

## APPENDIX 1

### Intrument 1: Simple Past Grammar Mastery Test

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
KOMPETENSI DASAR	KOMPETENSI DASAR
3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	4.10 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Wahyu Taufiq and Vidya Maharani stated that simple past is used to talk about a completed action in a time before now. It consists of Affirmative, Negative, Interrogative, and Interrogative negative. Meanwhile according to Betty Azar simple past tense consist of regular verb forms, irregular verb forms, and be verb forms.

#### Regular verb forms

Affirmative: 12, 14, 15, 16, 17

Negative: 4, 32, 39, 38

Interrogative: 3, 29, 40, 34

#### Irregular verb forms

Affirmative: 1, 2, 10, 17, 20

Negative: 8, 11, 18, 19, 24

Interrogative: 7, 9, 21, 22, 35

#### Be verb forms.

Affirmative: 25, 28, 30, 33, 36

Negative: 6, 23, 27, 37

Interrogative: 5, 13, 26, 31

#### Answers Key:

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. D  | 11. B | 21. C | 31. C |
| 2. C  | 12. D | 22. B | 32. B |
| 3. A  | 13. A | 23. A | 33. A |
| 4. B  | 14. C | 24. B | 34. A |
| 5. C  | 15. D | 25. D | 35. D |
| 6. B  | 16. B | 26. B | 36. A |
| 7. D  | 17. C | 27. D | 37. C |
| 8. B  | 18. D | 28. C | 38. A |
| 9. C  | 19. C | 29. D | 39. C |
| 10. C | 20. C | 30. D | 40. A |

**Choose The Correct Answers !**

1. I ..... to the mall last week.
  - a. Goed
  - b. Gone
  - c. Go
  - d. Went
2. My brother ..... a cow an hour ago.
  - a. Seen
  - b. See
  - c. Saw
  - d. Sees
3. .... Ardi visit his grandfather yesterday ?
  - a. Did
  - b. Is
  - c. Does
  - d. Do
4. Ari did not ..... last weekend.
  - a. Working
  - b. Work
  - c. Worked
  - d. Works
5. .... Dinda and Aqida at campus last night ?
  - a. Was
  - b. Is
  - c. Were
  - d. Are
6. We .... not happy after the sad ending. (b)
  - a. Do
  - b. Were
  - c. Did
  - d. Was
7. .... you see Andi's cat yesterday ? (?)
  - a. Do
  - b. Are
  - c. Does
  - d. Did
8. Sorry, I ..... hear you at the door. (-)
  - a. Wasn't
  - b. Didn't
  - c. Am not
  - d. Does not
9. What ..... you eat for dinner yesterday ?
  - a. Do
  - b. Were
  - c. Did
  - d. Does
10. We ..... Doni in village few days ago.
  - a. Was saw
  - b. Did see
  - c. Saw
  - d. Did saw
11. The girl .... Tell lies recently.
  - a. Do not
  - b. Did not
  - c. Had not
  - d. Does not
12. Ani : Hi Ida, what did you do last night?  
Ida : .....
  - a. I am watching Korean drama on TV last night.
  - b. I had watching Korean drama on TV last night.
  - c. I watches Korean drama on TV last night.
  - d. I watched Korean drama on TV last night.
13. Where..... Siti last night ? (?)
  - a. Was
  - b. Were
  - c. Is
  - d. Did
14. Dara ..... this delicious food, 2 hours ago.
  - a. Cook
  - b. Cooks
  - c. Cooked
  - d. Cooking
15. Arrange the words below into good sentence of simple past tense !  
1.Ignored 2.last day 3.He 4. my call
  - a. 2-3-1-4
  - b. 3-4-2-1
  - c. 3-1-2-4
  - d. 3-1-4-2
16. The students ..... and ..... in last meeting.
  - a. Had sing and danced
  - b. Sang and danced
  - c. Were singing and dancing
  - d. Had sung and danced
17. She ..... this floor this morning.
  - a. Doesn't sweep
  - b. Didn't swept
  - c. Didn't sweep
  - d. Don't swept

18. Arrange the words below into good sentences of simple past tense.  
1. At 2. Yesterday 3. They 4. Didn't 5. Have 6. Lunch 7. Restaurant 8. The
- 4-3-5-6-1-2-7-8
  - 3-1-5-6-2-4-7-8
  - 3-5-6-7-8-1-2-4
  - 3-4-5-6-1-8-7-2
19. We ..... in this restaurant three days ago.
- Didn't Eaten
  - Don't Eating
  - Didn't eat
  - Didn't Eated
20. My cat ..... in this sofa two hours ago.
- Sit
  - Was sat
  - Sat
  - Seat
21. .... she ..... the school yesterday ?
- Didn't – left
  - Don't – left
  - Didn't – leave
  - Didn't – leaves
22. .... Rangga .... to hospital three days ago
- Did - went
  - Did - go
  - Does - go
  - Dies – went
23. Several years ago, a holiday trip to Australia .... Cheap.
- Was not
  - Did not
  - Were not
  - Is not
24. They didn't ..... their holiday anywhere.
- Spent
  - Spend
  - Spends
  - Spended
25. He .... a football player before, He retired.
- Is
  - Am
  - Were
  - Was
26. .... Julio sure about his answer for that question?
- were
  - was
  - done
  - did
27. I ..... at school alone yesterday. Because I was sick.
- Weren't
  - Didn't
  - Doesn't
  - Wasn't
28. Lucy and Rudy ..... at library last night.
- Was
  - Had
  - Were
  - Did
29. .... she finish her homework yesterday?
- Doesn't
  - Why ?
  - Don't
  - Didn't
30. I ..... so thirsty yesterday, so I .... A glass of tea.
- Were – bought
  - Was – buy
  - Were – buyed
  - Was – bought
31. .... You happy with your last exam mark ?
- Wasn't
  - Didn't
  - Weren't
  - Had
32. Ronaldo .... Football yesterday. (b)
- Didn't played
  - Didn't play
  - Didn't plays
  - Doesn't played
33. Which one is correct? (a)
- I was too tired to work last week because I am not well
  - I were too tired to work last week because I was not well
  - I was too tired to work last week because I am not well
  - I were too tired to work last week because I was not well
34. .... They play football last night ?
- Did
  - Do
  - Done
  - Had

35. .... Tono ..... ten car last year ? (?)
- a. Does – have
  - b. Do – has
  - c. Did – had
  - d. Did – has
36. Anita ..... happy with me in the bus station this morning.
- a. was
  - b. had
  - c. did
  - d. were
37. Cory .... Happy with her mark two days ago.
- a. Weren't
  - b. Doesn't
  - c. Wasn't
  - d. Didn't
38. My student didn't ..... hard last night.
- a. Study
  - b. Studied
  - c. Was study
  - d. Had studied
39. Which one is correct ? (c)
- a. Roni didn't repaired his car last year
  - b. Roni doesn't repair his car last year
  - c. Roni didn't repair his car last year
  - d. Roni don't repaired his car last year
40. Did she .... the pizza last night ?
- a. Try
  - b. Tried
  - c. Tries
  - d. Had try

