

**THE EFFECTIVENESS OF SOCRATIC CIRCLE METHOD TOWARDS  
STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT IN FLIPPED  
LEARNING CLASSROOM**

**(A Pre-Experimental Study at Eight grade of MTs N 1 Lamongan)**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

**June, 2022**



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**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial  
Fulfillment of the Requirement for the Degree of English Language Teaching  
(S.Pd.) in the English Education Department*



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG**

**APPROVAL SHEET**

**THE EFFECTIVENESS OF SOCRATIC CIRCLE METHOD TOWARDS  
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LEARNING CLASSROOM**

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**THE EFFECTIVENESS OF SOCRATIC CIRCLE METHOD**  
**TOWARDS STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT IN**  
**FLIPPED LEARNING CLASSROOM**

THESIS



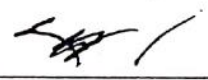
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*Assalamu'alaikum Wr. Wb*

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## DECLARATION OF OUTHORSHIP

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1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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## **MOTTO**

هَلْ جَزَاءُ الْإِحْسَانِ إِلَّا الْإِحْسَانُ

“There is no reward for kindness except kindness also.”

(Surah Ar-Rahman 55: Verse 60)

“You can't do a kindness too soon because you never know how soon it will be too late.” – Ralph Waldo Emerson

## **THESIS DEDICATION**

I dedicate this thesis to my mother Mari Yuli Astutik, my father Drs Nur Alim Arif, my sister Gardena Salsabila, my brother Hartadin Barkah and also my whole family who I always want to be proud of. I also dedicate this my comrade-in-arms Jihan, Intan, Wan, Frida who have accompanied me for approximately Four years. Million thanks are not counted by me for all support and prayers they have given.  
I DO LOVE YOU ALL

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The writing of this thesis is to fulfill the graduation requirements as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University. In completing this thesis, the researcher learned a lot about hard work, never giving up, being patient, consistently strong, trying to the end, and learning the meaning of sincerity. All the obstacles passed are none other than because of a lot of support and prayers from those who are always there for the author. The author's thanks go to

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The researcher is fully aware that there are still many missing and lacking in terms of quality and quantity of research materials that the authors present. Therefore, the author still needs suggestions to make it better and I hope this thesis can contribute in teaching and learning English in Indonesia.

Malang, June 02, 2022

Farda Musimah

## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

|   |   |           |   |   |           |   |   |          |
|---|---|-----------|---|---|-----------|---|---|----------|
| ا | = | <b>a</b>  | ز | = | <b>z</b>  | ق | = | <b>q</b> |
| ب | = | <b>b</b>  | س | = | <b>s</b>  | ك | = | <b>k</b> |
| ت | = | <b>t</b>  | ش | = | <b>sy</b> | ل | = | <b>l</b> |
| ث | = | <b>ts</b> | ص | = | <b>sh</b> | م | = | <b>m</b> |
| ج | = | <b>j</b>  | ض | = | <b>dl</b> | ن | = | <b>n</b> |
| ح | = | <b>h</b>  | ط | = | <b>th</b> | و | = | <b>w</b> |
| خ | = | <b>Kh</b> | ظ | = | <b>zh</b> | ه | = | <b>h</b> |
| د | = | <b>d</b>  | ع | = | <b>'</b>  | ء | = | <b>'</b> |
| ذ | = | <b>dz</b> | غ | = | <b>gh</b> | ي | = | <b>y</b> |
| ر | = | <b>r</b>  | ف | = | <b>f</b>  |   |   |          |

### B. Long Vocal

Long Vocal (a) = **â**

Long Vocal (i) = **î**

Long Vocal (u) = **û**

### C. Diphthong Vocal

أ و = **aw**

أ ي = **ay**

أ و = **ũ**

أ ي = **î**

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## LIST OF ABBREVIATION

| <b>Abbreviation</b> | <b>Meaning</b>                                     |
|---------------------|--|
| <b>AY</b>           | Academic Year                                      |
| <b>CALL</b>         | Computer Assisted Language Learning                |
| <b>COVID-19</b>     | Corona Virus Disease 2019                          |
| <b>EFL</b>          | English as a Foreign Language                      |
| <b>FLG</b>          | Flipped Learning Group                             |
| <b>KKM</b>          | <i>Kriteria Keuntasan Minimal</i>                  |
| <b>LMS</b>          | Learning Management Systems                        |
| <b>MALL</b>         | Mobile Assisted Language Learning                  |
| <b>MTs N</b>        | <i>Madrasah Tsanawiyah Negeri</i>                  |
| <b>PPKM</b>         | <i>Pemberlakuan Pembatasan Kegiatan Masyarakat</i> |

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## **ABSTRACT**

Musimah, Farda.2022. The Effectiveness of Socratic Circle Method Towards Students' Grammar Achievement in Flipped Learning Classroom (A Pre-Experimental study at Eight Grade of MTs N 1 Lamongan). Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Alam Aji Putera, M.Pd

**Key Words:** Socratic Circle Method, Grammar Achievement, Flipped Learning Classroom

We know that learning English is not only to learn reading, listening, speaking, and writing skills but also to learn grammar. The study of grammar itself has meaning as one of the micro linguistics that studies the arrangement of letters, words, phrases, and clauses in a discourse in English. Learning grammar is considered difficult by EFL learners, including English learners in Indonesia, due to the difference in sentence patterns between English and Indonesian. However, learning grammar needs to be mastered by students because learning grammar is the basic rule for making sentences, constructing phrases which must be mastered in learning English. The aim of this study is investigating how effective Socratic Circle Method in students' grammar achievement in flipped learning classroom setting. This research using quantitative Pre-experimental study. The subject of the research is 30 students of VIII-B grade of MTs N 1 Lamongan. The students implemented a treatment during three weeks amount three times treatment given. The treatment was Socratic circle method. The result of the research show that there is significant difference both pre-test and post-test. The result tested by Paired sample T-Test conducting by SPSS.25. The result of statistical test showed the significant value was 0.000 that can be conclude lower than 0.05. This result show that the Socratic Circle Method effective towards students' grammar Achievement.

## ABSTRAK

Musimah, Farda. 2022. Efektivitas Metode Lingkaran Socrates Terhadap Prestasi Tata Bahasa Siswa di Kelas Flipped Learning (Studi Pra-Eksperimen di Kelas Delapan MTs N 1 Lamongan). Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd

**Kata kunci:** Metode Lingkaran Socrates, Prestasi Tata Bahasa, Flipped Learning Classroom

Seperti yang kita telah ketahui bahwa belajar bahasa Inggris tidak hanya mempelajari keterampilan membaca, mendengarkan, berbicara, dan menulis, tetapi juga untuk mempelajari tata bahasa. Ilmu tata bahasa sendiri memiliki makna sebagai salah satu mikrolinguistik yang mempelajari susunan huruf, kata, frasa, dan klausa dalam suatu wacana dalam bahasa Inggris. Pembelajaran grammar dianggap sulit oleh pembelajar EFL, termasuk pembelajar bahasa Inggris di Indonesia, karena perbedaan pola kalimat antara bahasa Inggris dan bahasa Indonesia. Namun pembelajaran grammar perlu dikuasai oleh siswa karena belajar grammar merupakan aturan dasar untuk membuat kalimat, menyusun frase yang harus dikuasai dalam pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif Metode Lingkaran Socrates dalam pencapaian tata bahasa siswa dengan *setting* kelas *flipped learning*. Penelitian ini menggunakan penelitian kuantitatif Pre-eksperimental. Subjek penelitian ini adalah 30 siswa kelas VIII-B MTs N 1 Lamongan. Siswa diberi perlakuan selama tiga minggu sebanyak tiga kali perlakuan. Perluannya adalah metode lingkaran Socrates. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Hasil pengujian diuji dengan Paired sample T-Test yang dilakukan dengan SPSS.25. Hasil uji statistik menunjukkan nilai signifikansi sebesar 0,000 yang dapat disimpulkan kurang dari 0,05. Hasil ini menunjukkan bahwa Metode Lingkaran Socrates efektif terhadap Prestasi Grammar siswa.

## مستخلص البحث

مسلمة، فرد. 2022. فاعلية طريقة الدائرة السقراطية في تحصيل الطلبة لقواعد اللغة في فصول التعلم المعكوسة (دراسة ما قبل تجريبية في الصف الثامن بمدرسة المتوسطة الإسلامية الحكومية الأولى لامونجان). البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج . المشرف: الدكتور علام آجي بتيرا الماجستير.

الكلمات المفتاحية: طريقة دائرة سقراط، التحصيل النحوي، الفصول الدراسية للتعلم المعكوس.

كما عرفنا أن تعلم اللغة الإنجليزية لا يتعلم فقط مهارة القراءة ومهارة الاستماع ومهارة الكلام ومهارة الكتابة، ولكن أيضا لتعلم القواعد. قواعد اللغة نفسها لها معنى باعتبارها واحدة من اللغويات الدقيقة التي تدرس ترتيب الحروف والكلمات والعبارات والبنود في خطاب باللغة الإنجليزية. يعتبر تعلم قواعد اللغة صعبا من قبل متعلمي اللغة الإنجليزية الأجنبية، بما في ذلك متعلمي اللغة الإنجليزية في إندونيسيا، بسبب الاختلاف في أنماط الجمل بين اللغة الإنجليزية واللغة الإندونيسية. ولكن، يجب أن يتقن الطلبة تعلم القواعد لأن تعلم القواعد هو قاعدة أساسية لصنع الجمل، وتأليف العبارات التي يجب إتقانهم في تعلم اللغة الإنجليزية. الأهداف من هذا البحث الجامعي هو لمعرفة مدى فعالية طريقة الدائرة السقراطية في تحقيق قواعد اللغة للطلبة مع إعدادات فصل التعلم المعكوسة. استخدمت الباحثة البحث الكمي قبل التجريبي. كان موضوعات هذا البحث الجامعي 30 طالبا من الصف الثامن الباء بمدرسة المتوسطة الإسلامية الحكومية الأولى لامونجان. تم إعطاء الطلبة العلاج لمدة ثلاثة أسابيع ما يصل إلى ثلاثة علاجات. العلاج هو طريقة دائرة سقراط. أظهرت النتائج وجود فرق كبير بين الاختبار القبلي والاختبار البعدي. تم اختبار نتائج الاختبار باستخدام اختبار T للعينة المقترنة التي تم إجراؤها باستخدام SPSS.25. أظهرت نتائج الاختبار الإحصائي قيمة دلالة 0.000 والتي يمكن استنتاج أنها أقل من 0.05. تظهر هذه النتائج أن طريقة الدائرة السقراطية فعالة ضد تحصيل الطلاب النحوي.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research question, research objectives, scope and limitation of study, and significance of the study descriptively below.

#### **1.1 Background of the Study**

We know that learning English is not only to learn reading, listening, speaking, and writing skills but also to learn grammar. The study of grammar itself has meaning as one of the micro linguistics that studies the arrangement of letters, words, phrases, and clauses in a discourse in English. Grammar learning has been applied to Indonesian English learners at the elementary, junior and senior high school levels by adjusting the level of difficulty of the material at the existing levels. Learning grammar is learning that can be discussed differently according to the focus to be studied (Al-Jarrah et al., 2019). Grammar learning can be in the form of many things that must be learned in English; grammar learning can include the diversity of vocabulary, sentences, word linkages in sentences or syntax, clauses, and can also learn about English orthography, which includes capitalization, punctuation, and others.

Learning grammar is considered difficult by EFL learners, including English learners in Indonesia, due to the difference in sentence patterns between English and Indonesian. Thus, students feel confused in applying and understanding grammar patterns in English (Ameliani, 2019). In addition to learning English,



students also find it difficult to understand the vocabulary lacking because there is a unique or irregular vocabulary in the English language, so students often make grammatical errors. In addition, according to Komara and Tiarsiwi (2021), regarding students' perceptions of the language of learning grammar, students realize that grammar is a crucial lesson to learn. However, students also perceive that they find difficulties learning grammar due to textbooks, the teacher, and less varied learning.

While learning grammar needs to be mastered by students because learning grammar is the basic rule for making sentences, constructing phrases which must be mastered in learning English, mastery of grammar is also very important because when students can master grammar, students will also be more proficient in mastering writing skills. Moreover, vice versa if students do not master grammar, it will also have a bad impact on their writing skills (Mardiana et al., 2018). In addition, learning grammar is also the basis for mastering reading skills; when students cannot understand grammar patterns, students will also find it difficult to understand and interpret a reading. In addition, mastering grammar for students can also avoid mistakes in meaning or the context delivered (Yuliyanto & Fitriyati, 2019).

Even in line with the regulations of Islam which have been stated in the holy kitab Qur'an, Surah Al-Baqarah verse 31 which contains

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

*Moreover, he taught Adam the names (objects) entirely, then presented them to the angels and said: "Name it. To Me the names of those things if you are true people!"*

The verse implicitly explains that what was first taught to the prophet Adam was language to express the contents of one's thoughts. Therefore, Islam strongly recommends studying linguistics, including grammar or *tata bahasa* in Indonesian, as a means of communication so that there are no mistakes in writing.

Appropriate learning strategies are needed because students' mastery of grammar is very important and problematic from the students' perspective who find difficulty to learn grammar. Studying grammar requires strong analysis and deep theoretical understanding. Critical thinking is a suitable approach for students to learn and understand grammar. Critical thinking is a person's ability to think logically by paying attention to the existing evidence compatible with the level of cognition. In addition, critical thinking is part of the 21st-century skill which must be approached and accustomed to student learning (Frydenberg & Andone, 2011). One method that applies a critical thinking approach is the Socratic Circle, this method is a critical conversation or debate that discusses the topic being studied.

According to Scheneider (as cited in Castellanos-reyes, 2021) Socratic Circle is the dialogue of the Greeks Socrates with his disciples. Socratic circles or Socratic seminars are highly recommended for learning English because, in addition to using a critical thinking approach, it can also change the class system into student-centered-learning. The student-centered-learning system can make students active in learning to achieve in learning activity. In addition, this method can improve students' academic performance by indirectly conducting

discussion techniques students can deepen their knowledge of the topic after the discussions are carried out.

Furthermore, Billing and Robert (2006) stated that the Socratic circle method consists of three steps: 1). Planning, at this step, the instructor or teacher prepares questions to be discussed; 2). Practice, students are asked to discuss the questions given in this step, and students may take notes; 3). Assessment: At the assessment stage, students are given a self-assessment or peer assessment to measure their understanding of the material discussed. Then what distinguishes Socratic circles from ordinary discussions is that the questions used are special questions aligned with the bloom taxonomy.

As we know that nowadays, we have entered the digital era, all aspects of life, ranging from the economy, health, educational materials, have used digital technology tools and integrated the internet. In education, there are several existing technologies, namely Computer-based language learning (CALL), mobile-based language learning (MALL), and social media as learning media such as *Instagram*, *YouTube*, and *Twitter*. In addition, there are two kind of online learning that using technology namely asynchronous and Synchronous learning. Asynchronous learning applications such as *Edmodo* and *Google Classroom* while Synchronous learning using the *Google meeting* application and *Zoom* meeting.

