready for Mr interview?)

S2 : Siap, Sir.

     (Ready, Sir.)

J   : Apakah Pretty sering mengulas pelajaran simple past tense?

     (Does Pretty often review simple past tense lessons?)

S2 : Mengulang pernah dilakukan, tapi tidak terlalu sering.

     (To repeat, I did, but not very often.)

J   : Bagaimana cara mengulasnya?

     (How to review it?)

S2 : Baca dari internet dan juga dari catatan untuk dibaca-baca ulang.

     (Read from the internet as well as from notes for rereading.)

J   : Hanya membaca-baca saja ya.

     (Just reading.)

S2 : Iya, hanya membaca-baca saja.

     (Yes, just reading.)

J   : Apakah Pretty mengucapkan atau menuliskan kata-kata bahasa Inggris yang

baru secara berulang-ulang?

(Does Pretty say or write new English words over and over again?)

S2 : Maaf Sir, saya kurang paham maksud berulang kali apa ya Sir.

(Sorry sir, I don't quite understand what you mean, Sir.)

J : Maksudnya, mengucapkannya lebih dari satu kali. Misalkan dalam

menghafal kata *eat, ate,eaten* mungkin diucapkan berulang-ulang atau ditulis

secara berulang-ulang.

(That is, say it more than once. For example, in memorizing the words eat,

ate, eaten, it may be repeated or written over and over again.)

S2 : Oh gitu ya, saya mengulang-ulang, Sir.

(Oh I see, I repeat, sir.)

J : Contohnya apa dari Pretty?

(What's an example of Pretty?)

S2 : Misalnya watch, watched, watching dan walk, walked, walking.

(For example watch, watched, watching and walk, walked, walking.)

J : Apakah ketika Pretty tidak bisa memikirkan kata selama percakapan

dalam bahasa Inggris Pretty menggunakan gerakan?

(Is it when Pretty can't think of a word during a conversation in English

does Pretty use gestures?)

S2 : Iya, saya terkadang menggunakan bahasa tubuh ketika mengalami

kesulitan.

(Yes, I sometimes use body language when I'm having a hard time.)

J : Contohnya seperti apa, Pretty?

(For example, what kind, Pretty?)

S2 : Can I borrow your pen? Saya lupa bahasa Inggris dari pena, lalu saya

memperagakan gerakan tangan seperti sedang menulis.

(Can I borrow your pen? I forgot English from the pen, so I demonstrated

hand gestures like I was writing.)

J : Apakah Prrety memperhatikan ketika seseorang berbicara Bahasa

Inggris.

(Does Prety pay attention when someone speaks English.)

S2 : Saya sangat memperhatikan Sir, karena saya sangat tertarik dengan bahas

Inggris.

(I am very concerned sir, because I am very interested in English.)

J : Apakah Pretty mendorong Pretty berbicara bahasa Inggris, bahkan

ketika Pretty takut membuat kesalahan?

(Does Pretty encourage Pretty to speak English, even when Pretty is

afraid of making mistakes?)

S2 : Iya Sir. Pretty ada memotivasi diri untuk ngomong bahasa Inggris. Kalau

ada kesempatan untuk ngomong dalam bahasa Inggris, Pretty pasti

ngomong dalam bahasa Inggris.

(Yes sir. Pretty self-motivated to speak English. If there is an opportunity

to speak in English, Pretty will definitely speak in English.)

J : Jika Pretty tidak mengerti sesuatu dalam bahasa Inggris terutama pada

materi simple past tenses, apakah Pretty meminta orang lain untuk

memperlambat untuk mengatakannya?

(If Pretty doesn't understand something in English especially on simple

past tenses, does Pretty ask other people to slow down to say it?

S2 : Iya Sir. Terkadang Pretty tidak langsung paham apa yang dikatakan

orang lain. Jadi Pretty minta orang itu untuk mengatakan ulang.

(Yes Sir. Sometimes Pretty doesn't immediately understand what's being

said others. So Pretty asked the person to say it again.)

J : Apakah Pretty kesulitan dalam mempelajari simple past tense?

(Does Pretty have difficulty in learning the simple past tense?)

S2 : Emmm. Lumayan Sir. Kami kesulitan dalam pronunciation dan verb.