### Answers Sheets

Name :

Class :

Absent Number :

**Please put a cross (X) on the answer you choose!**

1.	a.	b.	c.	d.	21.	a.	b.	c.	d.
2.	a.	b.	c.	d.	22.	a.	b.	c.	d.
3.	a.	b.	c.	d.	23.	a.	b.	c.	d.
4.	a.	b.	c.	d.	24.	a.	b.	c.	d.
5.	a.	b.	c.	d.	25.	a.	b.	c.	d.
6.	a.	b.	c.	d.	26.	a.	b.	c.	d.
7.	a.	b.	c.	d.	27.	a.	b.	c.	d.
8.	a.	b.	c.	d.	28.	a.	b.	c.	d.
9.	a.	b.	c.	d.	29.	a.	b.	c.	d.
10.	a.	b.	c.	d.	30.	a.	b.	c.	d.
11.	a.	b.	c.	d.	31.	a.	b.	c.	d.
12.	a.	b.	c.	d.	32.	a.	b.	c.	d.
13.	a.	b.	c.	d.	33.	a.	b.	c.	d.
14.	a.	b.	c.	d.	34.	a.	b.	c.	d.
15.	a.	b.	c.	d.	35.	a.	b.	c.	d.
16.	a.	b.	c.	d.	36.	a.	b.	c.	d.
17.	a.	b.	c.	d.	37.	a.	b.	c.	d.
18.	a.	b.	c.	d.	38.	a.	b.	c.	d.
19.	a.	b.	c.	d.	39.	a.	b.	c.	d.
20.	a.	b.	c.	d.	40.	a.	b.	c.	d.

### Assessment

1 correct answer = 2 points

1 wrong answer = 0 points

### Instrument 1: Simple Past Grammar Mastery Test (After Validity Test)

#### Choose The Correct Answers !

1. I ..... to the mall last week.  
e. Goed  
f. Gone  
g. Go  
h. Went
2. My brother ..... a cow an hour ago.  
e. Seen  
f. See  
g. Saw  
h. Sees
3. .... Ardi visit his grandfather yesterday ?  
e. Did  
f. Is  
g. Does  
h. Do
4. Ari did not ..... last weekend.  
e. Working  
f. Work  
g. Worked  
h. Works
5. .... Dinda and Aqida at campus last night ?  
e. Was  
f. Is  
g. Were  
h. Are
6. .... you see Andi's cat yesterday ?  
e. Do  
f. Are  
g. Does  
h. Did
7. Sorry, I ..... hear you at the door.  
e. Wasn't  
f. Didn't  
g. Am not  
h. Does not
8. We ..... Doni in village few days ago.  
e. Was saw  
f. Did see  
g. Saw  
h. Did saw
9. The girl .... Tell lies recently.  
e. Do not  
f. Did not  
g. Had not  
h. Does not
10. Ani : Hi Ida, what did you do last night ?  
Ida : .....  
e. I am watching Korean drama on TV last night.  
f. I had watching Korean drama on TV last night.  
g. I watches Korean drama on TV last night.  
h. I watched Korean drama on TV last night.
11. Arrange the words below into good sentence of simple past tense !  
1. Ignored 2. last day 3. He 4. my call  
e. 2-3-1-4  
f. 3-4-2-1  
g. 3-1-2-4  
h. 3-1-4-2
12. She ..... this floor this morning.  
e. Doesn't sweep  
f. Didn't swept  
g. Didn't sweep  
h. Don't swept
13. Arrange the words below into good sentences of simple past tense.  
1. At 2. Yesterday 3. They 4. Didn't 5. Have 6. Lunch 7. Restaurant 8. The  
e. 4-3-5-6-1-2-7-8  
f. 3-1-5-6-2-4-7-8  
g. 3-5-6-7-8-1-2-4  
h. 3-4-5-6-1-8-7-2
14. We ..... in this restaurant three days ago.  
e. Didn't Eaten  
f. Don't Eating  
g. Didn't eat  
h. Didn't Eated
15. .... she ..... the school yesterday ?  
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16. .... Rangga .... to hospital three days ago ?  
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.... Cheap.

- e. Was not
- f. Did not
- g. Were not
- h. Is not

18. They didn't ..... their holiday anywhere.

- e. Spent
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- g. Spends
- h. Spended

19. He .... a football player before, He retired.

- e. Is
- f. Am
- g. Were
- h. Was

20. .... Julio sure about his answer for that  
question ?

- e. were
- f. was
- g. done
- h. did

21. I ..... at school alone yesterday. Because I  
was sick.

- e. Weren't
- f. Didn't
- g. Doesn't
- h. Wasn't

22. Lucy and rudy ..... at library last night.

- e. Was
- f. Had
- g. Were
- h. Did

23. .... she finish her homework yesterday?

- e. Doesn't
- f. Why ?
- g. Don't

h. Didn't

24. I ..... so thirsty yesterday, so I .... A glass of  
tea.

- e. Were – bought
- f. Was – buy
- g. Were – buyed
- h. Was – bought

25. .... You happy with your last exam mark ?

- e. Wasn't
- f. Didn't
- g. Weren't
- h. Had

26. Anita ..... happy with me in the bus station  
this morning.

- e. was
- f. had
- g. did
- h. were

27. Cory .... Happy with her mark two days  
ago.

- e. Weren't
- f. Doesn't
- g. Wasn't
- h. Didn't

28. Which one is correct ?

- e. Roni didn't repaired his car last  
year
- f. Roni doesn't repair his car last year
- g. Roni didn't repair his car last year
- h. Roni don't repaired his car last year

29. Did she .... the pizza last night ?

- e. Try
- f. Tried
- g. Tries
- h. Had try

## APPENDIX 2

### Instrument 2: Recount Text Speaking Ability Test

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
KOMPETENSI DASAR	KOMPETENSI DASAR
3.11 membandingkan fungsional, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.11 teks recount 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

#### A. Instruction:

Tell your experience orally in front of the class about what you did during the last semester break in 2-3 minutes!

Ceritakan pengalamanmu secara lisan didepan kelas tentang apa yang kamu lakukan selama liburan semester lalu dengan durasi 2-3 menit !

#### B. Assessment:

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension, and task as Brown (2004) has stated.

##### 1. Pronunciation

5 = equivalent to and fully accepted by educated native speaker

4 = errors in pronunciation are quite rare

3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

##### 2. Grammar

5 = equivalent to that of an educated native speaker.

4 = able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.

3 = control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.



2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

### **3. Vocabulary**

5 = speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely must grope for a word.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

### **4. Fluency**

5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3 = can discuss particular interest of competence with reasonable ease. Rarely must grope for words.

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency.

### **5. Comprehension**

5 = Equivalent to that of an educated native speaker.