Due to the use of technology in education, a type of learning that is efficiently applied to learning appears to be flipped learning. This kind of classroom setting is efficient because make learning simple and beneficial

(Bergmann & Sams, 2015). *Flipped learning* is a distance learning approach carried out at home. Learning activities that should be carried out at school are carried out in two places, namely the school and house (Singay, 2020). Learning done at home can be from watching an explanation video or reading the teacher's material. Flipped learning is divided into two classroom settings: online by utilizing video or other media indirectly or asynchronously through the LMS platform or Learning management system. Also, traditional learning in schools that is carried out offline is carried out to discuss or analyze material (Sherralyn & Pudir, 2017).

Flipped learning has been around for a long time. The origins of flipped learning can be traced back to the year 2000. According to a growing corpus of literature, Jonathan Bergmann and Aaron Sams are widely regarded as the pioneers of the flipped classroom. Jonathan Bergmann and Aaron Sams devised a novel way to assist absent students in re-teaching the lesson. They captured movies and released them online for those missing pupils to watch at home or elsewhere. They observed that it was substantially assisted, absent kids. Furthermore, pupils in the classroom watched the recorded videos since it allowed them to study and revisit the previous day's instruction. As a result, a concept known as the flipped classroom was developed.

Flipped learning is also recommended in Indonesia since the Covid-19 outbreak has hit the world and in Indonesia since early March 2020, which has resulted in schools being moved at home or studying from home. Regarding to the official website of the Indonesian Ministry of Education and Culture, the

flipped learning model can be used as a learning solution for the Covid-19 emergency. Flipped learning model learning is also expected to be used as a source of student motivation to learn increase student creativity, and many positive things can be obtained from flipped learning. However, the implementation that occurs follows each school area's conditions. Schools cannot carry out flipped learning in the red zone because there are no face-to-face classes at all, so learning is done fully online. For the yellow zone, face-to-face is limited, so flipped learning can be applied because there is shared time for offline learning (Ministry of Education and Culture, 2020).

Over time, it turns out that Indonesia is still not completely free from the Covid-19 outbreak, so full face-to-face learning cannot be carried out. However, the development that has occurred is that the majority of regions in Indonesia based on the Circular of the Minister Of Education, Culture, Research, And Technology Number 2 Of 2022 regarding the Guidelines for Implementation of Learning in the Covid-19 Pandemic Period stating that schools that are included in areas affected by the Implementation of Community Activity Restrictions (PPKM)) level 2 (two) must follow the 50% Limited Face-to-Face Meeting rules. Schools in the Community Activity Restriction (PPKM) level 1 (one), 3 (three), 4 (four) still follow the previous regulations.

So that offline meetings can be held, this can be used to implement Flipped learning so that learning can be carried out more efficiently. Besides being used as a learning model during the pandemic, flipped learning can also be used to utilize digital technology in this era. Students need to know and taste digital-

based learning facilities because knowledge of digital learning is very important for students to master science and technology in industrial 4.0 today.

There have been several previous studies related to the use of the Socratic Circle used in teaching English First, Candilas (2021) stated that the Socratic cycle is effectively applied in learning English in building speaking skills which are carried out in Online Synchronous Learning. This research was conducted during the pandemic, which was held in online synchronous learning. The results of this study state that the Socratic Circle effectively develops students' speaking skills during their online synchronous classes. This study suggests further researchers apply the Socratic circle method in synchronous online English learning in accordance with the learning situation.

Secondly, the research by Kusmaryani (2020), this study aims to find out how the effect of the Socratic circle method in learning English is students' speaking and critical thinking skills. This research shows that Socratic questioning can stimulate students' critical thinking and speaking skills. This study suggests that future researchers conduct research that focuses on the focus, participants, and different data collection. Thirdly, according to Fisher and Machirori (2019), research on survey research aims to overcome students' speaking problems by looking for the effectiveness of combining the Socratic circle method and case-based learning. This study indicates belonging and satisfaction in speaking skills using Socratic circles and case-based knowledge. This study suggests carrying out further exploration in experimental research.

Fourthly, the research conducted by Saleky (2018), the research aims to find positive and significant things in students' speaking skills using Socratic circles and critical thinking. The results found differences between students in high and low critical thinking. This research uses essential variables of thinking which can be paired with various exciting variables. This study suggests that further researchers look for other variables and dig deeper to combine them with critical thinking.

Based on the previous study described, most of the research uses Socratic circles on students' learning abilities. Besides, what is very prominent in this Socratic circle is improving students' critical thinking skills. Critical thinking skills can be used in addition to speaking skills and other skills. Therefore, the researcher found a gap; namely, there has never been any research that has used Socratic circles in learning grammar.

In learning grammar, students' critical thinking skills are also needed. In addition, based on the previous study described previously, it is recommended to collaborate critical thinking in the Socratic circle on other research variables, or it can also be interpreted as another skill. In addition, the previous study also suggested that the use of appropriate online technology in Socratic circle-based learning was suitable for the learning conditions. Therefore, the researcher indeed conducts the research that uses Socratic circles in learning grammar by adjusting the classroom settings to the requirements of students in the pandemic era, namely using flipped learning and carrying out the research under the title

"The Effectiveness of Socratic Circle Method towards Students' Grammar Achievement in Flipped Learning Classroom."

### **1.2 Research Question**

Based on an explanation of the background in this research, the formulation of the problem is in the form:

1. How effective Socratic Circle Method towards students' grammar achievement in flipped learning classroom?

### **1.3 Research Objectives**

In line with the formulation of the research question, the research objective of this study is to find out:

1. To know how effective Socratic Circle Method towards students' grammar achievement in flipped learning classroom.

### **1.4 Scope and Limitation of Study**

The study limitation of this study to investigate the implementation of the Socratic Circle Method of students' grammar achievement in flipped learning classroom. Particularly grammar achievement by using the Socratic circle method for the Eight-grade students of MTs N 1 Lamongan in flipped learning classroom. Furthermore, this study attempts to describe the students' grammar achievement using Socratic circle. Where the scope and limitation of the study are limited to the subject of the study about limited to the eighth-grade students of MTs N 1 Lamongan in the school year 2021/2022. Also, the object of the



research is the students' Grammar achievement by using Socratic circle in flipped learning classroom.

### **1.5 Significance of Study**

Significance of the study will be obtained when the research objectives can be achieved. The significance of this study is divided into two parts, they are theoretical and practical significance. The first is the theoretical significance, the theoretical significance is addressed to further researchers or to academics in learning English. This research can be useful as a resource and add to the treasures of knowledge in research or studies on flipped learning-based grammar learning. The second is the practical significance, the practical benefits are addressed to students or English learners, teachers or prospective English language teachers, schools and the Ministry of Education and Culture.

The significance to the student or English learner is that students can achieve grammar learning through flipped learning-based Socratic circles. Then for teachers or prospective teachers, this study's significance is as additional information on effective learning methods so that they can be practiced in the future. Furthermore, the benefits for schools as input in improving the quality of English language learning in schools. The last one, namely the Ministry of Education and Culture, is also used as input in improving the quality of particularly English language learning at the secondary school level in Indonesia.

## **1.6 Definition of Key Terms**

To avoid misconceptions of terms used in the study, the following definitions are provided:

1. Grammar Achievement is the ability of students to understand grammar problems and be able to solve them in class after the learning process takes place
2. The Socratic Circle Method is the method that uses question and answer techniques in its activities, besides that Socratic circles can lead students to meaningful learning that can be useful in everyday life (Copeland, 2005)
3. Flipped Learning, as defined by Bishop and Verleger (2013), is a new learning method which is done indirectly by utilizing video lectures or practice problems at home with group problem solving activities in class.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the related theory that will be used to answer the research questions. Such as the concept of grammar achievement, Socratic circle method, flipped learning, previous study, and research hypothesis.

#### **2.1 Grammar Achievement**

##### **2.1.1 Definition of Grammar**

In learning a language such as English, it is necessary to understand the study of grammar. Grammar in linguistics is the study that contain the set of rules syntax and morphology (Eunson,2020). Thus, the study of grammar is providing the rules to arrange word from the letters, the relation each word in a sentence, and various type of sentence such as simple sentence, compound sentence, etc. In line with this statement another opinion from Yule (2010) Grammar is steps to compile phrases or sentences related to the specified rules. Grammar is very important to be mastered by students because grammar makes students understand language. Although about the meaning of the word and how to arrange it.

According to Crystal (1994) in grammar, starting from morphology, the way letters are arranged into words, for example, is like a special concept of word endings that play a role in expressing grammatical relationships. In addition, grammar also discusses the

concept of the important part of speech to identify various classes of words in English grammar. Then finally, in grammar, there is also syntax learning which regulates sentence formation patterns or sentence structures.

### **2.1.2 Teaching Grammar**

In learning grammar, there are several approaches taken for students. Grammar learning approach is divided into two, namely deductive and inductive (Harmer,2007). Deductive approach, is the learning approach clearly the teacher explains the rules and the language produced from the rules. While the inductive approach is the opposite, namely the rules through guided discovery, teachers provide a means to find rules with their understanding. In other words, the deductive approach is the teacher center while the inductive approach is the student center. The deductive approach is suitable for elementary students and the inductive approach is suitable for middle or high-level students.

Furthermore, in teaching grammar, there are three important points that must be considered in the complexity of grammar, namely the structure or form of a word or sentence, semantics or vocabulary meaning, and pragmatics which regulates the function of the use of a language. In learning grammar, there are several things that must be considered as a teacher in teaching, namely the teacher must use a proactive approach, fully aware that grammar is

a checklist learning, not a sequence. understood, so if students study grammar material randomly it is allowed, selective focus, horizontal planning, clear learning that means not implicitly explained in a context that is not actually a parable in the sense of language and its use, Fractals and Nucleation, using inquiry tools, and knowing the conditions audience or students (Decker et al., 2014).

### **2.1.3 Grammar Achievement**

Grammaring is the ability to use grammar structures accurately, meaningfully, and appropriately. Whether achievement is a condition where the activity has been carried out satisfactorily or achieved perfectly. According to Sukmadinata (2011) cited in Yulaika (2016) Achievement is the realization or development of a person's potential or skills. Achievement or learning mastery can be seen from cognitive knowledge or motor skills after learning. Thus, grammar achievement is the result of developing or changing cognitive knowledge or motor skills after the implementation of grammar learning. Learning outcomes are changes in the abilities possessed from the learning experience.

### **2.1.4 Grammar Assessment**

After experiencing the learning process, it is necessary to know and measure the level of success of the learning to evaluate both

the effectiveness of the method or the quality of the teacher. In learning there are several types of learning assessments carried out. There are several kinds of tests, namely Language aptitude test, proficiency test, placement test, diagnostic test and achievement test (Brown, 2004). There are many theories regarding grammar assessment. Purpura (2004) stated that one of the theories of learning grammar and assessment which is included in the sample achievement test of grammar. In learning grammar, there are various types and forms which are presented in the table 2.1 below:

**Table 2. 1**  
**Type of Grammar Test**

| Selected-response  | Constructed-response  |  |   |  |
|--|---|--|---|--|
|  | Limited-production  | Extended-production (performance-based assessment)   |   |  |
|  |   | Product-focused  | Performance-focused   | Process-focused  |
| <ul style="list-style-type: none"> <li>• multiple-choice</li> <li>• matching</li> <li>• true-false</li> <li>• same/different</li> <li>• grammatical/ungrammatical</li> </ul> | <ul style="list-style-type: none"> <li>• gap-fill</li> <li>• cloze</li> <li>• sentence completion</li> <li>• DCT</li> <li>• Short answer</li> </ul> | <i>Project work</i> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• science projects</li> <li>• presentations</li> <li>• debates</li> <li>• poster sessions</li> <li>• portfolios</li> </ul> | <i>Simulation</i> <ul style="list-style-type: none"> <li>• role-plays</li> <li>• dramatizations</li> <li>• improvisations</li> </ul><br><i>Recasts</i> <ul style="list-style-type: none"> <li>• retellings</li> <li>• rewrites</li> <li>• narrations</li> </ul><br><i>Chats</i> <ul style="list-style-type: none"> <li>• information gaps</li> <li>• interviews</li> <li>• conferences</li> <li>• recorded on-line chats</li> </ul> | <i>Observation</i> <ul style="list-style-type: none"> <li>• checklists</li> <li>• rubrics</li> <li>• anecdotal reports</li> </ul><br><i>Reflection</i> <ul style="list-style-type: none"> <li>• journals</li> <li>• think-alouds</li> <li>• learning logs</li> </ul> |

## 2.2 Socratic Circle Method

### 2.2.1 Definition of Socratic Circle Method

Socratic circle is a method of adaptation from the western world which has the goal of increasing students' critical thinking (Copeland, 2005). In line with this opinion, Socratic circle is a method that applies

students to play an active role more than teachers in learning. In its application this method utilizes guided questions as a large part of learning, therefore students play an active role and become the center of learning. After that in a Socratic circle, students will be given guided questions then students answer with their respective arguments so that the results of their personal thoughts will be formed. They will answer the questions and students will find conclusions after the discussion based on the argument of each student (Peterson, 2009).

Socratic circle is composed of three stages, namely planning, practice and assessment (Billings & Roberts, 2006). Firstly, planning is the stage when students and teachers or instructors prepare material to be discussed. The instructor prepares the material to be discussed. The instructor must also adapt the material to the applicable national standard curriculum. Meanwhile, students are also given an understanding of collaborative values. There are three guidance's that must be conveyed to students during the pre-seminar, the following are setting the rules, assigning each part of the role, and asking for an assessment from friends. Secondly, Practice stage, in this stage divides in to grouping, questioning, Discuss and arguing with the description. The students are divided into two circles, they are inner and outer circles. Students who are members of the inner circle have the right to argue while students who are in the outer circle will take the minutes and provide feedback on the inner circle. Thirdly, Assessment at this

stage students are given a self or peer assessment to measure their understanding of the material that has been discussed.

Socratic circles or Socratic seminars are highly recommended for learning English because in addition to using a critical thinking approach, it can also change the class system into student center learning. The student center learning class system can make students active in learning so that students can achieve in learning. In addition, this method can also improve students' academic performance by conducting discussion techniques indirectly, students can deepen their knowledge of the topic along with the discussions that have been carried out. Furthermore, at the end of the session students will also get feedback from the teacher to straighten out the arguments about the material being discussed.

### **2.2.2 Advantages and disadvantages of Socratic circle**

The advantage of Socratic circles is that the process of getting answers or conclusions from explanations in discussions builds students' understanding rooted in their thinking so that it will produce a strong understanding. In addition, it trains students to be more thorough and makes good communication between friends. Furthermore, the disadvantage of Socratic circles is that there will be unanswered questions, while students will usually be immersed in the discussion so that time will run fast. In this discussion, another question will arise in



regards to one, and when that happens, there is no question the instructor can do (Socratic.org, 2017).

### **2.2.3 Socratic circle in Language Teaching**

This Socratic circle method can be applied in language and non-language learning. In general, Socratic circles have been applied to non-language learning, but this method is also usually applied to discussing texts or issues in writing. Socratic circle language, it is applied in learning speaking in hortatory texts for class XI in research (Andriyani et al., 2014). This research is the application of the Socratic circle in language teaching. This research was conducted at SMA Negeri 2 Pontianak to know how effective the use of Socratic seminars was in teaching speaking in hortatory exposition texts. Then the result of this research is that the Socratic Seminar is effective and has a great influence on the achievement of speaking skills in students.