(Emmm. Yes, Sir. We have difficulty in pronunciation and verb.)

J : Kalau untuk penulisannya bagaimana?

(How about for writing?)

S2 : Bisa Sir.

(Yes, Sir.)

J : Bagaimana Pretty mengatasi kesulitan dalam mempelajari simple past tense?

(How does Pretty overcome difficulties in learning the simple past tense?)

S2 : Menurut saya dengan cara mengaplikasikannya dalam kehidupan sehari-hari.

Jadi sering diulang-ulang kata-katanya dan mencari lebih banyak

tentang kosa katanya.

(I think by applying it in everyday life. So often repeat the words and look

for more about the vocabulary.)

J : Biasanya Pretty menggunakan cara atau media apa dalam mempelajarinya

kembali?

(Usually Pretty uses what method or media in learning it again?)

S2 : Biasanya dari website-website di internet dan juga youtube.

(Usually from websites on the internet and also youtube.)

J : Ok, thank you very much Pretty. Have a nice day.

S2 : Yes, Sir. You are welcome.

Transcript of Interview

Interviewees   : X MIPA 3 SMA Negeri 3 Kota Jambi

Student 3   : Sri Putri

J   : Selamat siang Putri.

     (Good afternoon, Putri.)

S3 : Selamat siang Mr.

     (Good afternoot, Mr.)

J   : Hari ini bisa wawancara?

     (Can I have an interview today?)

S3 : Bisa Mr.

     (Yes, Mr.)

J   : Apakah Putri sering mengulas pelajaran simple past tense?

     (Does Putri often review simple past tense lessons?)

S3 : Seperti mengulang lagi ya Mr.

     (Like repeating it again, Mr.)

J   : Iya.

     (Yes.)

S3 : Tidak sih, Mr. Putri tipe orang yang malas mengulang, cukup satu kali

      penjelasan kemudian disimpat saja. Itu memiliki daya tahan yang lebih

      lama. Kalau mengulang justru cepat lupa.

     (No, Mr. Putri is the type of person who is lazy to repeat, just once

      explanation is then saved. It has more durability long. If you repeat it

      quickly forget.

J   : Berarti Putri langsung paham dan punya daya ingat yang bagus.

(It means that Putri immediately understands and has a good memory.)

S3 : Kalau untuk penjelasan kata-kata, oke Mr. Hanya kalau soal

gambar, paling angkat tangan banget.

(As for the explanation of words, okay Mr. It's just that when it comes to

pictures, I really raise my hand.)

J : Ok, Putri. Lanjut pertanyaan kedua ya.

(Ok, Puteri. Next the second question.)

S3 : Ok, next Mr.

J : Apakah Putri mengucapkan kata-kata atau kalimat simple past tense

secara berulang?

(Does Putri repeat simple past tense words or sentences?)

S3 : Secara berulang-ulang bagaimana maksudnya Mr?

(Repeatedly what do you mean Mr?)

J : Mengucapkannya lebih dari satu kali. Biasanya kalau mau menghapal

atau mau mendengarkan cara membacanya yang benar seperti apa.

(Say it more than once. Usually if you want to memorize or want to listen

to what is the correct way to read it.)

S3 : Oh iya, untuk spell kata dilakuakn berulang. Karena Sri takut salah

pengucapan. Menghapal juga Sri lakukan berulang sambil berjalan-jalan.

(Oh yes, the word spell is repeated. Because Sri was afraid of

mispronouncing. Memorizing Sri also repeated while walking around.)

S3 : Berulangkali kerena takut salah Mr, meskipun terkadang tahu kalau itu

sudah benar.

(Repeatedly for fear of being wrong Mr, although sometimes he knows

that it is right.)

J : Ok, Putri.

S3 : Ok, lanjut Mr.

(Ok, next Mr.)

J : Apakah ketika Putri tidak bisa memikirkan kata selama percakapan

dalam bahasa Inggris, Putri menggunakan gerakan tangan?

(Is it when you can't think of words during a conversation in English, do

you use hand gestures?)

S3 : Iya banget, Mr.

(Yes. Mr.)

S3 : Tangannya mulai seperti apa begitu.

(His hands are starting to look like that.)