4 = can understand any conversation within the range of his experience.

3 = comprehension is quite complete at a normal rate of speech.

2 = can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)

1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

### **6. Task**

5 = speaking proficiency equivalent to that of an educated native speaker.

4 = would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

3 = can participate effectively in most formal and informal conversations on practical, social, and professional topics.

2 = able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties.

1 = can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirement.

## APPENDIX 3

## INSTRUMEN VALIDASI TES PENGUASAAN GRAMMAR SIMPLE PAST TENSE

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Simple Past Tense

Jenjang Sekolah : Sekolah Menengah Pertama (SMP)

Kelas/Semester : VIII/Semester II

Penulis : Mochammad Firman Fachrizzal

Nama Validator : Vidya Mandarani, SS., M.Hum.

## A. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadivalidator dan mengisi lembar validasi ini.

## B. Petunjuk

- Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pertanyaan dengan memberikan tanda cek ( $\sqrt{\phantom{x}}$ ) pada kolom dengan skala penilaian sebagai berikut.  
5= Sangat Baik                                2= Kurang Baik  
4= Baik    1= Tidak Baik  
3= Cukup Baik
- Bapak/Ibu di mohon untuk memberikan kritik dan saran perbaikan pada baris yangtelah disediakan.

### C. Penilaian

Aspek	Indikator	Skala Penilaian					Komentar
		1	2	3	4	5	
Kejelasan	1. Kejelasan setiap butir soal				√		
	2. Kejelasan petunjuk pengisian soal					√	
Ketepatan Isi	3. Ketepatan Bahasadengan tingkat perkembangan anak				√		
	4. Ketepatan bentuk soal dengan KI/KD				√		
Relevansi	5. Pertanyaan berkaitan dengan tujuan penelitian				√		
Kevalidan Isi	6. Pertanyaan mengungkapkan informasi yang benar					√	
Tidak ada bias	7. Pertanyaan berisi satu gagasan yang lengkap.				√		

Ketepatan Bahasa	8. Bahasa yang digunakan mudah dipahami					√	
	9. Bahasa yang digunakan efektif				√		
	10. Penulisan sesuai dengan EYD					√	

#### D. Komentar Umum dan Saran

Sebaiknya kisi-kisi soal dibuat lebih sistematis dengan tabel yang berisi kompetensi dasar, indikator pemahaman konsep, indikator, item soal supaya kisi-kisinya lebih sistematis.

#### E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, rubrik penilaian Panjang tulisan inidinyatakan:

1. Layak digunakan untuk uji coba tanpa revisi.
2. **Layak digunakan setelah revisi.**
3. Tidak layak untuk digunakan untuk uji coba.

Mohon diberi tanda silang (X) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Sidoarjo, 31 Desember 2022

Validator



Vidya Mandarani, SS., M.Hum.

NIK. 214466

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadivalidator dan mengisi lembar validasi ini.

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pertanyaan dengan memberikan tanda cek (√) pada kolom dengan skala penilaian sebagai berikut.  
5= Sangat Baik  
4= Baik  
3= Cukup Baik  
2= Kurang Baik  
1= Tidak Baik
2. Bapak/Ibu di mohon untuk memberikan kritik dan saran perbaikan pada baris yangtelah disediakan.

Aspek	Indikator	Skala Penilaianh					Komentar
		1	2	3	4	5	
Kejelasan	1. Kejelasan setiap butir soal				√		
	2. Kejelasan petunjuk pengisian soal					√	
Ketepatan Isi	3. Ketepatan Bahasa dengan tingkat perkembangan anak				√		
	4. Ketepatan bentuk soal dengan KI/KD				√		
Relevansi	5. Pertanyaan berkaitan dengan tujuan penelitian					√	
Kevalidan Isi	6. Pertanyaan mengungkapkan informasi yang benar				√		

Tidak ada bias	7. Pertanyaan berisi satu gagasan yang lengkap.				√		
Ketepatan Bahasa	8. Bahasa yang digunakan mudah dipahami				√		
	9. Bahasa yang digunakan efektif					√	
	10. Penulisan sesuai dengan EYD					√	

#### D. Komentar Umum dan Saran

Sebaiknya rubrik penilaian untuk speakingnya diberi tahun referensi

#### E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, rubrik penilaian Panjang tulisan inidinyatakan:

1. Layak digunakan untuk uji coba tanpa revisi.
2. **Layak digunakan setelah revisi.**
3. Tidak layak untuk digunakan untuk uji coba.

Mohon diberi tanda silang (X) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Sidoarjo, 31 Desember 2022

Validator



Vidya Mandarani, SS., M.Hum.

NIK. 214466

## APPENDIX 5

## Grammar Mastery Instrument Validity Test

Table of Grammar Mastery Instrument Validity Test

NO	STUDENT	PROBLEM NUMBER																																								SCORE		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
1	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	37			
2	B	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	33		
3	C	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	29		
4	D	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	0	1	0	1	0	0	21		
5	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	0	0	0	1	29		
6	G	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	33		
7	H	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	21		
8	I	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34		
9	J	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	32		
10	K	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	35		
11	L	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35		
12	M	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	22	
13	N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	1	32	
14	O	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	33		
15	P	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	32	
16	Q	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	0	25	
17	R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37		
18	S	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
19	T	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	28	
20	U	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34		
21	V	1	0	0	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	25	
22	W	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	35		
23	X	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	32	
24	Y	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	32	
25	Z	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	34		
26	AA	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	34	
27	AB	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	27		
28	AC	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	30	
29	AD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	37		
30	AE	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	12		
31	AF	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	32			
32	AG	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	33		
TOTAL		30	26	27	26	24	27	25	25	23	30	17	25	25	24	25	20	25	30	25	5	26	21	18	28	27	27	22	27	21	24	28	28	24	26	16	27	24	28	24	24			
r count		0.351	0.361	0.475	0.405	0.522	-0.076	0.430	0.388	0.076	0.351	0.556	0.568	-0.054	-0.112	0.637	-0.127	0.734	0.469	0.679	-0.113	0.830	0.431	0.439	0.670	0.554	0.444	0.412	0.428	0.564	0.614	0.514	-0.143	-0.310	-0.152	0.046	0.507	0.363	-0.022	0.495	0.561	1.000		
r table		0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494		
Validity		VALID	VALID	VALID	VALID	VALID	INVALID	VALID	VALID	INVALID	VALID	VALID	VALID	INVALID	INVALID	VALID	INVALID	VALID	VALID	VALID	INVALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	INVALID	INVALID	INVALID	INVALID	VALID	VALID	INVALID	INVALID	VALID	VALID	VALID	VALID

The results of the calculation of  $r_{xy}$  or  $r_{count}$  were consulted with the  $r_{table}$  price with a significant level of 5%. If the calculated  $r$  value is greater than  $r_{table}$ , it can be said that the item is valid. For  $r_{table}$  with 32 student is 0,3494. So, if the  $r_{count}$  value is grater than 0,3494, the item can be said to be valid. The calculation of the instrument validity test in this research used the help of Microsoft Office Excel and SPSS.