Socratic Circle Method can also be used to promote student critical thinking in EFL students in Denpasar Indonesia in learning English (Suhardiana, 2019). This research also applies the Socratic circle method in language teaching. This study aims to implement the Socratic circle method in promoting critical thinking in language learning. According to this study, the Socratic circle can also be called Socratic questioning, and critical thinking must be used in language learning to achieve high-quality skills. It is obtained from the quality of thought. The result of this research is that using this Socratic circle

is significant and has a strong effect on improving students' critical thinking.

## **2.3 Flipped learning**

### **2.3.1 Definition of Flipped Learning**

Flipped learning has been around for a long time. The origins of flipped learning can be traced back to the year 2000. The term flipping in Flipped Classroom is used to define the interchange of homework and classroom activities (Ash, 2012). Flipped learning has the meaning of a learning setting that is designed. Flipped learning settings are divided into two learning settings, namely lecturing learning and direct learning. In line with this statement, flipped learning focuses on two stages, namely individual lecturing and class activity. Individual lecturing is done before the class is taught; students follow the teacher's directions by independently watching learning videos. Each student at home usually carries out this activity (Bergmann and Sams, 2015). The next is the class activity; students in class carry out this activity. The type of activity is carried out to process and practice the concepts that have been learned using higher-order thinking.

### **2.3.2 Advantages and disadvantages of flipped learning**

The advantage of flipped learning is that when learning is done at home, they have more freedom to control the time and pace (Kovach,

2014). Both flipped learning is student-centered so that here is given space for exploration, learning, and collaboration of students with their friends (Jensen, Kummer, & Godoy, 2015). However, the disadvantages of flipped learning are: First, flipped learning takes more time when creating content and planning than traditional learning (Kovach, 2014). Second, the flipped classroom setting assumes that learning will be completed outside the classroom, reducing class participation. Third, reverse learning is considered effective and flexible because learning content or videos can be accessed at any time.

### **2.3.3 Flipped Learning in Language teaching**

According to Dewi et.al. (2021), implementation of learning with flipped learning settings has several preparations for learning in this setting. The most delayed is that the teacher must make lesson plans and videos. Usually, videos are made by the language teacher to suit students' abilities. In learning with flipped classroom settings, the teacher usually gives quizzes or asks students to take notes on the outline of the material in the video. In-class activities, the teacher allocates more time to educate or do assignments. Finally, in the flipped classroom implementation, there are obstacles. When students share cellphones with their parents, they wait for time to be used by students, and besides the internet problem, not all students have enough internet.

Flipped learning in teaching grammar has also been effectively (Bezazi, 2019). This study demonstrates the possibility of implementing flipped learning in an EFL English grammar course. As used in this study, flipped learning was more effective than a traditional method of teaching. It trained students to take some responsibility for their learning both in and outside class. Prior to class, they studied the material individually, and in class they learned cooperatively. The FLG participants improved their grammar substantially. They also gained other skills related to social communication and some autonomous learning. EFL teachers need to develop professionally in order to expedite student learning.

Teachers should make efforts to leave their comfort zone and learn how to incorporate technology in their teaching. The majority of students, if not all, have access to technological devices as well as to the Internet. These findings can be motivating for teachers to flip their classrooms. This preliminary study is limited in its scope. It dealt with a limited number of grammatical categories, conducted a treatment over only 10 weeks, and examined only entry-level students. It would be useful to conduct further research with a wider range of grammatical items, over a longer period and with a wider range of student proficiency levels. It would also be interesting to look at the impact of flipped learning on success in longer written texts.

## **2.4 Previous Study**

Several previous studies relate to this research about Socratic circle Method in teaching English. Firstly, research conducted by Candilas (2021) research with the title *Developing English-Speaking Skills through Socratic Questioning in Online Synchronous Learning*. This study aims to explore the effectiveness of using Socratic circles in learning English, focusing on learning speaking in synchronous online learning. The subject of this research are 35 college students and this research was conducted by a private college in Cagayan de Oro City, Philippines. The result of this study is that the Socratic circle method is effectively used in learning English speaking skills in synchronous online learning.

Secondly, the previous study according to Kusmaryani (2020) research with the title *The Effect of Socratic Questioning Method in Improving Students' Speaking Skill and Critical Thinking in English as a Foreign Language Learning*. This study time to look how the Socratic circle or Socratic questioning method can be used in EFL teaching learning. The subject of this research is a lecture and 38 English department students at Tarakan State University in Indonesia. The result of this study is that the Socratic circle method can stimulate students' critical thinking and speaking skills in teaching and learning EFL learners in Indonesia.

Thirdly, the previous study from Fisher et al. (2019) research with the title *Belonging, achievement and student satisfaction with learning: The role of case-based Socratic Circles*. This study aims to investigate how effective the Socratic circle method combined with case-based learning is to help student students overcome their reluctance to speak publicly and to experience the deep learning associated with case-based learning. The subjects of this study were 99 students and 2 lectures teaching English. The result of this research is the presence of a sense of belonging in the class and perceptions of achievement explain the relationship between this pedagogy and satisfaction with learning.

Fourthly, previous study conducted by Saleky, (2018) with the title *The Influence of Socratic Questioning Technique and Students Critical Thinking toward Their Speaking Competence at SMA Negeri 11 Ambon*. This study aims to find out the positive side and significant interaction with English speaking skills with the teaching technique and its competence. The result is a significant change in students who have different levels of critical thinking.

Based on the previous study of the four journals that have been presented, they use different research subjects, both middle and college students. All focused on the use of Socratic circle in English teaching learning. From several previous recommended to collaborate critical thinking in the Socratic circle on other research variables, or it can also be interpreted as another skill. Because the four previous studies have

applied the Socratic Circle in speaking skills, the researcher wants to make research that focuses on learning grammar because critical thinking in this method is also needed in understanding grammar. In addition, the previous study also suggested that the use of appropriate online technology in Socratic circle-based learning was suitable for the learning conditions. Thus, the researcher also does not want to do research that utilizes technology only but use the appropriate setting namely flipped learning.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of sections: research design, research time and setting, research population and sample, research variables, research instrument, instrument validity, instrument reliability, technique data collection, and data analysis.

#### **3.1 Research Design**

This research use type of Quantitative research kind of pre-experimental. Quantitative research is the research that tests the objective theory by examining the relationship between variables (Creswell, 2014). These variables, in turn, can be measured using instruments so that the total data can be analyzed using the statistical procedure. In line with the statement before, quantitative research is one of the causal studies between two variables in the study (Gay et al., 2012).

The researcher chooses to conduct pre-experimental research. According to Sugiyono (2010), pre-experimental is one type of quantitative research that does not use actual experimental research. In this experiment, there are still external variables that influence the formation of the dependent variable. There is no control variable, so factors outside the study still affect the dependent variable. Then apart from that, in the pre-experimental research, the researcher did not choose the sample randomly. This design is excellent for gathering preliminary data on the study's



questions. The type of pre-experimental research is divided into three types: one-shot case study, one group pre-test and post-test, and intact group comparison.

The researcher conducts One group Pre-test and Post-test design. This design uses only one group. The researcher gives the treatment first, after that the treatment is applied several times, and in the final stage, a post-test was given with the same proportion and level as the pre-test that had been given. Pre-experimental research is the most basic research in experimental research. The aspect of history and maturity cannot be determined, making the researchers choose samples with the same history and maturity aspects or in one range in this study. This design research is possible to use at MTs N 1 Lamongan. The design of One Group Pre-Test Post-Test design is as follows:

**Table 3. 1**

**The Illustration of Pre-test Post-test One group research design**

| <b>Pre-Test</b> | <b>Treatment</b> | <b>Post-Test</b> |
|-----------------|------------------|------------------|
| <b>Y1</b>       | <b>X</b>         | <b>Y2</b>        |

The description of the table above is as follows:

X: Shows treatment or as an independent variable, namely in this study is the Socratic Circle

Y1: Shows pre-test or as dependent variable, namely in this study the results of the students' achievement were carried out before giving treatment

Y2: Shows the post-test or as a dependent variable, namely in this study the results of the students' achievement which was carried out after receiving treatment.

The pre-experimental design procedure of one group pre-test post-test in this research is described in the explanation below:

1. Conduct the pre-test (Y1) on the chosen subject to measure the grammar achievement of class VIII grammar material before the implementation of the treatment
2. With the flipped learning setting, the research subject is given treatment (X) in the form of the Socratic Circle method in 3 treatments.
3. Conduct the post-test (Y2) on subjects that have been treated to measure grammar achievement with the same level of questions.

This research was conducted to determine whether or not there was an increase in grammar achievement by using Socratic circles in the eighth-grade students of MTs N 1 Lamongan. Treatment will be carried out with the aim of whether there is an increase in the score obtained by students. Whether or not there is an increase in the score can be done by comparing the pre-test and post-test

### 3.2 Time and Setting of the Research

This research was conducted in MTs N 1 Lamongan that was located in Plaosan street number 11, Babat, Lamongan East Java. This study was carried out during the even semester in 2021/2022 academic year to be precise in January, March, and April 2022. The Setting was chosen because, in MTs N 1 Lamongan, the students also had problems understanding English, especially grammar. Besides that, English teachers at MTs N 1 Lamongan also need effective methods for students to learn grammar to be more varied. The setting used in this research is flipped learning classroom in the use of technology in learning. The following is schedule that will be carried out in this research which has been presented in the table.

**Table 3. 2**  
**Schedule of the Research**

| No. | Activity             | Date  |
|-----|----------------------|---|
| 1.  | Observation          | 27 <sup>th</sup> , January 2022                 |
| 2.  | Conducting Try-out   | 29 <sup>th</sup> -31 <sup>st</sup> , March 2022 |
| 3.  | Conducting Pre-test  | 7 <sup>th</sup> , April 2022                    |
| 4.  | Giving Treatment 1   | 7 <sup>th</sup> , April 2022                    |
| 5.  | Giving Treatment 2   | 14 <sup>th</sup> , April 2022                   |
| 6.  | Giving Treatment 3   | 15 <sup>th</sup> , April 2022                   |
| 7.  | Conducting Post-test | 15 <sup>th</sup> , April 2022                   |

### 3.3 Research Population and Sample

The population in quantitative research has the overall meaning of the research subject (Balnaves & Caputi 2011). The population in the study is all respondents who have the same potential interest or situation. So, the population in this study were all class VIII students of MTs N 1 Lamongan, which consisted of class VIII A to class VIII-O. All class VIII students are 498 students, classified in the table 3.3 below.

**Table 3. 3**  
**Students' number and classes**

| No. | Classes | The Number of the Students | No.          | Classes | The Number of the Students |
|-----|---------|----------------------------|--------------|---------|----------------------------|
| 1.  | VIII-A  | 30                         | 9.           | VIII-I  | 36                         |
| 2.  | VIII-B  | 30                         | 10.          | VIII-J  | 36                         |
| 3.  | VIII-C  | 30                         | 11.          | VIII-K  | 36                         |
| 4.  | VIII-D  | 30                         | 12.          | VIII-L  | 35                         |
| 5.  | VIII-E  | 25                         | 13.          | VIII-M  | 36                         |
| 6.  | VIII-F  | 34                         | 14.          | VIII-N  | 36                         |
| 7.  | VIII-G  | 34                         | 15.          | VIII-O  | 36                         |
| 8.  | VIII-H  | 34                         | Total Number |         | 498                        |

Furthermore, the sample is part of the population and is expected to be used as a representative member of the population (Priyono, 2008). In

selecting the sample, there are various kinds of sampling techniques. The sampling technique is a way to determine the sample. In this study, the researcher used a non-probability sampling technique judgmental sample. This method of sampling was adopted. Because it is a sampling technique that is suitable for pre-experimental research methods. Besides that, the election with this technique was also made based on the consideration of the English teacher at MTs N 1 Lamongan that the class students are active, can be conditioned cooperatively, and have a fairly high average score in English. The researcher chooses class VIII-B as the sample of one group experiment. The research sample is important and becomes a benchmark in making conclusions.

### **3.4 Research Variable**

Variables are variations or properties of objects or treatments in a study. Gay (2012) defines a variable as a placeholder that can be assumed to be in one of a range of values—talking about quantitative research closely related to the causal relationship between variables. The final result will be determined by positive or negative reinforcement in a study. It is influenced by manipulation or said to be a treatment carried out by the researcher and called the independent variable. Then the impact or result of the manipulation that we can measure is the dependent variable. So, in this study, the researcher's manipulation or treatment is a Socratic circle, namely as an independent variable. Then those who get the impact of

manipulation or the so-called independent variable of this research are students' grammar achievements.

### **3.5 Research Instrument**

In research, of course, a measurement is carried out. The measuring instrument in research is called an instrument (Sugiyono, 2013). So, the data collection instrument is a measuring tool used in collecting data in a study. The researcher used several instruments: The Try-out test, Treatment, and Pre-test Post-test.

#### **3.5.1 Try Out**

Before carrying out the Pre-test and Post-test, the researcher made the item questions first. According to Brown (2004) the principle of language assessment should be practice, reliable, valid, and authentic. Therefore, the researcher did a try-out with tested the questions that had been made for class VIII students in one school with a different class. After that, the researcher calculated the scores obtained to test the validity and reliability. In this research the try-out tested in VIII-L class.

Researcher made 100 questions, of which 50 were pre-test and 50 were post-test. The types of questions consist of short, medium and long questions. The 100 questions tested are in the form of multiple choice. The questions are modified from school exam questions, national exams and from English text books. The

question material is related to the modal, simple present tense, simple present continuous tense, comparison degree and simple past. The validity of this question will be adjusted to the validity of the items and content by Point Biserial correlation. The results of this validity item or try out has tested using the KuderRichardson-20 formula to check instrument reliability.

### **3.5.2 Treatment**

The treatment carried out by the researcher is the Socratic circle method. The treatment is given regarding to the research schedule and conducted three times. The material is related to the simple present tense, simple present continuous tense, comparison degree, and simple past. The treatment used is Socratic circle in discussing the questions and grammar concepts to the research subject. The subject selected is class VIII-B. The topic discusses issues integrated with bloom's taxonomy questions in line with the Socratic circle method.

This treatment activity is carried out the instructions adapted to Copeland (2005), which is attached. With the flipped learning classroom setting, students are directed to listen to the material before learning begins online. Then the session in class, students will only discuss the material by setting the chair to form a circle formed on the outer and inner circles. The discussion procession through the Socratic circle lasted for 30 minutes.

### **3.5.3 Pre-Test and Post- Test**

There are various tests in the learning assessment, namely aptitude tests, personality tests, projective tests, and achievement tests (Yusuf, 2012). Following the design method chosen by the researcher, the researcher chose the achievement test. An achievement test is a test used to measure the achievement of students' understanding of the competence of the material.

There are two kinds of tests conducted by the researcher: do the pre-test and post-test. The pre-test was carried out before the research subjects were given the treatment, then the post-test was given after the treatment. There are two kinds of tests seen from their constituents: standard tests such as personality tests and IQ tests. Moreover, a test is constructed by a certain party. Standard tests have been recognized for their validity and reliability, while self-made tests need to be checked for validity and reliability. Then the researcher will use try-out questions that have been tested for validity and reliability. The test is in the form of multiple choice. In the pre-test and post-test questions, there are 30 questions each. The test contains short, medium, and long text questions.

## **3.6 Instrument Validity and Reliability**

### **3.6.1 Validity**

Validity in a research instrument is the truth or compatibility between the instrument and the actual variable conditions. So, to get



valid research results, validity is needed in the research instrument. Validity is essential because it measures the extent to which what will be measured and how far it will be obtained; therefore, validity is the most fundamental consideration in evaluating and developing tests (Gay, 2012). This study has content validity, construct validity, and Item validity.