J : Kalau dalam simple past tense, eat dan ate (makan) pengucapannya

berbeda. Kalau seperti itu, berarti Putri menggunakan gerakan tangan

untuk menyampaikan yang Putri maksud.

Kalau contoh dari Putri sendiri seperti apa?

(In the simple past tense, eat and ate have different pronunciations. If

that's the case, it means that the Princess uses hand gestures to convey

what she means. What is the example of Putri herself like?)

S3 : Iya, Mr. Seperti teman bingung dalam penggunaan eat dan ate, mengapa

berbeda meskipun artinya sama. Terus Putri memberikan penjelasan

menggunakan gerakan tangan, bahwa ate berarti sudah berlalu

kejadiannya. Menjelaskannya menggunakan perumpamaan gitu Mr dan

pasti melibatkan gerak-gerik tubuh juga.

(Yes, Mr. Like a friend who is confused about the use of eat and ate, why are they different even though they mean the same thing. Putri continues to explain using hand gestures, that ate means that the incident has passed. Explaining it using an analogy, Mr. and definitely involving body movements too.)

J   : Wah, luar biasa Putri.

(Wow, amazing Putri.)

J   : Ok Putri. Next ya.

(Ok, Putri. Next.)

S3 : Iya, Mr.

(Yes, Mr)

J   : Apakah Putri memperhatikan ketika seseorang berbicara dalam bahasa Inggris?

(Does Putri pay attention when someone is speaking in English?)

S3 : Oh iya dong Mr, malah terkadang harus sampai diteliti, karena takut salah.

(Oh yes, Mr, sometimes even have to be investigated, for fear of being wrong.)

J   : Biasanya apa yang Putri perhatikan ketika orang lain sedang berbicara?

(What do you usually pay attention to when other people are talking?)

S3 : Cara dia berbicara Mr, bagaimana dia menatap pendengarnya dan menarik pendengarnya agar mau mendengarkan apa yang dia bicarakan.

(The way he speaks Mr., how he looks at his listeners and attracts his listeners to listen to what he has to say.)

J : Pertanyaan selanjutnya ya.

   (Next question.)

S3 : Okay Mr.

   (Ok, Mr.)

J : Apakah Putri mendorong Putri berbicara bahasa Inggris, bahkan

   ketika Putri takut membuat kesalahan?

   (Does Putri encourage Putri to speak English, even when Putri is afraid to

   make mistakes?

S3 : Iya Mr, karena Putri tahu betapa pentingnya bahasa untuk ke depannya.

   Bukan hanya bahasa Indonesia maupun bahasa Inggris saja, tapi bahasa

   lainnya juga dikarenakan itulah sarana manusia satu dengan manusia

   lainnya dalam berinteraksi.

   (Yes, Mr, because Putri knows how important language is for the future.

   Not only Indonesian and English, but also other languages because that is

   a means for humans to interact with one another.)

J : Wahh, pemikiran yang baik Putri.

   (Wow, good thinking Putri.)

J : Pertanyaan selanjutnya ya.

   (Next question.)

S3 : Oke, apa itu Mr.

   (Okay, what is it Mr.)

J : Jika Putri tidak mengerti sesuatu dalam bahasa Inggris terutama pada

   materi simple past tenses, apakah Putri meminta orang lain untuk

   memperlambat untuk mengatakannya?

(If Putri doesn't understand something in English, especially in simple

past tenses, does Putri ask other people to slow down to say it?)

S3 : Iya Mr, tapi Putri orang yang tidak suka terlalu bertele-tele untuk minta di

ulang. Langsung to the point aja di bagian mana Putri yang tidak

mengerti dan bertanya maksud di bagian itu apa. Kalo minta diulang

terus, Putri tidak mengerti sama saja, buang-buang tenaga yang

ngomong Mr.

(Yes, Mr, but Putri is a person who doesn't like being too long-winded to

ask for a repeat. Just go straight to the point where is the Princess who

doesn't understand and asks what the meaning of that part is. If you ask

for it to be repeated, Putri doesn't understand, it's the same, it's a waste of

energy to say Mr.)

J   : Apakah Putri kesulitan dalam mempelajari simple past tense?

(Does Putri have difficulty in learning the simple past tense?)

S3 : Tidak kesulitan, Sir.

(No trouble, Sir.)