The following table compares the price of  $r_{count}$  with the  $r_{table}$  value obtained from the results of the validity test:

Table Comparison Between the Price of  $r_{\text{count}}$  and the Price of  $r_{\text{table}}$ 

No Grain	$r_{\text{count}}$	$r_{\text{table}} (n = 32)$	Decisions
1	0.351	0.3494	Valid
2	0.361	0.3494	Valid
3	0.475	0.3494	Valid
4	0.405	0.3494	Valid
5	0.522	0.3494	Valid
6	-0.076	0.3494	Invalid
7	0.430	0.3494	Valid
8	0.388	0.3494	Valid
9	0.076	0.3494	Invalid
10	0.351	0.3494	Valid
11	0.556	0.3494	Valid
12	0.568	0.3494	Valid
13	-0.054	0.3494	Invalid
14	-0.112	0.3494	Invalid
15	0.637	0.3494	Valid
16	-0.127	0.3494	Invalid
17	0.734	0.3494	Valid
18	0.469	0.3494	Valid
19	0.679	0.3494	Valid
20	-0.113	0.3494	Invalid
21	0.830	0.3494	Valid
22	0.431	0.3494	Valid
23	0.439	0.3494	Valid
24	0.670	0.3494	Valid
25	0.554	0.3494	Valid
26	0.444	0.3494	Valid
27	0.412	0.3494	Valid
28	0.428	0.3494	Valid
29	0.564	0.3494	Valid
30	0.614	0.3494	Valid
31	0.514	0.3494	Valid
32	-0.143	0.3494	Invalid
33	-0.310	0.3494	Invalid
34	-0.152	0.3494	Invalid
35	0.046	0.3494	Invalid
36	0.507	0.3494	Valid
37	0.363	0.3494	Valid
38	-0.022	0.3494	Invalid
39	0.495	0.3494	Valid
40	0.561	0.3494	Valid

Based on the table of the results, the validity test of 40 item numbers for grammar mastery, it can be concluded that 29 item numbers are said to be valid and the remaining 11 item numbers are said to be invalid. Valid test results are used as a measuring tool for further research.





## APPENDIX 7

## Simple Past Tense Grammar Mastery Test Results

NO	STUDENT	PROBLEM NUMBER TEST																												POIN	SCORE		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			29	
1	AZF	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	23	79	
2	APP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	27	93	
3	ABD	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	0	0	20	69
4	AAM	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	23	79	
5	DFA	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	1	1	0	0	16	55
6	FAN	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	24	83	
7	FTA	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	17	59
8	FAPT	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	0	14	48	
9	HH	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	0	19	66	
10	HAN	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	5	17	
11	IHAR	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	1	13	45	
12	IFMP	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	0	18	62	
13	IWP	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	19	66
14	KAFPS	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	18	62	
15	KEP	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	0	1	1	0	19	66
16	MRB	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	22	76	
17	MAFKA	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	19	66
18	MAAS	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	24	83	
19	NAR	1	1	0	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	18	62	
20	PSAY	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	15	52
21	PSDA	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	0	18	62	
22	RHCH	0	0	1	1	1	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	13	45	
23	RAF	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	0	1	18	62
24	RAP	1	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	20	69	
25	SDS	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	20	69
26	YAF	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	15	52
27	DDFS	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	1	0	22	76
28	FNS	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	14	48
29	GRD	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	1	12	41
30	AAS	1	1	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	13	45
31	ANM	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	0	10	35	
32	AZT	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	14	48
33	AHR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	93
34	DNE	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	0	0	0	17	59	
35	ECPA	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	0	20	69	
36	FAZ	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	20	69
37	NAJ	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	1	20	69
38	NRI	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	0	17	59	
39	NNDM	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	19	66
40	RKR	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	0	0	19	66
41	SPY	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	1	0	0	16	55
42	SNYA	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	1	0	18	62
43	ZHKA	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0	1	1	0	0	15	52	
44	ZRP	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	0	1	1	1	0	1	0	18	62	
45	ZHS	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	21	72
AVERAGE																																62.023	
VARIANCE																																212.3454	
STANDARD DEVIATION																																14.57208	

A. Average ( $\bar{x}$ ) =  $\frac{\sum_{i=1}^n x_i}{n} = \frac{2791}{45} = 62,023$

B. Variance ( $s^2$ ) =  $\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1} = \frac{9343,198}{45-1} = 212,3454$

C. Standard Deviation ( $SD$ ) =  $\sqrt{s^2} = \sqrt{212,3454} = 14,57208$

## APPENDIX 8

### Descriptive Statistic of Students' Grammar Mastery Result

Based on the results of statistical descriptive calculations using the SPSS program, statistical data for grammar mastery variables are obtained as follows:

#### Descriptives

		Statistic	Std. Error
Grammar_Mastery	Mean	62.07	2.172
	95% Confidence Interval for Mean	Lower Bound	57.69
		Upper Bound	66.44
	5% Trimmed Mean	62.32	
	Median	62.00	
	Variance	212.245	
	Std. Deviation	14.569	
	Minimum	17	
	Maximum	93	
	Range	76	
	Interquartile Range	17	
	Skewness	-0.399	0.354
	Kurtosis	1.264	0.695

## APPENDIX 9

### Table of Frequency Distribution, Percentage, Category for Grammar Mastery Variable

#### A. Frequency distribution table for the grammar mastery variable

From the data, the Grammar ability value is obtained.

- Lots of data ( $n$ ) = 45
- Maximum value = 93
- Minimum value = 17
- Data ranges ( $R$ ) = Maximum value – Minimum value  
 $= 93 - 17$   
 $= 76$
- Many classes ( $K$ ) =  $1 + 3,3\log(n)$   
 $= 1 + 3,3\log(45)$   
 $= 6,456$  rounded to be 7
- Class length ( $I$ ) =  $R/K$   
 $= 76/7$   
 $= 10,8571$  rounded to be 11
- Class intervals = 17-27, 28-38, 39-49, 50-60, 61-71, 72-82, 83-93

The frequency distribution table for the grammar ability variable is presented as follows.

Interval Class	Frequency	Percentage
17-27	1	2.22 %
28-38	1	2.22 %
39-49	7	15.56 %
50-60	8	17.78 %
61-71	19	42.22 %
72-82	5	11.11 %
83-93	4	8.89 %
Total	45	100 %

Based on the table above. It is known that the frequency distribution of the highest grammar mastery is in the interval class which has a range of 61-71 with a total of 19 students with a percentage of 42,22%.

#### B. Grammar mastery category

From the data, the variable value of the Grammar ability is obtained.