#### 1. Content Validity

Content Validity is a measurement of the extent to which the content will be used in research. Validity content requires item validity and sample validity that must be met. Item validity is the measurement of test items related to the research subject. In contrast, sample validity is a measurement of whether the content limits follow the study's subject. In this study, to equate the standard of content used on the research subject, the researcher will attach the competency standard of grammar learning in the English class grade VIII in even semesters, taken from the Syllabus MTs N 1 Lamongan has been attached. The Syllabus is simply in the table 3.4 below.

**Table 3. 4**  
**Validity Content**

| <b>Basic Competence</b>   |
|---|
| 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis. (Unsur kebahasaan Simple Present)               |
| 3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis. (Unsur kebahasaan present continuous tense)     |
| 3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis. (Unsur kebahasaan <i>degree of comparison</i> ) |
| 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis. (Unsur kebahasaan simple past tense)           |

## 2. Construct Validity

Construct validity is the suitability between the tested variables and the required capabilities. Ayodele (2012) stated that construct validity is a device used in educational research based on a logical relationship between variables. The word construct must refer to the dependent variable, namely the grammar ability, so that the measurement must be following the measurement or grammar test. The researcher used a multiple-choice test of 30 questions in this study, with the material spread out in the following table.

**Table 3. 5**  
**Construct Validity**

| No         | Standard Competence                  | Number Item |
|------------|--------------------------------------|-------------|
| 1.         | The use of Simple Present            | 8 items     |
| 2.         | The use of Simple Present Continuous | 7 items     |
| 3.         | The Use of Degree of Comparison      | 7 items     |
| 4.         | The Use of Simple Past               | 8 items     |
| Total Item |                                      | 30 Items    |

The way to test the construct validity is to consult with one teacher at MTs N 1 Lamongan, who is in grade 8, and one lecturer in the English Department of Education who teaches grammar courses. First, the researcher consults with the teacher about the material to be tested on students. After that, the researcher consulted with the English education lecturer regarding 100 try-out questions that would be tested on students. After conducting consultations, the researcher will revise the questions following the suggestions of the validator lecturer.

### 3. Item Validity

Item validity is a way to determine the validity of the instrument. Following the instrument that has been made by the researcher, namely in the form of an achievement test in multiple-choice questions, the validity analysis technique that is suitable to be used is the Point-biserial correlation type. Point-

Biserial correlation is an item analysis technique that looks for the value of the correlation coefficient between two variables. This technique aims to determine how strong the relationship between variables (Yusuf, 2014).

This technique recognizes the correlation between the one item test and the total score item. The condition for the validity of this test is that variable one is nominal data. Nominal data is data that comes from classification. Then data two is interval data, namely data obtained from measurements. The formula for the Point-biserial correlation test is as follows:

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$SD = \sqrt{\frac{\sum X}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$r_{pbis}$  : Biserial correlation coefficient

$M_p$  : Mean score of subjects who answered correctly the item being sought

$M_t$  : Mean Total

$SD_t$  : Total score standard deviation

$p$  : Proportion of respondents who answered correctly the item sought

$q$  : The proportion of respondents who answered one of the items sought

$$(q = 1 - p)$$

(Yusuf,2014)

Then after knowing each of the results of the Biserial point correlation coefficient at each question point. The interpretation of the correlation coefficient is in the following table:

**Table 3. 6**

Interpretation of correlation value

| Value r                               | Interpretation                |
|---------------------------------------|-------------------------------|
| 0,900 s.d. 1.000 (-0,900 s,d, -1,000) | Correlation (+/-) Very Strong |
| 0,700 s.d. 0.900 (-0,700 s,d, -0,900) | Correlation (+/-) Strong      |
| 0,500 s.d. 0.700 (-0,500 s,d, -0,700) | Correlation (+/-) Medium      |
| 0,300 s.d. 0.500 (-0,300 s,d, -0,500) | Correlation (+/-) Low         |
| 0,000 s.d. 0.300 (-0,000 s,d, -0,300) | Correlation (+/-) Very Low    |

Adaptation from Hanief & Himawanto (2017:73)

The correlation value compared with *the r table* to determine whether the difference is significant or not. *r table* used is a significant level of 5%. If the correlation coefficient is more significant than *r table*, then the question is declared valid. Then if the question is declared invalid, then the question can be revised to become valid. This item test will be analyzed by SPSS.25 version.

Item validity is carried out after the researcher has completed construct validity, consulting with lecturers and teachers. In this study, the researcher tested 100 questions with 8th-grade students in different classes, namely class VIII-L class. Try out is done three times to complete the work of 100 questions. After the try-out was completed, from 100 questions, it turned out that 60 questions were valid after being tested using SPSS.25. The questions are questions number 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 18, 23, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 52, 54, 56, 57, 61, 62, 64, 66, 67, 70, 71, 78, 79, 80, 81, 82, 84, 85, 88, 91, 93, 94, 95, 99. The correlation coefficient data from the test results are presented in the table 3.7 below.

**Table 3. 7**

**Table of Validity Item Result**

| Number Question | Point Biserial Correlation coefficient |
|-----------------|--|
| 1               | 0.521**                                |
| 2               | 0.369*                                 |
| 3               | 0.770**                                |
| 4               | 0.770**                                |
| 5               | 0.770**                                |
| 6               | 0.394*                                 |
| 7               | 0.492**                                |
| 10              | 0.770**                                |
| 12              | 0.477**                                |
| 13              | 0.770**                                |
| 14              | 0.443*                                 |
| 15              | 0.393*                                 |
| 16              | 0.404*                                 |
| 18              | 0.770**                                |
| 23              | 0.393**                                |

|    |         |
|----|---------|
| 26 | 0.770** |
| 27 | 0.423*  |
| 28 | 0.351*  |
| 29 | 0.409*  |
| 30 | 0.386*  |
| 31 | 0.531** |
| 32 | 0.580** |
| 33 | 0.383*  |
| 35 | 0.415*  |
| 36 | 0.378*  |
| 37 | 0.522** |
| 38 | 0.529** |
| 39 | 0.529** |
| 40 | 0.391*  |
| 41 | 0.404*  |
| 42 | 0.378*  |
| 43 | 0.522** |
| 46 | 0.529** |
| 47 | 0.529** |
| 48 | 0.391*  |
| 52 | 0.404*  |
| 54 | 0.529** |
| 56 | 0.529** |
| 57 | 0.529** |
| 61 | 0.421*  |
| 62 | 0.373*  |
| 64 | 0.421*  |
| 66 | 0.425*  |
| 67 | 0.540** |
| 70 | 0.373*  |
| 71 | 0.404*  |
| 78 | 0.365*  |
| 79 | 0.391*  |
| 80 | 0.770** |
| 81 | 0.525** |
| 82 | 0.398*  |
| 84 | 0.398*  |
| 85 | 0.383*  |
| 88 | 0.418*  |
| 91 | 0.363*  |
| 92 | 0.367*  |
| 93 | 0.770** |
| 94 | 0.373*  |
| 95 | 0.362** |
| 99 | 0.370*  |

Based on the table, it can be concluded that the 60 questions each have valid results. The \* (star) is a symbol that states that the question has a valid correlation coefficient. One \* (star) sign means that the correlation coefficient of the significance level is 1%. In contrast, the character of \*\* (two stars) implies that the correlation coefficient of the significance level is 5%. So, the conclusion is that the 60 questions are declared valid

### **3.6.2 Instrument Reliability**

Reliability can be interpreted as being trustworthy or reliable, or indirectly, as trustworthiness or accuracy in measuring instruments. Reliability is how consistent a measuring instrument is used to measure Gay (2012). The more reliable a question or instrument, the more reliable an instrument will be when tested on other research subjects in a different place and time.

In research giving a test to one group, the Kuder-Richardson-20 reliability test can be given to estimate the internal consistency of the test items. In addition, this formula can also be used in multiple-choice questions or true-false tests, namely test items that use a dichotomous score. The systematic formula for the Kuder Richardson-20 or KR-20 as follows.



$$r_{20} = \frac{k}{k-1} \left[ \frac{S_t^2 - \sum pq}{S_t^2} \right]$$

$r_{20}$  = Reliability of the whole test

$k$  = Number of items in the test

$S$  = Variance score of total tests

$p$  = Proportion correct in one item

$q$  = proportion incorrect in one item ( $1 - p$ )

(Gay et al.,2012)

However, the reliability data analyzed using the Cronbach's Alpha reliability in SPSS.25. Analysis using Cronbach's Alpha can also be used because they both analyze nominal data but can be used for dichotomous and polychotomous answer scales. In calculating this reliability, the correlation coefficient value will be obtained. If it is getting closer to number 1, there is a strong correlation or significance. Furthermore, to be declared reliable the result of  $r \geq$  to 0.6. Guidelines that can be used to determine the interpretation of the correlation coefficient values are in the following table.

**Table 3. 8****Interpretation of Correlation Coefficient Values**

| <b>Coefficient interval</b> | <b>Correlation level</b> |
|-----------------------------|--------------------------|
| 0,00 – 0,199                | Very Low                 |
| 0,20 – 0,399                | Low                      |
| 0,40 – 0,599                | Medium                   |
| 0,60 – 0,799                | Strong                   |
| 0,80 – 1,000                | Very Strong              |

(Malik&amp;Chusni, 2018 :87)

After obtaining a valid value, 100 questions were reduced, and the 60 items' valid values were tested for reliability. The data for the 60 questions were input into SPSS 25 by being tested using the reliability of Cronbach' Alpha and producing values like the one below

**Table 3. 9****Table of Reliability Result**

| <b>Reliability Statistics</b> |                   |
|-------------------------------|-------------------|
| <b>Cronbach's Alpha</b>       | <b>N of Items</b> |
| ,945                          | 60                |

From the table shows the reliability value of the 60 question items is worth 0.945 following the Interpretation of Correlation Coefficient Values, this value has a very strong meaning. So, it can be interpreted that the 60-item questions are reliable and worthy of being used as research instruments.

### 3.7 Technique Data Collection

In this study, the researcher used a quantitative approach. The data collection technique used is as follows:

- 1) The Researcher make observations at MTs N 1 Lamongan at the observation stage the researcher collects secondary data in the form of a syllabus, data on the number of students and class divisions
- 2) The researcher determines the sample from the existing population by using purposive sampling.
- 3) The Researcher conducts a tryout in one of the class VIII
- 4) After getting the result of the try-out the researcher measures the validity of item test.
- 5) Test items that have been declared valid are tested for reliability before being given a pre-test.
- 6) The Researcher conducts a pre-test on the sample class
- 7) The Researcher does treatment three times with different materials, the first treatment is the materials of modal and phrase *there is or there are*, the second treatment is use materials of Simple present and, simple present continuous and the last treatment is using the materials of comparison degree and simple past material.
- 8) After completed the treatment the researcher conducts post test
- 9) The Researcher conduct Normality Test

10) Researcher tested result of pre-test and post-test using t-tailed test using SPSS.25

### 3.8 Technique Data Analysis

The data analysis technique is converting research data into information based on the data taken (Priyono,2008). In analyzing the data in this study through the following steps:

1. Calculating pre-test scores and post-test scores from a number of samples
2. Manage the values in the table to simplify the data analysis process

**Table 3. 10**

**Table of Pre-test and Post-test experiment class score**

| Initial Students' name | Experimental class |    |
|------------------------|--------------------|----|
|                        | Y1                 | Y2 |
| Total Score            |                    |    |

Table of pre-test and post-test experiment class score described as;

Y1 : Score of Pre-test

Y2 : Score of Post-test

3. Determine mean difference of the data pre-test and post-test

$$\bar{D} = \frac{\sum D}{N}$$

$\bar{D}$  : Mean difference Score of an experimental group

$\sum D$ : The total difference of experimental group

D gained by following the formula Y1-Y2

N: The total of respondents

4. Determine the standard deviation with the formula

$$SD = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

SD : Standard Deviation

$\sum D^2$ : The square deviation difference of experimental group

N : The Total respondents

5. Determine the standard error with the formula

$$SEM = \frac{SD}{\sqrt{N-1}}$$

SEM: Standards Error of the mean

SD : Standard Deviation

N : Number of cases

1 : Constant number

6. Determine df (degrees of freedom) with the formula N-1

7. The normality test is a non-parametric test to determine whether the data from the population has been generally distributed within or is in

a normal distribution (Hanief & Himawanto, 2017). In this study, the researcher used the Shapiro Wilk Normality test. This test was chosen because this study had a small sample of less than 50 respondents. This test is carried out using SPSS.25. The data is said to be normally distributed (symmetrically) in the Shapiro Wilk test if the value of Sig. greater than 0.05.

8. The hypothesis test process by the data pre-test and post-test in the t-test. The t-test is a comparative hypothesis testing, where the data from the variables is interval or ratio data. The researcher uses a related 2 sample t-test, which is known as the paired sample t-test. The purpose of this test is to find out the difference in the sample mean in two different conditions the formula of paired sample t-test used is as follows;

$$t = \frac{\bar{D}}{SD/\sqrt{N}}$$

$\bar{D}$  : Mean diference

$D$  : Difference

SD : Standard Deviation

N : The Total Respondents

(Cooper & Schindler, 2014:451)

After knowing the results of the t-test to find out whether there is a significant difference is to compare the results of the t-test with the t-table.

If  $t\text{-count} \geq t\text{-table}$  then  $H_0$  is rejected or there is a significant difference

If  $t\text{-count} < t\text{-table}$ , then  $H_0$  is accepted or there is no significant difference

This test is carried out using SPSS.25. However, it can also be analyzed using SPSS.25 by using the Paired sample T-test feature. How to draw conclusions from this method is to see the level of significance. The significance level used is 5% with the following conditions:

If the significance value is  $< 0.05$  then  $H_0$  is rejected or there is a significant difference.

If the significance is  $> 0.05$  then  $H_0$  is accepted or there is no significant change.

### **3.9 Research Hypothesis**

The hypothesis is a statement that is temporary conclusions or assumptions that are logical about a population. The hypotheses of this research are formulated as the Null hypothesis and Alternative hypothesis: The Null Hypothesis ( $H_0$ ) of this research was the Socratic Circle is not effectively used for students' grammar achievement in flipped learning classrooms.

Alternative Hypothesis ( $H_a$ ), the Socratic Circle is effective and significance used for students' grammar achievement in flipped learning classrooms.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter consists of sections: description of data, normality testing, data analysis, hypothesis testing and discussion

#### **4.1 Finding**

##### **4.1.1 Data Analysis of Pre-test**

The pre-test activity was carried out on April 7th, 2022. In this activity, students were asked to fill on 30 questions independently in a class by 30 sample students. The purpose of the pre-test was to determine the students' grammar achievement before the Socratic circle treatment was implemented.