J   : Ok, Putri. Terimakasih atas jawabannya.

(Ok, Putri. Thank you for your answers.)

S3 : Sama-sama Mr.

(You are welcome, Mr.)

Transcript of Interview

Interviewees   : X MIPA 3 SMA Negeri 3 Kota Jambi

Student 4   : Nahwah Azimah

J   : Apakah Nahwah sering mengulas pelajaran simple past tense?

      (Does Nahwah often review simple past tense lessons?)

S4 : Kalau dirumah Nahwah gak pernah mengulas pelajaran simple past tense,

      tapi kalau lagi les bahasa inggris sering mengulas pelajaran tenses.

      (At home, Nahwah never reviews simple past tense lessons, but when I

      take English lessons, I often review tenses lessons.)

J   : Berarti mengulasnya ketika Nahwah belajar dengan orang lain ya, kalau

      sendiri tidak. Bagaimana Nahwah mengulasnya?

      (It means reviewing it when Nahwah is studying with other people, yes,

      if not alone. How does Nahwah review it?)

S4 : Bagaimana cara mengulasnya dengan orang lain atau sendiri, Sir?

      (How to review it with others or alone, sir?)

J   : Dua-duanya ya.

      (Both Yes.)

S4 : Kalau sendiri baca-baca catatan, terus nyari contohnya di google. Kalau

      ditempat les emang sering diingetin sama guru les nya.

      (As for myself, Nahwah reads the notes, and looks for examples on

      Google. If at the tutoring place, Nahwah is often reminded by the

      teacher.)

J   : Ok, Nahwah. We're next.

S4 : Ok, Sir.

J   : Apakah Nahwah mengucapkan kata-kata atau kalimat simple past tense

secara berulang-ulang?

(Does Nahwah repeat simple past tense words or sentences?)

S4 : Tidak berulang ulang kali, kalau ditanya saja.

(Not repeatedly, if only asked.)

J   : Ok Nahwah, next ya

(Ok, Nahwah, next)

J   : Apakah ketika Nahwah tidak bisa memikirkan kata selama percakapan

dalam bahasa Inggris, Nahwah menggunakan gerakan?

(Is it when Nahwah can't think of words during conversation in English,

Nahwah uses gestures?

S4 : Iya, Nahwah menggunakan gerakan.

(Yes, Nahwah uses gestures.)

J   : Bisa berikan satu contohnya.

(Can you give one example.)

S4 : Contohnya kalau ditanya sama guru les dalam bahasa inggris, terus

Nahwah gak tau bahasa inggrisnya suatu kata yang akan Nawah ucapkan

terus Nahwah menggunakan gerakan yang mencerminkan kata itu.

(For example, if you are asked by a tutor in English, then Nahwah doesn't

know the English, a word that Nawah will say and then Nahwah uses a

gestures that reflects that word.)

J   : Sering tidak melakukannya?

(Often don't do it?)

S4 : Jarang Sir.

(Rarely, Sir)

J : Apakah Nahwah memperhatikan ketika seseorang berbicara dalam

bahasa Inggris?

(Does Nahwah pay attention when someone speaks in English?)

S4 : Iya, Nahwah memperhatikan apa yang diucapkan orang tersebut dengan

hati hati, agar tidak keliru.

(Yes, Nahwah pays attention to what the person says carefully, so as not

to be mistaken.)

J : Bagus Nahwah, Mr juga selalu memperhatikan ketika orang lain sedang

berbicara.

(Good Nahwah, Mr. also always pays attention when other people are

talking.)

J : Apakah Nahwah mendorong diri Nahwah berbicara bahasa Inggris,

bahkan ketika Nahwah takut membuat kesalahan?

(Does Nahwah encourage Nahwah to speak English, even when Nahwah

was afraid of making mistakes?)

S4 : Iya, supaya kita tau apa yang salah dari kalimat yang kita ucapkan. Jadi

kita bisa memperbaikinya.

(Yes, so that we know what is wrong with the sentence we say. So we can

fix it.)

J : Ok, Nahwah. Next ya.

(Ok, Nahwah. Next.)

S4 : Ok, Sir.

   (Ok, Sir.)