- Average ( $\bar{x}$ ) = 62,023
- Standard Deviation ( $SD$ ) = 14,572
- Result ( $\bar{x}$ ) +  $SD$  =  $62,023 + 14,572 = 76,595$
- Result ( $\bar{x}$ ) –  $SD$  =  $62,023 - 14,572 = 47,451$

So that the Grammar Mastery Value can be seen in the following table:

Interval Class	Frequency	Percentage	Category
Score < 47.451	6	13.33 %	Low
$47.451 \leq \text{Score} < 76.451$	33	73.33 %	Moderate
$76.451 \leq \text{Score}$	6	13.33 %	High

Based on the table above, the Grammar Mastery Score which is included in the high category is 13,33 % (6 students), the moderate category is 73,33 % (33 students), and the low category is 13,33 % (6 students). Thus it can be concluded that the students' grammar mastery is in the moderate category at the interval  $47,451 \leq \text{Value} < 76,451$ .

## APPENDIX 10

## Recount Text Speaking Ability Test Results

No	Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task	Average
1	AZF	77	78	76	77	76	76	77
2	APP	85	85	88	84	87	86	86
3	ABD	68	72	75	62	69	73	70
4	AAM	74	77	75	73	78	72	75
5	DFA	54	55	56	53	58	51	55
6	FAN	79	82	80	78	82	78	80
7	FTA	80	84	85	80	84	86	83
8	FAPT	52	50	50	48	50	51	50
9	HH	69	72	68	67	70	70	69
10	HAN	42	45	48	42	48	45	45
11	IHAR	45	45	48	46	50	47	47
12	IFMP	62	66	65	63	68	67	65
13	IWP	70	75	73	70	72	73	72
14	KAFPS	60	65	68	60	70	62	64
15	KEP	65	68	70	68	68	70	68
16	MRB	75	79	80	75	78	80	78
17	MAFKA	65	70	70	65	62	70	67
18	MAAS	80	82	85	80	85	86	83
19	NAR	68	65	70	60	62	65	65
20	PSAY	55	60	53	50	48	54	53
21	PSDA	65	63	68	62	65	68	65
22	RHCH	48	50	42	45	42	43	45
23	RAF	60	65	63	65	66	62	64
24	RAP	72	78	80	75	74	78	76
25	SDS	68	72	75	68	73	70	71
26	YAF	50	60	58	52	58	55	56
27	DDFS	75	79	82	75	80	78	78
28	FNS	45	50	48	50	46	50	48
29	GRD	47	52	49	45	45	43	47
30	AAS	45	50	48	45	48	47	47
31	ANM	42	48	50	43	45	42	45
32	AZT	48	52	45	45	50	48	48
33	AHR	85	90	86	85	88	90	87
34	DNE	63	60	62	58	60	57	60
35	ECPA	70	72	75	68	68	69	70
36	FAZ	65	70	67	65	70	72	68
37	NAJ	69	72	72	68	75	71	71
38	NRI	60	65	62	58	55	60	60
39	NNDM	65	60	72	70	72	75	69
40	RKR	68	70	68	65	68	70	68
41	SPY	55	58	60	55	58	59	58
42	SNYA	60	70	65	60	70	72	66
43	ZHKA	58	60	52	55	52	54	55
44	ZRP	60	63	65	60	68	65	64
45	ZHS	70	75	80	72	85	80	77
Average					64,7778			
Variance					145,6111			
Standard Deviation					12,06694			

A. Average ( $\bar{y}$ ) =  $\frac{\sum_{i=1}^n y_i}{n} = \frac{2915}{45} = 64,7778$

B. Variance ( $s^2$ ) =  $\frac{\sum_{i=1}^n (y_i - \bar{y})^2}{n-1} = \frac{6406,889}{45-1} = 145,6111$

C. Standard Deviation ( $SD$ ) =  $\sqrt{s^2} = \sqrt{145,6111} = 12,06694$

## APPENDIX 11

### Descriptive Statistic of Students' Recount Text Speaking Ability Result

Based on the results of statistical descriptive calculations using the SPSS program, statistical data for speaking ability variables are obtained as follows:

#### Descriptives

		Statistic	Std. Error
Speaking_Ability	Mean	64.78	1.795
	95% Confidence Interval for Mean	Lower Bound	61.16
		Upper Bound	68.40
	5% Trimmed Mean	64.69	
	Median	66.00	
	Variance	144.995	
	Std. Deviation	12.041	
	Minimum	45	
	Maximum	87	
	Range	42	
	Interquartile Range	19	
	Skewness	-0.124	0.354
	Kurtosis	-0.895	0.695

## APPENDIX 12

### Table of Frequency Distribution, Percentage, Category for Speaking Ability Variable

#### A. Frequency distribution table for the speaking ability variable

From the data, the Grammar ability value is obtained.

- Lots of data ( $n$ ) = 45
- Maximum value = 87
- Minimum value = 45
- Data ranges ( $R$ ) = Maximum value – Minimum value  
 $= 87 - 47$   
 $= 42$
- Many classes ( $K$ ) =  $1 + 3,3\log(n)$   
 $= 1 + 3,3\log(45)$   
 $= 6,456$  rounded to be 7
- Class length ( $I$ ) =  $R/K$   
 $= 42/7$   
 $= 6$
- Class intervals = 45-52, 52-58, 59-65, 66-72, 73-81, 82-88

The frequency distribution table for the grammar ability variable is presented as follows.

Interval Class	Frequency	Percentage
45-51	9	20.00 %
52-58	5	11.11 %
59-65	8	17.78 %
66-72	12	26.67 %
73-81	7	15.56 %
82-88	4	8.89 %
Total	45	100.00 %

Based on the table above. It is known that the frequency distribution of the highest grammar mastery is in the interval class which has a range of 66-72 with a total of 12 students with a percentage of 26,67 %.

#### B. Speaking Ability Category

From the data, the variable value of the Grammar ability is obtained.

- Average ( $\bar{x}$ ) = 64,7778
- Standard Deviation ( $SD$ ) = 12,06694
- Result ( $\bar{x}$ ) +  $SD$  =  $64,7778 + 12,06694 = 76,8447$
- Result ( $\bar{x}$ ) –  $SD$  =  $64,7778 - 12,06694 = 52,7108$

So that the Grammar Mastery Value can be seen in the following table:

Interval Class	Frequency	Percentage	Category
Score < 52,7108	9	20 %	Low
$52,7108 \leq \text{Score} < 76.8447$	27	60 %	Moderate
$76.8447 \leq \text{Score}$	9	20 %	High

Based on the table above, the Grammar Mastery Score which is included in the high category is 20 % (9 students), the moderate category is 60 % (27 students), and the low category is 20 % (9 students). Thus it can be concluded that the students' grammar mastery is in the moderate category at the interval  $52,7108 \leq \text{Value} < 76,8447$ .

### APPENDIX 13

#### Data Normality Test of Grammar Mastery

Sugiyono stated that, parametric statistics work based on the assumption that the data for each variable to be analyzed is based on a normal distribution[1]. For this reason, before researchers use parametric statistical techniques, the normality of the data must be tested first.