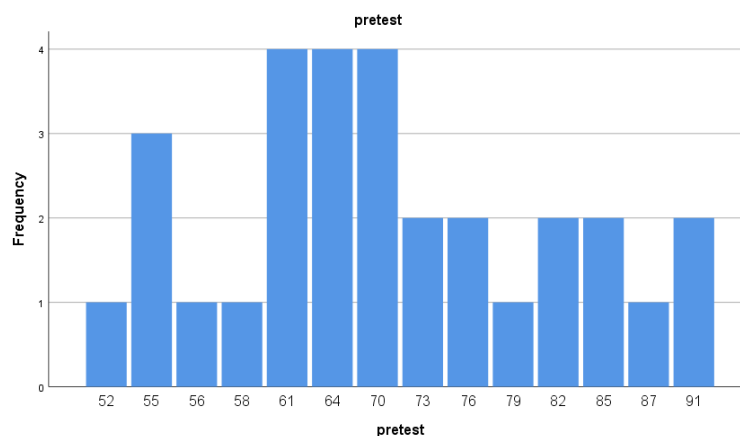
The results of the students' pre-test are presented in the table 4.1 below

**Table 4. 1**  
**Result of Pre-Test**

| No. | Initials Name | Score |
|-----|---------------|-------|
| 1   | APG           | 91    |
| 2   | AAF           | 70    |
| 3   | ARS           | 55    |
| 4   | AR            | 55    |
| 5   | ASPF          | 91    |
| 6   | ASR           | 91    |
| 7   | AZN           | 70    |
| 8.  | CMR           | 64    |
| 9.  | CES           | 61    |
| 10  | DKAPP         | 64    |
| 11. | IRSK          | 61    |
| 12. | IVAM          | 52    |
| 13. | KL            | 79    |
| 14. | KMA           | 85    |
| 15  | MAAZ          | 70    |
| 16  | MHAT          | 73    |
| 17  | MHES          | 64    |
| 18  | MAAH          | 55    |
| 19  | MFW           | 70    |
| 20  | MKAB          | 61    |
| 21  | MRSM          | 64    |
| 22  | MRF           | 76    |
| 23  | PANL          | 91    |
| 24  | PDSP          | 58    |
| 25  | RDAP          | 91    |
| 26  | RAS           | 61    |
| 27  | SZ            | 56    |
| 28  | STMA          | 82    |
| 29. | SPC           | 73    |
| 30. | ZSM           | 76    |

The table is the result of the pre-test scores of class VII-B MTs N 1 Lamongan students. It was found that the lowest score of the students was 52, and the highest score was 91. To analyze descriptive data from the

students' pre-test scores, the researcher used SPSS.25. The distribution of student scores can be seen in the histogram chart below.



Based on the following histogram chart, it can be seen the distribution of student scores based on the highest to the lowest scores along with the frequency of students in each grade. Following the histogram chart in the range 50 to 60 there are 6 students, in the range 60-70 there are 12 students, in the range 70-80 there are 5 students and scores above 80 are 7 students. It was concluded that the results of the student scores displayed on the histogram chart were 23 students who were under 80 as the Passing Grade or KKM value in this test.

To find out the descriptive data from the calculation of the data from the students' pre-test scores are as follows

**Table 4. 2**  
**Descriptive Statistic of Pre-test**

| <b>Statistics</b>  |         |                 |
|--------------------|---------|-----------------|
| Pre-test           |         |                 |
| N                  | Valid   | 30              |
|                    | Missing | 0               |
| Mean               |         | 69,70           |
| Std. Error of Mean |         | 2,113           |
| Median             |         | 70,00           |
| Mode               |         | 61 <sup>a</sup> |
| Std. Deviation     |         | 11,573          |
| Variance           |         | 133,941         |
| Range              |         | 39              |
| Minimum            |         | 52              |
| Maximum            |         | 91              |
| Sum                |         | 2091            |

Table 4.2 proves that the mean score for the pre-test is 69.70 then the median score is 70.00. The value that often appears in this score is 61. The standard deviation in the pre-test score is 11.573, the minimum score obtained by students is 52, while the maximum value is 91. In the table it can be seen that all students in class VII-B are 30 students. The pre-test score has a standard deviation of 11.573 which is smaller than the average pre-test score of 69.70. From this it can be concluded that the pre-test score data has good data quality. After knowing the students' pre-test scores, the researcher will do the treatment three times using the Socratic Circle method in a flipped learning classroom setting. At the end of the student activity, a post-test will be applied to determine the difference in scores that increase after the treatment is implemented.

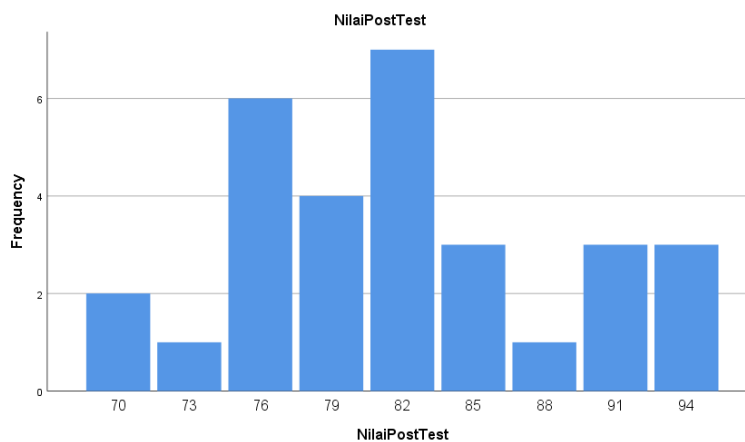
#### **4.1.2 Data Analysis of Post-test**

The post-test activity was carried out on April 15th, 2022. The post-test was carried out after the students were treated for three times, in which the treatment was a Socratic circle. In this activity, students were asked to fill on 30 questions independently in a class by 30 sample students. The purpose of the post-test was to determine the students' grammar achievement after the Socratic circle treatment was implemented. The results of the students' post-test are presented in the table 4.3 below

**Table 4. 3**  
**Score of Post-test**

| <b>No.</b> | <b>Initials Name</b> | <b>Score</b> |
|------------|----------------------|--------------|
| 1          | APG                  | 94           |
| 2          | AAF                  | 82           |
| 3          | ARS                  | 76           |
| 4          | AR                   | 76           |
| 5          | ASPF                 | 91           |
| 6          | ASR                  | 94           |
| 7          | AZN                  | 76           |
| 8.         | CMR                  | 82           |
| 9.         | CES                  | 91           |
| 10         | DKAPP                | 85           |
| 11.        | IRSK                 | 73           |
| 12.        | IVAM                 | 79           |
| 13.        | KL                   | 82           |
| 14.        | KMA                  | 85           |
| 15         | MAAZ                 | 70           |
| 16         | MHAT                 | 76           |
| 17         | MHES                 | 79           |
| 18         | MAAH                 | 70           |
| 19         | MFW                  | 79           |
| 20         | MKAB                 | 82           |
| 21         | MRSM                 | 79           |
| 22         | MRF                  | 82           |
| 23         | PANL                 | 94           |
| 24         | PDSP                 | 82           |
| 25         | RDAP                 | 91           |
| 26         | RAS                  | 76           |
| 27         | SZ                   | 76           |
| 28         | STMA                 | 85           |
| 29.        | SPC                  | 88           |
| 30.        | ZSM                  | 82           |

The table is the result of the pre-test scores of class VII-B MTs N 1 Lamongan students. It was found that the lowest score of the students was 70, and the highest score was 94. To analyze descriptive data from the students' post-test scores, the researcher used SPSS.25. Facilitate the distribution of student scores. It can be seen in the histogram chart below.



Based on the following histogram chart, it can be seen the distribution of student scores based on the highest to the lowest scores along with the frequency of students in each grade. in the histogram chart in the range 50 to 60 there are 6 students, in the range 60-69 there are no students, in the range 70-80 there are 13 students and scores above 80 are 17 students. It was concluded that the results of the student scores displayed on the histogram chart were 13 students who were under 80 as the Passing Grade or KKM value in this test and 17 students who were above 80.

To find out the descriptive data from the calculation of the data from the students' post-test scores are as following to

**Table 4. 4**  
**Descriptive Statistic of Post-test**

| Statistics         |         |        |
|--------------------|---------|--------|
| Nilai Post-Test    |         |        |
| N                  | Valid   | 30     |
|                    | Missing | 0      |
| Mean               |         | 81,90  |
| Std. Error of Mean |         | 1,250  |
| Median             |         | 82,00  |
| Mode               |         | 82     |
| Std. Deviation     |         | 6,845  |
| Variance           |         | 46,852 |
| Range              |         | 24     |
| Minimum            |         | 70     |
| Maximum            |         | 94     |
| Sum                |         | 2457   |

Table 4.4 proves that the mean score for the post-test is 81.90 then the median score is 82.00. The value that often appears in this score is 82. The standard deviation in the pre-test score is 6.845, the minimum score obtained by students is 70, while the maximum value is 94. In this post-test value, the standard deviation value is 6.845, which is smaller than the average post-test score of 81.90. From this it can be concluded that the post-test score data has good data quality. After the post-test is carried out, the researcher will calculate the difference in the values obtained from the pre and post-tests. Thus, that it will be known the difference in student scores before and after being given the Socratic circle treatment.



### 4.1.3 Students' achievement in grammar before and after using Socratic Circle in flipped learning classroom

**Table 4. 5**

**Result of Pre-test and Post-test**

| No. | Initials Name | Difference |           | Description     |
|-----|---------------|------------|-----------|-----------------|
|     |               | Pre-test   | Post-test |                 |
| 1   | APG           | 91         | 94        | <i>Increase</i> |
| 2   | AAF           | 70         | 82        | <i>Increase</i> |
| 3   | ARS           | 55         | 76        | <i>Increase</i> |
| 4   | AR            | 55         | 76        | <i>Increase</i> |
| 5   | ASPF          | 91         | 91        | -               |
| 6   | ASR           | 91         | 94        | <i>Increase</i> |
| 7   | AZN           | 70         | 76        | <i>Increase</i> |
| 8.  | CMR           | 64         | 82        | <i>Increase</i> |
| 9.  | CES           | 61         | 91        | <i>Increase</i> |
| 10  | DKAPP         | 64         | 85        | <i>Increase</i> |
| 11. | IRSK          | 61         | 73        | <i>Increase</i> |
| 12. | IVAM          | 52         | 79        | <i>Increase</i> |
| 13. | KL            | 79         | 82        | <i>Increase</i> |
| 14. | KMA           | 85         | 85        | -               |
| 15  | MAAZ          | 70         | 70        | -               |
| 16  | MHAT          | 73         | 76        | <i>Increase</i> |
| 17  | MHES          | 64         | 79        | <i>Increase</i> |
| 18  | MAAH          | 55         | 70        | <i>Increase</i> |
| 19  | MFW           | 70         | 79        | <i>Increase</i> |
| 20  | MKAB          | 61         | 82        | <i>Increase</i> |
| 21  | MRSM          | 64         | 79        | <i>Increase</i> |
| 22  | MRF           | 76         | 82        | <i>Increase</i> |
| 23  | PANL          | 91         | 94        | <i>Increase</i> |
| 24  | PDSP          | 58         | 82        | <i>Increase</i> |
| 25  | RDAP          | 91         | 91        | -               |
| 26  | RAS           | 61         | 76        | <i>Increase</i> |
| 27  | SZ            | 56         | 76        | <i>Increase</i> |
| 28  | STMA          | 82         | 85        | <i>Increase</i> |
| 29. | SPC           | 73         | 88        | <i>Increase</i> |
| 30. | ZSM           | 76         | 82        | <i>Increase</i> |
|     | Mean          | 69,70      | 82,00     | <i>Increase</i> |

From the table of pre-test and post-test scores, there are differences in scores that occur in most of the 30 students. The pre-test was conducted before the students were given the Socratic circle method treatment, in which the students were repeated about the grammar material. Thus, the pre-test score is the value that students get from previous students in the even semester. The post-test was conducted after the students were given treatment which discussed critical grammar material using the Socratic Circle method. From the two test results, the average pre-test score of the students was 69.70 and the post-test average of the students was 82.00. Then we can know that the pre-test score is lower than the post-test.

#### **4.1.4 Result of Normality Testing**

Normality test is an absolute test to do before testing parametric statistics. The data used in the normality test is interval data. So, after the pre-test and post-test were carried out the researcher calculated each normality test result the purpose of applying the normality test is to find out whether the distributed data is normal or not. In this research, the researcher uses the Shapiro Wilk normality test because this study uses a small sample of 30 respondents. This test is carried out using SPSS.25. The data is said to be normally distributed (symmetrically) in the Shapiro Wilk test if the value of Sig. greater than 0.05.

**Table 4. 6**  
**Result of Normality Test**

| Kelas               |                            | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------|----------------------------|---------------------------------|----|------|--------------|----|------|
|                     |                            | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Hasil Belajar Siswa | Hasil Pre Test Experiment  | ,155                            | 30 | ,062 | ,944         | 30 | ,119 |
|                     | Hasil Post Test Experiment | ,161                            | 30 | ,046 | ,942         | 30 | ,106 |

a. Lilliefors Significance Correction

From the normality data above, the normality result of the pre-test is 0.119 and the result of the post-test is 0.106. it can be seen that both the pre-test and post-test data are greater than 0.05. The result of the Pre-test was 0.119 greater than 0.05 ( $0.119 > 0.05$ ). From this statement, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, therefore it can be concluded that the pre-test data is normally distributed. Likewise, the post-test data, the results of the post-test were 0.106 greater than 0.05 ( $0.106 > 0.05$ ). From this statement, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, therefore it can be concluded that the post-test data is normally distributed. Thus, both pre-test and test data are normally distributed and are suitable for parametric testing.

#### 4.1.5 Result of T-Test and Hypothesis Testing

T-analysis was performed to analyze the data, paired sample t-test is a suitable test to analyze two data in two conditions. So, what will be tested in this paired sample t-test are the pre-test and post-test results. The purpose of this test is to find out the difference between the average pre-test and post-test scores. The hypothesis of this study is to test is there any significant difference of students' grammar achievement before and after the Socratic Circle Method treatment is applied to class VIII-B students of MTs N 1

Lamongan AY 2021/2022. In making it easier to analyze data the researcher uses SPSS.25. Because the data is normally distributed, this parametric test can be performed.

**Table 4. 7**  
**Result of Paired Sample T-Test**

|        |                    | Paired Samples Test |                |                 |   |        |        |    |                 |
|--------|--------------------|---------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|        |                    | Paired Differences  |                |                 |   |        | t      | df | Sig. (2-tailed) |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |    |                 |
| Pair 1 | PreTest - PostTest | -12,200             | 8,596          | 1,569           | Lower                                     | Upper  |        |    |                 |
|        |                    |                     |                |                 | -15,410                                   | -8,990 | -7,774 | 29 | ,000            |

In this test, if the significance value is  $< 0.05$  then  $H_0$  is rejected or there is a significant difference. However, if the significance value is  $> 0.05$  then  $H_0$  is accepted or there is not a significant difference. From the table above, it shows that there is a significant difference in the results of the pretest and post-test, then it is found that the significance of the date is 0.000, which is smaller than 0.05. So, it can be concluded that Socratic Circle is effective and significant used for students' grammar achievement in flipped learning classrooms.

## 4.2 Discussion

This research was conducted at Mts N 1 Lamongan by taking samples by purposive or judgmental technique. The researcher took one class as a sample from class VII students at MTsN 1 Lamongan. The sample of this study was all students of class VII-B with the total 30 students. To determine how effective the Socratic circle method is on students' grammar

achievement, the researcher conducts pre-test and post-test. The pre-test was carried out before the treatment, and the post-test was carried out after the treatment was given. To determine the relationship between the two values, the researcher tested it with SPSS.25. Based on the research process results by the researcher, the researcher declares that between the pre-test and post-test scores, there is a significant difference, which means that the Socratic circle method is effectively used in students' grammar achievement.