J : Jika Nahwah tidak mengerti sesuatu dalam bahasa Inggris terutama pada

   materi simple past tenses, apakah Nahwah meminta orang lain untuk

   memperlambat untuk mengatakannya?

   (If Nahwah doesn't understand something in English, especially in simple

   past tenses, does Nahwah ask other people to slow down to say it?)

S4 : Iya. Contohnya di tempat les, jika belum paham Nahwah meminta untuk

   diulangi dengan pelan-pelan.

   (Yes. For example, in tutoring, if you don't understand Nahwah asks to

   be repeated slowly.)

J : Apakah bagi Nahwah sulit mempelajari simple past tense?

   (Is it difficult for Nahwah to learn the simple past tense?)

S4 : Tidak sulit jika sudah tau aturannya. Cara penggunaannya.

   (It's not difficult if you know the rules. How to use it.)

J : Ok, Nahwah. Terimakasih atas kesediaannya untuk dapat Mr

   wawancarai. Semoga Nahwah sukses selalu dalam studinya.

   (Ok, Nahwah. Thank you for being willing to be interviewed by Mr. May

   Nahwah always be successful in your studies.

S4 : Sama-sama, Sir. Terimakasih.

   (You are welcome, Sir. Thank you.)

Transcript of Interview

Interviewees : X MIPA 3 SMA Negeri 3 Kota Jambi

Student 5 : Agung Sundono Muslim

S5 : Asalamualaikum, Sir. Ehh.. Selamat malam,Sir.

  (Asalamualaikum, Sir. Ehh.. Good evening, Sir.)

J : Selamat malam, Agung. Bagaimana kabarnya hari ini?

  (Good evening, Agung. How are you today?)

S5 : Sehat, Sir.

  (Healthy, Sir.)

J : Di rumah atau di mana sekarang?

  (At home or where now?)

S5 : Di rumah, Sir.

  (At home, Sir.)

J : Siap ya Agung.

  (Ready, Agung.)

S5 : Siap, Sir.

  (Ready, Ris.)

J : Mr punya delapan pertanyaan dalam wawancara ini. Delapan pertanyaan
  ini mengenai cara belajar Agung dalam belajar bahasa Inggris, terlebih
  dalam materi pelajaran simple past tense.
  (Mr. has eight questions in this interview. These eight questions are about
  how Agung learns to learn English, especially in the simple past tense
  subject matter.)

S5 : Ok, baik Sir.

(Ok, Sir.)

J : Siap ya untuk pertanyaan pertama?

(Are you ready for first question?)

S5 : Siap, Sir.

(Ready, Sir.)

J : Apakah Agung sering mengulas pelajaran simple past tense?

(Does Agung often review simple past tense lessons?)

S5 : Emm… Sesekali, Sir. Mungkin dalam seminggu dua kali atau sekali.

Pada saat mau ada Mapel bahasa Inggris.

(Emm… Once in a while, sir. Maybe twice a week or once. At a time

when there will be English subjects.)

J : Bagaimana Agung mengulasnya?

(How does Agung review it?)

S5 : Biasanya Agung mengulasnya membaca materi dan mencari soal di

google.

(Usually Agung reviews it, reads the material and searches for questions

on Google.)

J : Sekarang pertanyaan kedua. Siap ya.

(Now for the second question. Ready.)

S5 : Siap, Sir.

(Ready, Sir.)

J : Apakah Agung mengucapkan atau menulis kata-kata bahasa Inggris

terutama simple past tense yang merupakan kata-kata baru?

(Does Agung speak or write English words, especially the simple past tense which are new words?

S5 : Iya. Sesekali Agung sering menulis kata-kata yang baru. Seperti kata melompat yang awalnya *jump* jadi *jumped*. Agung mengulang dari irregular dan regular.

(Yes. Once in a while Agung often wrote new words. Like the word jump which initially jump so jumped. Agung repeats from irregular and regular.)

J : Sekarang pertanyaan ketiga.

(Now for the third question.)

S5 : Iya.

(Yes.)

J : Ketiga Agung tidak bisa memikirkan kata selama percapakan dalam bahasa Inggris ketika Agung ingin menceritakan kalimat dalam bentuk lampau atau past tense, Agung menggunakan gerakan tubuh atau gesture atau body language?