##### A. Hypothesis

- $H_0$ : The sample comes from a population that is normally distributed.
- $H_1$ : The sample does not come from a normally distributed population.

##### B. Significance Level = 0,05

##### C. Decision Criteria

- $H_0$  is accepted if  $L_{count} < L_{table}$  at  $\alpha = 0,05$  and  $n = 45$
- $H_0$  is rejected if  $L_{count} > L_{table}$  at  $\alpha = 0,05$  and  $n = 45$

##### B. Test Statistics: $L = \text{Max} [ F(Z_i) - S(Z_i) ]$

##### C. Areas of Criticism

$L_{Liliefors \text{ table}} = L_{Liliefors}((0,05);45) = 0,13208$

##### D. Computing (Calculation)

Table Help Normality Test Data multiple choice test of Grammar ability.

No	X	$Z_i$	$F(z_i)$	$S(z_i)$	$F(z_i)-S(z_i)$
1	17	-3.073	0.001061	0.022222	0.02116101
2	35	-1.889	0.029461	0.044444	0.01498327
3	41	-1.415	0.078496	0.066667	0.0118289
4	45	-1.179	0.119297	0.133333	0.0140366
5	45	-1.179	0.119297	0.133333	0.0140366
6	45	-1.179	0.119297	0.133333	0.0140366
7	48	-0.942	0.173159	0.2	0.02684109
8	48	-0.942	0.173159	0.2	0.02684109
9	48	-0.942	0.173159	0.2	0.02684109
10	52	-0.705	0.240405	0.266667	0.02626197
11	52	-0.705	0.240405	0.266667	0.02626197
12	52	-0.705	0.240405	0.266667	0.02626197
13	55	-0.468	0.319804	0.311111	0.00869281
14	55	-0.468	0.319804	0.311111	0.00869281
15	59	-0.231	0.408466	0.377778	0.03068814
16	59	-0.231	0.408466	0.377778	0.03068814
17	59	-0.231	0.408466	0.377778	0.03068814
18	62	0.005	0.502099	0.533333	0.03123443
19	62	0.005	0.502099	0.533333	0.03123443
20	62	0.005	0.502099	0.533333	0.03123443
21	62	0.005	0.502099	0.533333	0.03123443
22	62	0.005	0.502099	0.533333	0.03123443
23	62	0.005	0.502099	0.533333	0.03123443
24	62	0.005	0.502099	0.533333	0.03123443
25	66	0.242	0.595616	0.666667	0.07105079
26	66	0.242	0.595616	0.666667	0.07105079
27	66	0.242	0.595616	0.666667	0.07105079
28	66	0.242	0.595616	0.666667	0.07105079

29	66	0.242	0.595616	0.666667	0.07105079
30	66	0.242	0.595616	0.666667	0.07105079
31	69	0.479	0.683949	0.8	0.11605128
32	69	0.479	0.683949	0.8	0.11605128
33	69	0.479	0.683949	0.8	0.11605128
34	69	0.479	0.683949	0.8	0.11605128
35	69	0.479	0.683949	0.8	0.11605128
36	69	0.479	0.683949	0.8	0.11605128
37	72	0.716	0.762857	0.822222	0.05936496
38	76	0.952	0.829522	0.866667	0.03714469
39	76	0.952	0.829522	0.866667	0.03714469
40	79	1.189	0.882786	0.911111	0.02832463
41	79	1.189	0.882786	0.911111	0.02832463
42	83	1.426	0.923035	0.955556	0.03252058
43	83	1.426	0.923035	0.955556	0.03252058
44	93	2.136	0.983662	1	0.01633772
45	93	2.136	0.983662	1	0.01633772

Based on the calculation:

- Average: 62,023
- Standard Deviation: 14,572
- $L_{\text{count}}$ : 0,11605
- $L_{\text{table}}$ : 0,13208
- $L_{\text{count}} < L_{\text{table}}$

#### E. Test Decision:

Because  $L_{\text{count}} < L_{\text{table}}$ ,  $H_0$  is accepted, meaning that the sample comes from a normally distributed population.

#### F. Conclusion

Based on the student's Grammar mastery data, the sample comes from a population that is normally distributed.



**APPENDIX 14**  
**Data Normality Test of Grammar Mastery Calculation Using SPSS**

**A. Decision Criteria**

- Data is normally distributed if (Asymp Sig. > Sig 0.05)
- Data is not normally distributed if (Asymp Sig. < Sig 0.05)

The Output of Grammar Mastery Normality Test Calculation:

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar_Mastery	0.120	45	0.100	0.969	45	0.270

a. Lilliefors Significance Correction

Based on the calculation above, obtained Asym Sig. = 0,100

**B. Test Decision**

Because the Asymp. Significance value is  $0,100 > 0.05$ , then the data distribution is considered normally distributed.

**C. Conclusion**

It means that, the data of variable x (Students' simple past tense grammar mastery ) is normally distributed. So, it can be analyzed using parametric statistic. So, the data can be used to make a comparisons between them.

## APPENDIX 15

### Data Normality Test of Speaking Ability

Sugiyono stated that, parametric statistics work based on the assumption that the data for each variable to be analyzed is based on a normal distribution[1]. For this reason, before researchers use parametric statistical techniques, the normality of the data must be tested first.

#### A. Hypothesis

- H0: The sample comes from a population that is normally distributed.
- H1: The sample does not come from a normally distributed population.

#### B. Significance Level = 0,05

#### C. Decision Criteria

- H0 is accepted if  $L_{count} < L_{table}$  at  $\alpha = 0,05$  and  $n = 45$
- H0 is rejected if  $L_{count} > L_{table}$  at  $\alpha = 0,05$  and  $n = 45$

#### D. Test Statistics: $L = \text{Max} [ F(Z_i) - S(Z_i) ]$

#### E. Areas of Criticism

$L_{Liliefors\ table} = L_{Liliefors}((0,05);45) = 0,13208$

#### F. Computing (Calculation)

No	Y	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$
1	45	-1.63900	0.05061	0.06667	0.01606
2	45	-1.63900	0.05061	0.06667	0.01606
3	45	-1.63900	0.05061	0.06667	0.01606
4	47	-1.48707	0.06850	0.11111	0.04261
5	47	-1.48707	0.06850	0.11111	0.04261
6	47	-1.45945	0.07222	0.13333	0.06111
7	48	-1.39039	0.08220	0.15556	0.07335
8	48	-1.37658	0.08432	0.17778	0.09346
9	50	-1.21084	0.11298	0.20000	0.08702
10	53	-0.94841	0.17146	0.22222	0.05076
11	55	-0.85173	0.19718	0.24444	0.04726
12	55	-0.79648	0.21288	0.26667	0.05379
13	56	-0.76886	0.22099	0.28889	0.06790
14	58	-0.60312	0.27322	0.31111	0.03790
15	60	-0.39594	0.34607	0.35556	0.00948
16	60	-0.39594	0.34607	0.35556	0.00948
17	64	-0.10589	0.45783	0.40000	0.05783
18	64	-0.10589	0.45783	0.40000	0.05783
19	64	-0.05064	0.47980	0.42222	0.05758
20	65	0.01842	0.50735	0.44444	0.06290
21	65	0.03223	0.51285	0.48889	0.02397
22	65	0.03223	0.51285	0.48889	0.02397
23	66	0.11510	0.54582	0.51111	0.03471
24	67	0.18416	0.57306	0.53333	0.03972
25	68	0.28084	0.61058	0.60000	0.01058
26	68	0.28084	0.61058	0.60000	0.01058
27	68	0.28084	0.61058	0.60000	0.01058
28	69	0.34990	0.63679	0.62222	0.01457
29	69	0.37752	0.64711	0.64444	0.00266
30	70	0.41896	0.66238	0.66667	0.00429
31	70	0.46039	0.67738	0.68889	0.01151