Data analysis that has been done using SPSS.25 shows that the average pre-test score is 69.70, and the post-test average is 81.90. From these two values, we can see a significant difference in that post-test scores increase after treatment is given. It proves that the Socratic circle method effectively affects students' grammar achievement.

In addition, the data analysis in this study used parametric analysis, which was carried out using the T-test. This analysis aims to determine the difference in the average of the two data intervals. Parametric analysis can be done after the data is declared normally distributed. The research findings show that both the pre-test and post-test scores are normally distributed, namely 0.119 and 0.106, which are greater than 5% significance or 0.05.

After the data is declared normally distributed, the paired sample t-test can be carried out using SPSS.25 from the research findings, and it can be seen that the results of the students' pre-test and post-test scores show a significant number of 0.000 which can be concluded that the number is lower than 0.005. This result indicates that the Null Hypothesis (H<sub>0</sub>) is

rejected, and ( $H\alpha$ ) the alternative hypothesis is accepted so that it can be concluded that there is a significant change, and it can be interpreted that the Socratic circle method is effective on student's grammar achievement.

The results of this study relate to the previous research conducted by Candilas (2021), regarding learning English using Socratic circles in synchronous learning. The results of his research stated that the Socratic circle was effectively used in learning English with speaking skills. Meanwhile, the Socratic Circle Method is effective in speaking classes. It can also effectively sharpen students' critical thinking in learning grammar. Thus, the results of this study add to previous research that the Socratic Circle method is also effectively used in learning English grammar material by stating that the null hypothesis of the research is rejected. Otherwise, the alternative hypothesis is accepted, which shows that the Socratic Circle Method effectively affects students' grammar achievement in flipped learning classroom.

## CHAPTER V

### CONCLUSION

This chapter consists of sections of conclusion and suggestion according to the research finding and discussion in the previous chapter.

#### 5.1 Conclusion

Based on the results of the hypothesis testing in the previous chapter, it can be concluded that there is a significant difference between the pre-test and post-test scores. From these facts, it can be concluded that the Socratic circle method is effective for students' grammar achievement. This is evidenced by the results of the parametric paired sample t-test with a 5% significance result of 0.000 which is lower than 0.05 ( $0.000 < 0.05$ ). This result indicates that the Null Hypothesis ( $H_0$ ) is rejected, and ( $H_a$ ) the alternative hypothesis is accepted. Furthermore, from this fact, the use of Socratic circles for students' grammar learning is considered successful. Moreover, the results in this study indicate that the Socratic Circle Method in which there are steps to improve students' critical thinking can help students understand grammar material. So that there is an increase in students' achievement in grammar material. When the treatment was carried out, the students felt curious and happy about the Socratic circle learning method. In addition, students can also understand grammar in depth through the Socratic circle method which can be seen from student worksheets. Furthermore, grammar learning using Socratic circle is

effective towards Students' Grammar Achievement in Flipped Learning Classroom.

## **5.2 Suggestion**

Based on the results obtained in this study, the researcher made several suggestions addressed to various parties as follows:

### **1. English teacher**

The researcher suggests to teachers especially English teachers to use the Socratic circle method in teaching grammar lessons to students. Because grammar is very important for students to master. Besides that, the researcher also suggested to the teacher to use the students' Socratic circle as a means to hone students' critical thinking. Teachers must pay attention and motivate students to be brave in arguing in class. This method is a fun method and can also be applied to secondary students.

### **2. Further Researcher**

This research can be used as a reference for effective grammar learning solutions to overcome students' difficulties in understanding grammar. Suggestions addressed to further researchers are to explore further and more deeply into Socratic circles, then previous researchers can also conduct research with a descriptive analysis approach to find out more about how Socratic circles can be used in learning grammar.



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# **APPENDICES**

*Appendix I Research Permission Letter*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 114/Uj.03.1/TL.00.1/01/2022  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

24 Januari 2022

Kepada  
Yth. Kepala MTs N 1 Lamongan  
di  
Lamongan

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Farda Muslimah  
NIM : 18180011  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2021/2022  
Judul Proposal : **The Effectiveness of Socratic Circle Method in Students' English Grammar Achievement in a Flipped Learning Classroom for Second Grade MTs N 1 Lamongan**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



Dekan,  
Wakil Dekan Bidang Akademik

Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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 http://fitk.uin-malang.ac.id, email : fitk@uin\_malang.ac.id

Nomor : 735/Un.03.1/TL.00.1/03/2022  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

24 Maret 2022

Kepada  
 Yth. Kepala MTs N 1 Lamongan  
 di  
 Lamongan

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Farda Muslimah  
 NIM : 18180011  
 Jurusan : Tadris Bhs Inggris (TBI)  
 Semester - Tahun Akademik : Genap - 2021/2022  
 Judul Skripsi : **The Effectiveness of Flipped Learning Classroom Using Socratic Circle Method in Students' English Grammar Achievement (A Pre-Experimental Study at Eight grade of MTs N 1 Lamongan)**

Lama Penelitian : **Maret 2022** sampai dengan **Mei 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

An Dekan,  
 Wakil Dekan Bidang Akademik  
  
 Muhammad Walid, MA  
 NIP. 19730823 200003 1 002



Tembusan :

1. Yth. Ketua Program Studi PAI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
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 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
 http:// fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : B- (SSO)/Un.03/FITK/PP.00.9/03/2022 28 Maret 2022  
 Lampiran : -  
 Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.  
**Ima Mutholiatil Badriyah, M.Pd**  
 di - Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Farda Muslimah  
 NIM : 18180011  
 Program Studi : Tadris Bahasa Inggris (TBI)  
 Judul Skripsi : The Effectiveness Flipped Learning Classroom Using  
 Socratic Circle Method in Students Grammar  
 Achievement  
 Dosen Pembimbing : Dr. Alam Aji Putra, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

a.n. Dekan  
 Wakil Dekan Bid. Akademik  
  
 Dr. Muhammad Walid, M.A  
 197308232000031002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMONGAN**  
**MADRASAH TSANAWIYAH NEGERI 1**

Alamat : Jl. Raya Plaosan No.11 Telp / Fax (0322) 451182 Babat – Lamongan  
 Website : <https://mtsn1lamongan.sch.id> E-mail : [mtsnbabat.424678@ymail.com](mailto:mtsnbabat.424678@ymail.com)

Nomor : B- 071/Mts.13.18.01/PP.00.5/1/2022 Lamongan, 27 Januari 2022  
 Lamp : -  
 Hal : **Surat Balasan izin Survey**

Yang bertanda tangan dibawah ini:

Nama : Drs. H. SUTAR, MM  
 NIP. : 196306151999031003  
 Jabatan : Kepala MTsN 1 Lamongan

Dengan ini memberikan izin penelitian di MTsN 1 Lamongan kepada :

Nama : Farda Muslimah  
 NIM : 18180011  
 Fakultas/Prodi : Ilmu Tarbiyah dan Keguruan/Tadris Bahasa Inggris (TBI)  
 Lemabaga : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
 Judul : The Effectiveness of Socratic Circle Method In Students' English Grammar Achieiment in a Flipped learning Classroom for Second Grade MTsN 1 lamongan  
 Keterangan : Waktu Pelaksanaan penelitian sesuai dengan situasi dan kondisi.

Demikian surat balsan izin Penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kepala,  
  
 Drs. H. SUTAR, MM



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMONGAN**  
**MADRASAH TSANAWIYAH NEGERI 1**

Alamat : Jl. Raya Plaosan No.11 Telp / Fax (0322) 451182 Babat – Lamongan  
Website : <https://mtsn1lamongan.sch.id> E-mail : [mtsnbabat.424678@gmail.com](mailto:mtsnbabat.424678@gmail.com)

Nomor : B- 302/Mts.13.18.01/PP.00.5/3/2022 31 Maret 2022  
Sifat : Biasa  
Lamp : -  
Hal : **Surat Balasan izin Penelitian**

Yang bertanda tangan dibawah ini:

Nama : Drs. H. SUTAR, MM  
NIP. : 196306151999031003  
Jabatan : Kepala MTsN 1 Lamongan

Dengan ini memberikan izin penelitian di MTsN 1 Lamongan kepada :

Nama : Farda Muslimah  
NIM : 18180011  
Jurusan : Tadris Bhs Inggris (TBI)  
Lemabaga : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
Judul : The Efectifeness of Flipped learning Classroom Using Socrfatic Method  
in Students English Grammar Achievement (A pre-Experimental Study  
at Eight grade of MTsN 1 Lamongan)  
Keterangan : Waktu Pelaksanaan penelitian sesuai dengan situasi dan kondisi.

Demikian surat balasan izin Penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,

  
**SUTAR**



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://tte.kemenag.go.id> atau kunjungi halaman <https://tte.kemenag.go.id/>

Token : LnyO4P

## TRY-OUT TEST ENGLISH GRAMMAR

Choose the correct answer by crossing (X) a,b,c, or d!

## Part 1

1. He \_\_\_\_\_ his dog everyday
  - A. To feed
  - B. Feed
  - C. Feeds
  - D. Feeding
2. I \_\_\_\_\_ always \_\_\_\_\_ to the factory
  - A. Do not, go
  - B. Does not, go
  - C. Do not, went
  - D. Does not, went
3. When \_\_\_\_\_ you \_\_\_\_\_ a bath?
  - A. Do, took
  - B. Do, take
  - C. Do, taken
  - D. Do, taking
4. Q: Do you like to dance?  
A: \_\_\_\_\_
  - A. Yes, I likes to dance
  - B. Yes, I like to dance
  - C. Yes, I am liking to dance
  - D. Yes, I liked to dance
5. Jun and I \_\_\_\_\_ together
  - A. Do surfing
  - B. Don't surfing
  - C. Do surfs
  - D. Don't surf
6. I \_\_\_\_\_ breakfast every day at 6 AM
  - A. Eat
  - B. To eat
  - C. Ate
  - D. Eaten
7. Q: How do you go to school?  
A: We \_\_\_\_\_ the bus to school
  - A. Rode
  - B. Ridden
  - C. Ride
  - D. Riding
8. Q: When do you usually do your homework?  
A: \_\_\_\_\_
  - A. I have did my homework at 6 PM
  - B. I did my homework at 6 PM
  - C. I do my homework at 6 PM
  - D. I am doing my homework at 6 PM
9. Q: Do you enjoy playing in the park?  
A: \_\_\_\_\_
  - A. No, I doesn't enjoy playing in the park
  - B. No, I no enjoy playing in the park
  - C. No, I don't enjoy playing in the park
  - D. No, I don't enjoys playing in the park
10. Q: Does she love his mother?  
A: \_\_\_\_\_
  - A. Yes, She love his mother
  - B. Yes, She loves his mother
  - C. No, She to love his mother
  - D. Yes, She is loving his mother
11. The teacher asked the students, \_\_\_\_\_
  - A. Where do you live?
  - B. Where you live?
  - C. Where are you live?
  - D. Where you live do?
12. Hendrik \_\_\_\_\_ football every Saturday with his friends
  - A. playing
  - B. plays
  - C. played
  - D. play
13. Every country \_\_\_\_\_ help from others
  - A. need
  - B. needs
  - C. is need
  - D. are need
14. The sun \_\_\_\_\_ from the east.
  - A. rises
  - B. roses

- C. is rising  
D. rised
15. My uncle always \_\_\_\_\_ Taekwondo every week.  
A. is practicing  
B. practices  
C. practicing  
D. practice
16. Do your father and mother \_\_\_\_\_ in a home?  
A. stay  
B. stayed  
C. is stay  
D. staying
17. Bella and I \_\_\_\_\_ always happy every time  
A. is  
B. are  
C. am  
D. does
18. The earth \_\_\_\_\_ once within 24 hours every day.  
A. rotate  
B. rotates  
C. is rotting  
D. rotated
19. Ron : What do you usually do after school?  
Jack : I usually \_\_\_\_\_  
A. have lunch  
B. take a holiday  
C. wake up at six  
D. have breakfast
20. Smith : \_\_\_\_\_  
Anto : At 10pm.  
A. What do you usually do before sleeping?
- B. When do you usually have breakfast?  
C. What time do you usually go to bed?  
D. What do you usually do at night?
21. Which sentence is correct?  
A. Lia go to school early.  
B. Lia goes to school early.  
C. Lia going to school early.  
D. Lia is goes to school early.
22. Which sentence is correct?  
A. Ihsan and Akbar always studies together.  
B. Ihsan and Akbar always study together.  
C. Ihsan and Akbar always studying together.  
D. Ihsan and Akbar always are studyingtogether.
23. This dog is tame. It never \_\_\_\_\_ people.  
A. attack  
B. attacks  
C. attacked  
D. attacking
24. Mary and Anna sometimes \_\_\_\_\_ to the nearest cinema to watch their favorite movie.  
A. go  
B. went  
C. goes  
D. have been going
25. Birds \_\_\_\_\_ high in the sky.  
A. fly  
B. flies  
C. flying  
D. flew

## Part 2

26. It is now 11.00 pm. Nanda \_\_\_\_\_ in her bedroom.  
 A. is sleeping  
 B. is sleeps  
 C. are sleeping  
 D. was sleeping
27. I need an umbrella because it's \_\_\_\_\_ right now.  
 A. rain  
 B. rains  
 C. raining  
 D. rained
28. Diah and Diaz \_\_\_\_\_ writing poems for an English subject.  
 A. is  
 B. are  
 C. am  
 D. be
29. Please be quiet. I \_\_\_\_\_ to concentrate.  
 A. am trying  
 B. is trying  
 C. were trying  
 D. was trying
30. What \_\_\_\_\_ you \_\_\_\_\_ right now?  
 A. are-doing  
 B. is-do  
 C. be-doing  
 D. were-doing
31. \_\_\_\_\_ Diana reading a book in library just now?  
 A. is  
 B. are  
 C. am  
 D. was
32. Maria \_\_\_\_\_ soft drink at the lunch time  
 A. is drinking  
 B. be drinking  
 C. are not drinking  
 D. was drinking
33. They \_\_\_\_\_ a cup of coffee, but chocolate.  
 A. is not drink  
 B. is not drinking  
 C. are not drinking  
 D. are not drunk
34. Why \_\_\_\_\_ your sister crying so loud? Please give her candies or something.  
 A. is  
 B. are  
 C. am  
 D. were
35. Sandy : Is he bringing my laptop?  
 Diego : \_\_\_\_\_  
 A. Yes, he is.  
 B. Yes, he does.  
 C. No, he does not.  
 D. No, he is.
36. A: \_\_\_\_\_ they \_\_\_\_\_ in a good company?  
 B: Yes, they are.  
 A. Is – going  
 B. Are – working  
 C. Am – talking  
 D. Were – studying
37. Lulu: Look! It's snowing.  
 Lina: So beautiful. This is the first time I have ever seen snow. It \_\_\_\_\_ in my country.  
 A. are not snowing  
 B. am not snowing  
 C. was not snowing  
 D. is not snowing
38. Fuji : Now, close your eyes and listen carefully. What \_\_\_\_\_?  
 Farida: You are knocking the door.  
 A. am I doing  
 B. are I doing  
 C. is I doing  
 D. aren't I doing
39. "Luna is a chef. She always prepares food at her cafe. She sells many delicious foods such as cakes, bakeries, dishes, and drinks. Her cafe is open from 07.00 am to 10.00 pm. Now, it is 10.00 am. What do you think Luna is doing this time?"  
 A. Luna is closing her cafe because it is about to be bankrupt.