(Third Agung can't think of words during a conversation in English when Agung wants to tell a sentence in the past tense or past tense, Agung uses body movements or gestures or body language?)

S5 : Pernah, Sir. Lupa kata-kata itu wajar. Malah sering. Contohnya *swim*. Biasaya kalau saya lupa kosa katanya, saya menggunakan gerak tubuh seperti orang sedang bereneng.

(Ever, sir. Forgetting words is natural. Even often. For example, swim, swam. Usually when I forget the vocabulary, I use gestures like

someone is swimming.)

J : Pertanyaan selanjutnya.

(Next question.)

J : Apakah Agung memperhatikan ketika sedang berbicara dalam bahasa Inggris, terutama ketika kalimat yang diucapkan dalam bentuk past tense?

(Does Agung pay attention when speaking in English, especially when the sentence is spoken in the past tense?)

S5 : Ketika seseorang berbicara dalam bahasa Inggris, Agung selalu memperhatikan. Karena Agung inngin mengetahui kosakata yang digunakan. Apabila ada kosakata dalam bentuk past tense yang belum Agung ketahui, Agung cari di google, agar Agung menyetahui apa yang diucapkan.

(When someone speaks in English, Agung always pays attention. Because Agung wants to know the vocabulary used. If there is a vocabulary in the past tense that Agung doesn't know yet, Agung searches it on google, so that Agung knows what is being said.)

J : Sekarang pertanyaan yang kelima.

(Now for the fifth question.)

J : Apakah Agung mendorong Agung untuk berbicara dalam bahasa Inggris, bahkan ketika Agung nanti membuat kesalahan?

(Does Agung encourage Agung to speak English, even when Agung makes mistakes later?)

S5 : Agung memotivasi diri Agung sendiri agar diri Agung berani untuk

berbicara bahasa Inggris.

(Agung motivated himself to be brave enough to speak English.)

J : Pertanyaan selanjutnya.

(Next question.)

S5 : Oke.

(Okay.)

J : Jika Agung tidak mengerti sesuatu dalam bahasa Inggris terutama pada
materi simple past tense, apakah Agung meminta orang lain untuk
memperlambat atau menyatakannya lagi?

(If Agung doesn't understand something in English, especially in the
simple past tense, does Agung ask someone else to slow down or state it
again?)

S5 : Ohh, pernah Sir.

(Ohh, yes Sir.)

J : Untuk frekuensinya, sering dilakukan atau kadang-kadang saja.

(For the frequency, it is often done or only occasionally.)

S5 : Kadang-kadang, Sir.

(Sometimes, Sir.)

J : Pertanyaan berikutnya.

(Next question.)

J : Menurut Agung sulit tidak belajar materi simple past tense?

(According to Agung, is it difficult not to learn simple past tense?)

S5 : Emm…Kalau untuk mempelajari simple past tense tidak terlalu sulit. Jika
kita paham rumus simple past tense.

(If to learn the simple past tense is not too difficult. If we understand the simple past tense formula.)

J : Dalam simple past tense menggunakan verb kedua, ada regular dan irregular. Itu mungkin menjadi sesuatu yang menyulitkan, cara membacanya dan penulisannya.

(In the simple past tense using the second verb, there are regular and irregular. It may be something that is difficult, how to read and write.)

J : Pertanyaan terakhir ya.

(The last question.)

S5 : Baik.

(Alright.)

J : Bagaimana Agung mengatasi kesulitan dalam mempelajari simple past tense?

(How does Agung overcome difficulties in learning the simple past tense?)

S5 : Kalau disekolah ada beberapa materi yang belum dijelaskan, maka Agung membuka youtube untuk mempelajari materi yang belum dijelaskan.

(If at school there are some materials that have not been explained, then Agung opens YouTube to study material that has not been explained.)

J : Ok, selesai sudah wawancara ini. Mr ucapkan terimakasih kepada Agung atas waktunya. Semoga apa yang kita bicarakan ini dapat berguna bagi Agung. Selamat belajar Agung.

(Ok, this interview is over. Mr. thanks Agung for his time. Hopefully

what we are talking about can be useful for Agung. Happy learning Agung.)

S5 : Iya, Sir. You are welcome.

(Yes, Sir. You are welcome.)

Appendix 11

Documentation