32	71	0.51564	0.69695	0.71111	0.01416
33	71	0.52945	0.70175	0.73333	0.03158
34	72	0.61232	0.72984	0.75556	0.02572
35	75	0.83331	0.79767	0.77778	0.01989
36	76	0.94381	0.82737	0.80000	0.02737
37	77	0.98524	0.83775	0.82222	0.01553
38	77	1.01287	0.84444	0.84444	0.00001
39	78	1.08193	0.86036	0.86667	0.00631
40	78	1.10955	0.86640	0.88889	0.02249
41	80	1.24767	0.89392	0.91111	0.01719
42	83	1.51009	0.93449	0.93333	0.00116
43	83	1.52391	0.93623	0.95556	0.01932
44	86	1.74490	0.95950	0.97778	0.01828
45	87	1.86920	0.96920	1.00000	0.03080

Based on the calculation:

- Average: 65
- Standard Deviation: 12,0669
- $L_{\text{count}}$ : 0,09346
- $L_{\text{table}}$ : 0,13208
- $L_{\text{count}} < L_{\text{table}}$

#### G. Test Decision:

Because  $L_{\text{count}} < L_{\text{table}}$ ,  $H_0$  is accepted, meaning that the sample comes from a normally distributed population.

#### H. Conclusion

Based on the student's Grammar mastery data, the sample comes from a population that is normally distributed.

## APPENDIX 16

### Data Normality Test of Grammar Mastery Calculation Using SPSS

#### A. Decision Criteria

- Data is normally distributed if (Asymp Sig. > Sig 0.05)
- Data is not normally distributed if (Asymp Sig. < Sig 0.05)

The Output of Grammar Mastery Normality Test Calculation:

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking_Ability	0.119	45	0.121	0.955	45	0.077

a. Lilliefors Significance Correction

Based on the calculation above, obtained Asym Sig. = 0,121

#### B. Test Decision

Because the Asymp. Significance value is  $0,121 > 0.05$ , then the data distribution is considered normally distributed.

#### C. Conclusion

It means that, the data of variable Y (Students' recount text speaking ability) is normally distributed. So, it can be analyzed using parametric statistic. So, the data can be used to make a comparison between them.

## APPENDIX 17

### Homogeneity Test

Homogeneity test in this study using the Hartley test. the homogeneity test of variance with the Hartley formula can be used if the number of samples between groups is the same[2].

#### A. Hypothesis

- $H_0$  : The samples have the same variance
- $H_1$  : The samples have the different variances

#### B. Significance level

$$\alpha = 5\%$$

#### C. The decision criteria:

- $H_0$  is accepted if  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 0,05$  and  $dk = n - 1$
- $H_0$  is rejected if  $F_{\text{count}} > F_{\text{table}}$  with  $\alpha = 0,05$  and  $dk = n - 1$

#### D. Homogeneity Test Formula

$$F_{\text{count}} = \frac{\text{largest variance}}{\text{smallest variance}} = \frac{S_1^2}{S_2^2}$$

#### E. Criticism area

$$F_{\text{table}} = F_{0,05(44,44)} = 1,6509$$

#### F. Calculation

Based on the Appendix, variance was obtained:

$$S_1^2 = 212,3454$$

$$S_2^2 = 145,6111$$

$$F_{\text{count}} = \frac{S_1^2}{S_2^2} = \frac{212,3454}{145,6111} = 1,4583$$

#### G. Test decision:

Because  $F_{\text{count}} < F_{\text{table}}$ ,  $H_0$  is accepted, that's mean that the sample has same variance.

#### H. Conclusion

It means that, both data from variable x and variable y have the same variance, or it can be said that the data was homogenous, that means that the data set has the same characteristic. So, the data can be used to make a comparison between them.

## APPENDIX 18

### *Lavene Homogeneity Test Using SPSS*

In this research also use Lavene Homogeneity Test to find the homogeneity of the research data.

#### A. Decision Criteria

1. If the significance value is  $> 0.05$ , then the data distribution is homogeneous.
2. If the significance value is  $< 0.05$ , then the data distribution is not homogeneous.

#### B. The Output of Lavene Homogeneity Test Using SPSS

##### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result of Grammar Test and Speaking Test	Based on Mean	0.270	1	88	0.605
	Based on Median	0.296	1	88	0.588
	Based on Median and with adjusted df	0.296	1	80.213	0.588
	Based on trimmed mean	0.273	1	88	0.603

Based on the results of the Levene homogeneity test calculation table above, a significance value of 0.605 was obtained.

#### C. Test Decision

Because the significance value is  $0.605 > 0.05$ , then the data distribution is considered homogeneous.

#### D. Conclusion

It means that, both data from variable x and variable y have the same variance, or it can be said that the data was homogenous, that means that the data set has the same characteristic. So, the data can be used to make a comparison between them.

## APPENDIX 19

### Hypothesis Testing

#### A. Product moment correlation test

##### 1. Hypothesis

- $H_0$ : There is connection between students' simple past tense grammar mastery and their recount text speaking ability.
- $H_1$ : There is no connection between students' simple past tense grammar mastery and their recount text speaking ability.