- B. Luna is going to sleep because it's time for break.
- C. Luna is cooking and selling dishes for her cafe.
- D. Luna is delivering posts around the city.
40. "How is your study?" "Not so good at the moment. I \_\_\_\_\_ It very much."
- A. am enjoying
- B. am not enjoying
- C. will enjoying
- D. enjoying
44. We \_\_\_\_\_ about the Present Continuous Tense now
- A. are learning
- B. learning
- C. learnt
- D. learn
45. Do not be nervous, things are \_\_\_\_\_ well!
- A. go
- B. gone
- C. went
- D. going
46. Mum is \_\_\_\_\_ vegetables and dad is \_\_\_\_\_ television
- A. cut – watch
- B. cutting- watching
- C. be cutting-be watching
- D. being cut-being watch
47. The dress code for today is smart casuals so I \_\_\_\_\_ a black t-shirt
- A. wears
- B. am wearing
41. Look ! Now, He \_\_\_\_\_ his mother alone.
- A. is waiting for
- B. is being waiting for
- C. waiting for
- D. wait for
42. Why are \_\_\_\_\_ so rude to new comer at this time ?
- A. you be
- B. you have
- C. you being
- D. being you
43. Jenny and Juno \_\_\_\_\_ together in library
- A. are been
- B. are being
- C. I been
- D. is being
- C. am wear
- D. wearred
48. Teacher: What are you doing in his vacation now?  
Students: we are \_\_\_\_\_ in Bangladesh now
- A. jogging
- B. is jogging
- A. go jogging
- B. are jogging
49. Are we \_\_\_\_\_ cake now?
- A. are eating
- B. eating
- C. be eating
- D. is eating
50. We are \_\_\_\_\_ have fun at the party just now
- A. go to
- B. going to
- C. being to
- D. went to

### Part 3

51. Rita can walk \_\_\_\_\_ than you think.
- A. more far
- B. further
- C. furthest
- D. more further
- B. better
- C. good
- D. more good
52. pe tomorrow will be \_\_\_\_\_ than today.
- A. best

53. He runs as \_\_\_\_\_ as molasses in January.
- slow
  - slowest
  - slower
  - the slowest
54. Jonathan is \_\_\_\_\_ his brother.
- more handsome
  - as handsome as
  - most handsome
  - handsome
55. He has the \_\_\_\_\_ house among all his friends.
- big
  - biggest
  - bigger
  - more bigger
56. Who is the \_\_\_\_\_ students in your group?
- most diligent
  - diligent
  - more diligent
  - diligent most
57. Krystal is as \_\_\_\_\_ as her sister.
- more beautiful
  - most beautiful
  - beautiful
  - beautifuler
58. My mother \_\_\_\_\_ woman in the world
- is the better
  - best
  - is the best
  - the best
59. The man treated his stepchildren \_\_\_\_\_ than his children
- badly
  - worst
  - worse
  - more bad
60. Your spicy ramen noodle is \_\_\_\_\_ than mine.
- more hot
  - hotter
  - hottest
  - hot
61. Wow, Your current boyfriend is \_\_\_\_\_ than Rury.
- wise
  - wiser
  - wisest
  - more wise
62. I buy the \_\_\_\_\_ beautiful dress I have ever had
- most
  - more
  - better
  - good
63. It is the \_\_\_\_\_ days in my life before I know Islam
- good
  - worst
  - sad
  - bad
64. The weight of Tomatoes is 17 kg, The weight of potatoes is 21 kg  
*Pick the correct statement!*
- The weight of tomatoes is as much as the weight of potatoes
  - The weight of tomatoes is more than the weight of potatoes
  - The weight of tomatoes is less than the weight of potatoes
  - The weight of tomatoes is worse than the weight of potatoes
65. Adin's score is \_\_\_\_\_ than all his classmate's scores
- the best
  - better
  - smallest
  - the worst
66. Gito uses water as \_\_\_\_\_ as Tajii do.
- much
  - most
  - more
  - less
67. Andini works hard, Aminah doesn't work hard  
*Pick the correct statement!*
- Andini works is less than Aminah works
  - Andini works hard but Aminah doesn't
  - Andini works as hard as Aminah works

D. Aminah works more hard than Andini works

68. *Read the information carefully!*

Gucci shoes is Rp 75.000,-

Puma Shoes is Rp 75.000,-

Nike shoes is Rp 100.000,-

Fila shoes is Rp 50000,-

69. Which is \_\_\_\_\_ iron or cotton?

- A. heavy
- B. heaviest
- C. heavier
- D. more heavy

70. Who is \_\_\_\_\_ Joko or Tole?

- A. more lazy
- B. lazier
- C. laziest
- D. lazy

71. The AC gives the \_\_\_\_\_ air in this summer

- A. more cool
- B. coolest
- C. cool
- D. most cool

72. His car is \_\_\_\_\_ than Lela's car

- A. more expensive
- B. expensive

#### Part 4

76. I \_\_\_\_\_ a new motor cycle yesterday.

- A. Will buy
- B. Had bought
- C. Buys
- D. bought

77. My girl friend \_\_\_\_\_ Book to my teacher last time.

- A. Gave
- B. is giving
- C. Gives
- D. Gived

80. Did not Tamara and Tania \_\_\_\_\_ to Surabaya last month?.

- A. go
- B. gone
- C. will go
- D. going

We can conclude that the price Gucci Shoes is Puma Shoes

- A. as price as
- B. most cheap
- C. more expensive
- D. most expensive

C. expensever

D. expensively

73. I am not as \_\_\_\_\_ as everyone else

- A. good
- B. goodes
- C. better
- D. best

74. The road is the \_\_\_\_\_ road in this city

- A. narrowest
- B. narrow
- C. narrower
- D. most narrow

75. We don't like Jamal. He is as \_\_\_\_\_ as his brother

- A. naughty
- B. more naughty
- C. naughtier
- D. most naughty

78. We \_\_\_\_\_ the cat in front of my school last night.

- A. Will catch
- B. catch
- C. Are catching
- D. caught

79. Did You \_\_\_\_\_ In my house yesterday?

- A. Stayed
- B. staying
- C. Will stay
- D. stay

81. My parents \_\_\_\_\_ me to prepare the materials yesterday

- A. is helping
- B. helped
- C. helpt
- D. were helped



82. He \_\_\_\_\_ money to me yesterday .  
 A. threw  
 B. will throw  
 C. throwing  
 D. throwed
83. Did you \_\_\_\_\_ Your mother last night?  
 A. call  
 B. will call  
 C. called  
 D. calls
84. You \_\_\_\_\_ them a picture yesterday  
 A. sent  
 B. are sending  
 C. sended  
 D. will send
85. Tamara \_\_\_\_\_ a letter to his teacher  
 yesterday.  
 A. write  
 B. writes  
 C. wrote  
 D. writted
86. Did Roziqin stay in your village? Yes he \_\_\_\_\_ out yesterday.  
 A. go  
 B. went  
 C. gone  
 D. will go
87. Q: Did you make this bread Tamara?  
 A: no, I \_\_\_\_\_ it, I bought it  
 yesterday.  
 A. didn't make
94. I \_\_\_\_\_ some delicious foods in this  
 restaurant  
 A. ate  
 B. eating  
 C. ated  
 D. eat
95. I \_\_\_\_\_ a cup of coffee with him last  
 night  
 A. drinking  
 B. drunk  
 C. drank  
 D. drink
- B. made  
 C. will make  
 D. makes
88. She bought a t-shirt \_\_\_\_\_  
 A. yesterday  
 B. tomorrow  
 C. tonight  
 D. today
89. It \_\_\_\_\_ small size.  
 A. was  
 B. do  
 C. did  
 D. were
90. . We \_\_\_\_\_ quiz last week.  
 A. did  
 B. do  
 C. make  
 D. making
91. She \_\_\_\_\_ sad last night  
 A. fell  
 B. feel  
 C. felt  
 D. feeled
92. Mechanic \_\_\_\_\_  
 A. fixed broken machine.  
 B. fix  
 C. fixs  
 D. fixing
93. They \_\_\_\_\_ in football field last month  
 A. is  
 B. was  
 C. were  
 D. does
96. we \_\_\_\_\_ in this house three years ago  
 A. come  
 B. comed  
 C. came  
 D. coming
97. We \_\_\_\_\_ to each other yesterday  
 A. talked  
 B. talking  
 C. talk  
 D. talks  
 E.
98. I \_\_\_\_\_ a lot of handcrafts a month ago

- A. make
- B. made
- C. making
- D. maked

99. He\_\_\_\_\_me yesterday morning
- A. calling
  - B. called
  - C. calls
  - D. call

100. My teacher\_\_\_\_\_me about this lesson yesterday
- A. taught
  - B. teach
  - C. teaches
  - D. teached

### ANSWER KEY

- |       |       |       |        |
|-------|-------|-------|--------|
| 1. C  | 26. A | 51. B | 76. D  |
| 2. A  | 27. C | 52. B | 77. A  |
| 3. B  | 28. B | 53. A | 78. D  |
| 4. B  | 29. A | 54. B | 79. D  |
| 5. A  | 30. A | 55. B | 80. A  |
| 6. A  | 31. A | 56. A | 81. B  |
| 7. C  | 32. A | 57. C | 82. A  |
| 8. C  | 33. C | 58. A | 83. A  |
| 9. C  | 34. A | 59. C | 84. A  |
| 10. B | 35. A | 60. B | 85. C  |
| 11. A | 36. B | 61. B | 86. B  |
| 12. B | 37. D | 62. A | 87. A  |
| 13. B | 38. A | 63. B | 88. A  |
| 14. A | 39. C | 64. C | 89. A  |
| 15. B | 40. B | 65. B | 90. A  |
| 16. A | 41. A | 66. A | 91. C  |
| 17. B | 42. C | 67. B | 92. A  |
| 18. B | 43. B | 68. A | 93. C  |
| 19. A | 44. A | 69. C | 94. A  |
| 20. C | 45. D | 70. B | 95. C  |
| 21. B | 46. B | 71. B | 96. C  |
| 22. B | 47. B | 72. A | 97. A  |
| 23. B | 48. B | 73. A | 98. B  |
| 24. A | 49. B | 74. A | 99. B  |
| 25. A | 50. B | 75. A | 100. A |

## PRE-TEST ENGLISH GRAMMAR

*Choose the correct answer by crossing (X) a,b,c, or d!*

1. It is now 11.00 pm. Nanda \_\_\_\_\_ in her bedroom.
  - A. is sleeping
  - B. is sleeps
  - C. are sleeping
  - D. was sleeping
2. Which sentence is correct?
  - A. Lia go to school early.
  - B. Lia goes to school early.
  - C. Lia going to school early.
  - D. Lia is goes to school early.
3. Please be quiet. I \_\_\_\_\_ to concentrate right now.
  - A. am trying
  - B. is trying
  - C. were trying
  - D. was trying
4. Diah and Diaz \_\_\_\_\_ writing poems for an English subject.
  - A. is
  - B. are
  - C. am
  - D. be
5. I \_\_\_\_\_ breakfast every day at 6 AM
  - A. Eat
  - B. To eat
  - C. Ate
  - D. Eaten
6. Did You \_\_\_\_\_ In my house yesterday?
  - A. Stayed
  - B. staying
  - C. Will stay
  - D. stay
7. Why \_\_\_\_\_ your sister crying soloud? Please give her candies or something.
  - A. is
  - B. are
  - C. am
  - D. were
8. We \_\_\_\_\_ the cat in front of my school last night.
  - A. Will catch
  - B. catch
  - C. Are catching
  - D. caught
9. He \_\_\_\_\_ his dog everyday
  - A. To feed
  - B. Feed
  - C. Feeds
  - D. Feeding
10. Q: Do you like to dance?  
A: \_\_\_\_\_
  - A. Yes, I likes to dance
  - B. Yes, I like to dance
  - C. Yes, I am liking to dance

11. The earth \_\_\_\_\_ once within 24 hours every day.
- rotate
  - rotates
  - is rotting
  - rotated
12. He runs as \_\_\_\_\_ as molasses in January.
- slow
  - slowest
  - slower
  - the slowest
13. The teacher asked the students, \_\_\_\_\_
- Where do you live?
  - Where you live?
  - Where are you live?
  - Where you live do?
14. Birds \_\_\_\_\_ high in the sky.
- fly
  - flies
  - flying
  - flew
15. Smith : \_\_\_\_\_  
Anto : At 10pm.
- What do you usually do before sleeping?
  - When do you usually have breakfast?
  - What time do you usually go to bed?
  - What do you usually do at night?
16. What \_\_\_\_\_ you \_\_\_\_\_ right now?
- are-doing
  - is-do
  - be-doing
  - were-doing
17. They \_\_\_\_\_ a cup of coffee, but chocolate.
- is not drink
  - is not drinking
  - are not drinking
  - are not drunk
18. Krystal is as \_\_\_\_\_ as her sister.
- more beautiful
  - most beautiful
  - beautiful
  - beautifuler
19. Sandy : Is he bringing my laptop?  
Diego : \_\_\_\_\_
- Yes, he is.
  - Yes, he does.
  - No, he does not.
  - No, he is.
20. A: \_\_\_\_\_ they \_\_\_\_\_ in a good company?  
B: Yes, they are.
- Is – going
  - Are – working

- C. Am – talking  
D. Were – studying
21. Rita can walk \_\_\_\_\_ than you think.  
A. more far  
B. further  
C. furthest  
D. more further
22. My girl friend \_\_\_\_\_ Book to my teacher last time.  
A. Gave  
B. is giving  
C. Gives  
D. Gived
23. Did not Tamara and Tania \_\_\_\_\_ to Surabaya last month?  
A. go  
B. gone  
C. will go  
D. going
24. Who is the \_\_\_\_\_ students in your group?  
A. most diligent  
B. diligent  
C. more diligent  
D. diligent most
25. Tamara \_\_\_\_\_ a letter to his teacher yesterday.  
A. write  
B. writes  
C. wrote  
D. writted
26. I hope tomorrow will be \_\_\_\_\_ than today.  
E. best  
F. better  
G. good  
H. more good
27. Q: Did you make this bread Tamara? A: no, I \_\_\_\_\_ it, I bought it yesterday.  
A. didn't make  
B. made  
C. will make  
D. makes
28. Your spicy ramen noodle is \_\_\_\_\_ than mine.  
A. more hot  
B. hotter  
C. hottest  
D. hot
29. He has the \_\_\_\_\_ house among all his friends.  
A. big  
B. biggest  
C. bigger  
D. more bigger
30. I \_\_\_\_\_ a new motor cycle yesterday.  
A. Will buy  
B. Had bought  
C. Buys  
D. bought

## POST-TEST ENGLISH GRAMMAR

*Choose the correct answer by crossing (X) a,b,c, or d!*

1. Lulu: Look! It's snowing.  
Lina: So beautiful. This is the first time I have ever seen snow. It \_\_\_\_\_ in my country.
  - A. are not snowing
  - B. am not snowing
  - C. was not snowing
  - D. is not snowing
  
2. Q: How do you go to school?  
A: We \_\_\_\_\_ the bus to school
  - A. Rode
  - B. Ridden
  - C. Ride
  - D. Riding
  
3. We \_\_\_\_\_ about the Present Continuous Tense now
  - A. are learning
  - B. learning
  - C. learnt
  - D. learn
  
4. Q: Does she love his mother?  
A: \_\_\_\_\_
  - A. Yes, She love his mother
  - B. Yes, She loves his mother
  - C. No, She to love his mother
  - D. Yes, She is loving his mother
  
5. Which sentence is correct?
  - A. Ihsan and Akbar always studies together.
  - B. Ihsan and Akbar always study together.
  - C. Ihsan and Akbar always studying together.
  - D. Ihsan and Akbar always are studying together.
  