##### 2. Level of Significance

$$\alpha = 5\% (0,05)$$

##### 3. The criteria of decision:

- a.  $H_0$  is accepted if  $r_{\text{count}} > r_{\text{table}}$  at  $\alpha = 0,05$  and  $dk = (n-2) = (45-2) = 43$
- b.  $H_0$  is rejected if  $r_{\text{count}} < r_{\text{table}}$  at  $\alpha = 0,05$  and  $dk = 43$

##### 4. Statistic Test:

Product Moment Corelation

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

##### 5. Criticism Areas

$$R_{\text{table}} = r_{((0,05);43)} = 0,301$$

##### 6. Calculation

No	Students' Initial	Grammar Mastery (x)	Speaking Ability (y)	$x^2$	$y^2$	$x.y$
1	AZF	79	77	6241	5929	6083
2	APP	93	86	8649	7396	7998
3	ABD	69	70	4761	4900	4830
4	AAM	79	75	6241	5625	5925
5	DFA	55	55	3025	3025	3025
6	FAN	83	80	6889	6400	6640
7	FTA	59	83	3481	6889	4897
8	FAPT	48	50	2304	2500	2400
9	HH	66	69	4356	4761	4554
10	HAN	17	45	289	2025	765
11	IHAR	45	47	2025	2209	2115
12	IFMP	62	65	3844	4225	4030
13	IWP	66	72	4356	5184	4752
14	KAFPS	62	64	3844	4096	3968
15	KEP	66	68	4356	4624	4488
16	MRB	76	78	5776	6084	5928
17	MAFKA	66	67	4356	4489	4422
18	MAAS	83	83	6889	6889	6889
19	NAR	62	65	3844	4225	4030
20	PSAY	52	53	2704	2809	2756
21	PSDA	62	65	3844	4225	4030
22	RHCH	45	45	2025	2025	2025
23	RAF	62	64	3844	4096	3968
24	RAP	69	76	4761	5776	5244
25	SDS	69	71	4761	5041	4899
26	YAF	52	56	2704	3136	2912
27	DDFS	76	78	5776	6084	5928
28	FNS	48	48	2304	2304	2304

29	GRD	41	47	1681	2209	1927
30	AAS	45	47	2025	2209	2115
31	ANM	35	45	1225	2025	1575
32	AZT	48	48	2304	2304	2304
33	AHR	93	87	8649	7569	8091
34	DNE	59	60	3481	3600	3540
35	ECPA	69	70	4761	4900	4830
36	FAZ	69	68	4761	4624	4692
37	NAJ	69	71	4761	5041	4899
38	NRI	59	60	3481	3600	3540
39	NNDM	66	69	4356	4761	4554
40	RKR	66	68	4356	4624	4488
41	SPY	55	58	3025	3364	3190
42	SNYA	62	66	3844	4356	4092
43	ZHKA	52	55	2704	3025	2860
44	ZRP	62	64	3844	4096	3968
45	ZHS	72	77	5184	5929	5544
	Total	2793	2915	182691	195207	188014

From the table above, obtained:

$$n = 45$$

$$\Sigma y = 2915$$

$$\Sigma y^2 = 195207$$

$$\Sigma x = 2793$$

$$\Sigma x^2 = 182691$$

$$\Sigma xy = 188014$$

$$\begin{aligned}
 r_{xy} &= \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n \Sigma x^2 - (\Sigma x)^2)(n \Sigma y^2 - (\Sigma y)^2)}} = \frac{45 \cdot 188014 - 2793 \cdot 2915}{\sqrt{(45 \cdot 182691 - 2793^2)(45 \cdot 195207 - 2915^2)}} \\
 &= \frac{8460630 - 8141595}{\sqrt{(420246)(287090)}} \\
 &= \frac{319035}{\sqrt{120648424140}} \\
 &= \frac{319035}{347344,820229} \\
 &= 0,918496
 \end{aligned}$$

The Output of *Pearson Product Moment Correlation* calculation results using the SPSS program:

#### Correlations

		Grammar Mastery	Speaking Ability
Grammar Mastery	Pearson Correlation	1	.918**
	Sig. (2-tailed)		0.000
	N	45	45
Speaking Ability	Pearson Correlation	.918**	1
	Sig. (2-tailed)	0.000	
	N	45	45

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



## B. R Interpretation Value

According to Sugiyono the following is the measure used to interpret the value of  $r$  [3][1]

Table 1 Correlational Value Interpretation

Interval of correlation coefficient	Interpretation
0,80 - 1,000	Very high
0,60 - 0,799	High
0,40 - 0,599	Enough
0,20 - 0,399	Low
0,00 - 0,199	Very low

From the calculation results, the  $r_{xy}$  value is 0,918496. The  $r_{xy}$  or  $r_{count}$  was located in the interval of correlation coefficient 0,80 – 1,000, so its mean that the interpretation correlation between grammar mastery (variable x) and speaking ability (variable y) have very high Correlation.

### 1. Test decision

From the calculation, the value of  $r_{xy}$  was 0,918496. Meanwhile based on the table of Product Moment  $r$  Values, the value of  $r_{table}$  was 0,301 therefore, according to the data,  $r_{count}$  (0,918496) >  $r_{table}$ (0,301), so that the hypothesis  $H_0$  was accepted and  $H_1$  was rejected. This indicate that there was a connection between students' simple past tense grammar mastery and students' recount text speaking ability at SMP Muhammadiyah 10 Sidoarjo.

### 2. Conclusion

There was a connection between the between students' simple past tense grammar mastery and students' recount text speaking ability at SMP Muhammadiyah 10 Sidoarjo and the connection was at the very high level.

## APPENDIX 20

## r Product Moment Values Table

TABEL III  
NILAI-NILAI  $r$  PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Source: Statistika Untuk Penelitian (Sugiyono)

## APPENDIX 21

## Critical Values Table for the Liliefors Test

Table A22 Table of Critical Values for the Lilliefors Test for Normality

One-tailed	.20	.15	.10	.05	.01
Two-tailed	.40	.30	.20	.10	.02
<i>n</i> = 4	.300	.319	.352	.381	.417
5	.285	.299	.315	.337	.405
6	.265	.277	.294	.319	.364
7	.247	.258	.276	.300	.348
8	.233	.244	.261	.285	.331
9	.223	.233	.249	.271	.311
10	.215	.224	.239	.258	.294
11	.206	.217	.230	.249	.284
12	.199	.212	.223	.242	.275
13	.190	.202	.214	.234	.268
14	.183	.194	.207	.227	.261
15	.177	.187	.201	.220	.257
16	.173	.182	.195	.213	.250
17	.169	.177	.189	.206	.245
18	.166	.173	.184	.200	.239
19	.163	.169	.179	.195	.235
20	.160	.166	.174	.190	.231
25	.142	.147	.158	.173	.200
30	.131	.136	.144	.161	.187
<i>n</i> > 30	.736/ $\sqrt{n}$	.768/ $\sqrt{n}$	.805/ $\sqrt{n}$	.886/ $\sqrt{n}$	1.031/ $\sqrt{n}$

Source: A Handbook of Statistical Analyses using SPSS (Sabine Landau and Brian S. Everitt)

## APPENDIX 22

Table of  $F_{0,05}$  Value

Titik Persentase Distribusi F untuk Probabilita = 0,05															
df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Source: <http://ledhyane.lecture.ub.ac.id/>

**APPENDIX 23****Documentation****A. Pre-Observation**



**B. Simple Past Tense Grammar Mastery Try Out**

**C. Simple Past Tense Grammar Mastery Test (Class 8-A)**





#### D. Simple Past Tense Grammar Mastery Test (Class 8-B)





**E. Recount Text Speaking Ability Test (Class 8-A)**



**F. Recount Text Speaking Ability Test (Class 8-B)**