6. Teacher: What are you doing in his vacation now?  
Students: we are \_\_\_\_\_ in Bangladesh now
  - A. jogging
  - B. is jogging
  - C. go jogging
  - D. are jogging
  
7. Q: When do you usually do your homework?  
A: \_\_\_\_\_
  - A. I have did my homework at 6 PM
  - B. I did my homework at 6 PM
  - C. I do my homework at 6 PM
  - D. I am doing my homework at 6 PM
  
8. Jenny and Juno \_\_\_\_\_ together in library
  - A. are been
  - B. are being
  - C. I been
  - D. is being
  
9. We don't like Jamal. He is as \_\_\_\_\_ as his brother
  - A. naughty
  - B. more naughty
  - C. naughtier
  - D. most naughty
  
10. When \_\_\_\_\_ you \_\_\_\_\_ a bath?
  - A. Do, took
  - B. Do, take
  - C. Do, taken
  - D. Do, taking
  
11. He \_\_\_\_\_ me yesterday morning
  - A. calling
  - B. called
  - C. calls
  - D. call

12. Q: Do you enjoy playing in the park?  
A: \_\_\_\_
- A. No, I doesn't enjoy playing in the park  
B. No, I no enjoy playing in the park  
C. No, I don't enjoy playing in the park  
D. No, I don't enjoys playing in the park
13. Every country \_\_\_\_ help from others  
A. need  
B. needs  
C. is need  
D. are need
14. The sun \_\_\_\_ from the east.  
A. rises  
B. roses  
C. is rising  
D. rised
15. "Luna is a chef. She always prepares food at her cafe. She sells many delicious foods such as cakes, bakeries, dishes, and drinks. Her cafe is open from 07.00 am to 10.00 pm. Now, it is 10.00 am. What do you think Luna is doing this time?"  
A. Luna is closing her cafe because it is about to be bankrupt.  
B. Luna is going to sleep because it's time for break.  
C. Luna is cooking and selling dishes for her cafe.  
D. Luna is delivering posts around the city
16. Mum is \_\_\_\_\_ vegetables and dad is \_\_\_\_\_ television  
A. cut – watch  
B. cutting- watching  
C. be cutting-be watching  
D. being cut-being watch
17. The dress code for today is smart casuals so I \_\_\_\_\_ a black t-shirt  
A. wears  
B. am wearing  
C. am wear  
D. weared
18. Are we \_\_\_\_\_ cake now?  
A. are eating  
B. eating  
C. be eating  
D. is eating
19. I \_\_\_\_\_ a lot of handcrafts a month ago  
A. make  
B. made  
C. making  
D. maked
20. Wow, Your current boyfriend is \_\_\_\_\_ than Rury.  
A. wise  
B. wiser  
C. wisest  
D. more wise
21. We \_\_\_\_\_ quiz last week.  
A. did  
B. do  
C. make  
D. making
22. My teacher \_\_\_\_\_ me about this lesson yesterday  
A. taught  
B. teach  
C. teaches  
D. teached
23. I buy the \_\_\_\_\_ beautiful dress I have ever had  
A. most  
B. more  
C. better  
D. good
24. he weight of Tomatoes is 17 kg, The weight of potatoes is 21 kg  
*Pick the correct statement!*  
A. The weight of tomatoes is as much as the weight of potatoes  
B. The weight of tomatoes is more than the weight of potatoes

- C. The weight of tomatoes is less than the weight of potatoes
- D. The weight of tomatoes is worse than the weight of potatoes
25. Which is \_\_\_\_\_ iron or cotton?
- A. heavy
- B. heaviest
- C. heavier
- D. more heavy
26. Andini works hard, Aminah doesn't work hard  
*Pick the correct statement!*
- A. Andini works is less than Aminah works
- B. Andini works hard but Aminah doesn't
- C. Andini works as hard as Aminah works
- D. Aminah works more hard than Andini works
27. The road is the \_\_\_\_\_ road in this city
- A. narrowest
- B. narrow
- C. narrower
- D. most narrow
28. She bought a t-shirt \_\_\_\_\_
- A. yesterday
- B. tomorrow
- C. tonight
- D. today
29. It \_\_\_\_\_ small size.
- A. was
- B. do
- C. did
- D. were
30. Mechanic \_\_\_\_\_ broken machine.
- A. fixed
- B. fix
- C. fixs
- D. fixing



**Validation Sheet**  
**English Grammar Test**

“The Effectiveness of Socratic Circle Method towards Students' Grammar Achievement in Flipped Learning Classroom”

|                                 |   |   |
|---------------------------------|---|---|
| Validator                       | : | Ima Mutholliatil Badriyah, M.Pd                       |
| NIP                             | : | 19831217201802012155                                  |
| Expertise                       | : | English Grammar                                       |
| Instance                        | : | Maulana Malik Ibrahim State Islamic University Malang |
| Validation Date<br>(dd/mm/yyyy) | : | 25/03/2022  |

**A. Introduction**

This validation sheet aims to get an assessment from the Validator (Mr/Ms) on my research instrument in the form of 100 English language questions in the form of multiple choice. This instrument will address the research subject, namely the 8th-grade junior high school students. Any comments and suggestions given are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

**B. Guidance**

1. In this section, assess by ticking  with the following criteria following the columns below:
  - 1 : Very Poor
  - 2 : Poor
  - 3 : Average
  - 4 : Good
  - 5 : Excellent
2. Please give comments and suggestion in the columns below

## C. Validation Sheet

| No. | Aspect   | Score |   |   |   |   |
|-----|--|-------|---|---|---|---|
|     |  | 1     | 2 | 3 | 4 | 5 |
| 1.  | <p><b>Suitability of Instrument with basic competencies</b></p> <p><b>Basic Competence</b></p> <p>3.7 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 secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p> <p>3.8 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 sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>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)</p> <p><b>Instrument Indicator</b></p> <p>Students can identify grammatical uses of the simple present, present continuous, comparative degree, and simple past focusing on changing verbs, noun forms, use of subjects and time changes.</p> |       |   |   |   | ✓ |

|     |   |  |  |  |   |   |
|-----|---|--|--|--|---|---|
| 2.  | The suitability of the sociocultural/sociolinguistic competence of the instrument with the student's abilities. |  |  |  |   | ✓ |
| 3.  | The suitability of the instrument's discourse competence with students' abilities.                              |  |  |  |   | ✓ |
| 4.  | The suitability of the instrument's axial competence with students' abilities.                                  |  |  |  |   | ✓ |
| 5.  | The suitability of the instrument's axial competence with students' abilities.                                  |  |  |  |   | ✓ |
| 6.  | Construction of variations in the use of subjects, verbs, noun forms, use of subjects and time changes.         |  |  |  | ✓ |   |
| 7.  | Answer choices must be homogeneous and logical in terms of material aspect.                                     |  |  |  |   | ✓ |
| 8.  | Each question must have one correct answer or the most correct.   |  |  |  | ✓ |   |
| 9.  | The subject matter does not contain a statement which is a double negative.                                     |  |  |  |   | ✓ |
| 10. | The subject matter must be formulated clearly and unequivocally.  |  |  |  |   | ✓ |

**Description of the rubric:**

Questions number 1 to number 6 are indicators of the material aspects of the instrument, while questions from numbers 7 to 10 are indicators of the construction aspect of multiple-choice questions.

**Suggestion:**

1. Pay attention to the arrangement of the use of subject variations
2. Changing multiple-choice options, so it is not too easy
3. The simple present question has an appositive component that has not been taught to students
4. The question of the present continuous verb tends to gerund
5. Questions should be randomized when given to students so that it is not too easy
6. Corrected spelling, such as names starting with a capital letter

## 5. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. ~~The instrument can be used without revision.~~
2. The instrument can be used with slight revision
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument cannot be used~~

Malang, March 25, 2022



Ima Mutholliatil Badriyah, M.Pd  
NIP. 19831217201802012155

*Appendix VI Syllabus***SILABUS**

Satuan Pendidikan : MTs N 1 Lamongan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /2 (Genap)  
 Alokasi Waktu : 4 JP  
 Tahun Pelajaran : 2021/2022

**Standar Kompetensi (KI)**

**KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

| Kompetensi Dasar   | Materi Pembelajaran  | Indikator   | Nilai Karakter  | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar             | Penilaian  |
|--|--|---|---|---|---------------|----------------------------|--|
| 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi | <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Menjelaskan, mendeskripsikan</li> <li>Struktur teks</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> </ul> | - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang | 12 JP         | ❖ Buku Penunjang Kurikulum | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|---|--|--|---|---------------|--|---|
| transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense) | <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan</li> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>.</li> <li>- Adverbia: <i>always, often, sometimes, never, usually, every</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum</li> </ul> | <ul style="list-style-type: none"> <li>• Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>• Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>• Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul> | <ul style="list-style-type: none"> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>  | <p>kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang,</li> </ul> |               | <p>2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemen dikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul>   |
| 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait   |   | <ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Melakukan percakapan tentang hal-hal yang biasa,</li> </ul>  | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> </ul> |   |               |  | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar  | Penilaian   |
|---|---|--|--|--|---------------|---|---|
| keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks   | yang dapat menumbuhkan perilaku yang termuat di KI  | sering, kadang-kadang, biasanya dilakukan di keluarganya   | <ul style="list-style-type: none"> <li>• Kerja sama</li> </ul>   | biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana <ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>                                     |               |   |   |
| 3.8 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 sedang dilakukan/ berlangsung saat | <ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>Menjelaskan, mendeskripsikan</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> </ul> | 12 JP         | <ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris <i>When English Rings The Bell</i>,</li> </ul> | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|---|---|--|---|---------------|--|---|
| diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)  | <ul style="list-style-type: none"> <li>- Adverbia: <i>now</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> | <p>mereka dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul> |               | <p>Kelas VIII, Kemen dikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> |   |
| 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan | <ul style="list-style-type: none"> <li>• Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>   | <ul style="list-style-type: none"> <li>• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>    |               |  | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |



| Kompetensi Dasar   | Materi Pembelajaran   | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|---|--|--|--|---------------|--|---|
| yang benar dan sesuai konteks  |   |  |  |  |               |  |   |
| 3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i> ) | <ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></li> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>• Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>• Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>• Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> </ul> | 12 JP         | <ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemen dikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman</li> </ul> | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |
| 4.9 Menyusun teks interaksi transaksional lisan  |   | <ul style="list-style-type: none"> <li>• Membuat beberapa teks pendek dan</li> </ul>   | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> </ul>  |  |               |  | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> </ul>   |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|---|---|--|--|---------------|--|---|
| dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>                        | <p>sederhana membandingkan orang, benda, binatang yang mereka ketahui</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan temannya</li> </ul>  | <ul style="list-style-type: none"> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>  | <ul style="list-style-type: none"> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               | peserta didik dan guru   | <ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul>                                      |
| 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait   | <ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan</li> </ul>  | 12 JP         | ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|--|--|--|---|---------------|--|---|
| 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) | <ul style="list-style-type: none"> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> | <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> </ul>  |  | <ul style="list-style-type: none"> <li>- ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               | Rings The Bell, Kelas VIII, Kemen dikbud, Revisi Tahun 2017<br>❖ Kamus Bahasa Inggris<br>❖ Pengalaman peserta didik dan guru |   |
| 4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/  | <ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>  | <ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami</li> <li>• Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> |   |               |  | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|---|---|--|---|---------------|--|---|
| 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 |   | dan tekanan kata yang benar   |  |   |               |  |   |
| 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek                     | <ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>• Struktur teks Dapat mencakup               <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>• Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>• Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>• Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk mempelajari alur cerita</li> </ul> | 20 JP         | ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian  |
|--|---|---|--|---|---------------|--|--|
| dan sederhana, sesuai dengan konteks penggunaannya   | interogatif dalam <i>Simple Past tense</i>  | diambil teks, dengan ejaan dan tanda baca yang benar  |  | - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.  |               | The Bell, Kelas VIII,  |  |
| 4.11. Teks recount<br>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 ( <i>personal recount</i> )<br>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu | - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i> , dan sebagainya.<br>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i> , dan sebagainya.<br>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb.<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan<br>• Topik Peristiwa, pengalaman yang | <ul style="list-style-type: none"> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>• Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar<br>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana<br>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar<br>- Melakukan refleksi tentang proses dan hasil belajarnya |               | Kemen dikbud, Revisi Tahun 2017<br>❖ Kamus Bahasa Inggris<br>❖ Pengalaman peserta didik dan guru | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian  |
|---|---|---|--|--|---------------|--|--|
| lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks  | terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI   |   |  |  |               |  |  |
| 3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya | <ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul> | 12 JP         | ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris <i>When English Rings The Bell</i> , Kelas VIII, Kemen | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|---|--|--|--|---------------|--|---|
| <p>4.12. Teks pesan singkat dan pengumuman/ pemberitahuan (notice)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), sangat</p> | <p>yang berbeda-beda</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul> | <ul style="list-style-type: none"> <li>• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               | <p>dikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar  | Penilaian   |
|--|---|---|--|--|---------------|---|---|
| pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |   |   |  |  |               |   |   |
| 3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs  | <ul style="list-style-type: none"> <li>Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>Unsur kebahasaan               <ul style="list-style-type: none"> <li>Kosa kata dan tata bahasa dalam lirik lagu</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik Hal-hal yang dapat memberikan keteladanan dan</li> </ul> | <ul style="list-style-type: none"> <li>Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</li> <li>Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> | 8 JP          | ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris<br>When English Rings The Bell, Kelas VIII, Kemen | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |
| 4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait   |   | <ul style="list-style-type: none"> <li>Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>  | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> </ul>   |  |               |   | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |



| Kompetensi Dasar         | Materi Pembelajaran                      | Indikator | Nilai Karakter   | Kegiatan Pembelajaran | Alokasi Waktu | Sumber Belajar  | Penilaian |
|--------------------------|--|-----------|--|-----------------------|---------------|---|-----------|
| kehidupan remaja SMP/MTs | menumbuhkan perilaku yang termuat di KI. |           | <ul style="list-style-type: none"> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> |                       |               | dikbud,<br>Revisi Tahun 2017<br>❖ Kamus Bahasa Inggris<br>❖ Pengalaman peserta didik dan guru |           |

Mengetahui,  
Kepala Sekolah

Drs. H SUTAR, MM  
NIP. ....

Lamongan, 6 Juli 2021

Guru Mata Pelajaran

H. ARIS PURWANTORO, S.Pd  
NIP. ....

*Appendix VII Lesson Plan*

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs N 1 Lamongan  
 Mata Pelajaran : English  
 Language Kelas/ Semester : VIII/2  
 Materi : *Simple Present*  
 Focus Skill : Understanding  
 grammar Time Allotments : 40 minutes

**Kompetensi dasar**

3.7 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 secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)

**Indikator Pembelajaran**

Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah merekalakukan sebagai anggota keluarga dan remaja sekolah menengah

**Tujuan Pembelajaran**

- Melalui serangkaian kegiatan pembelajaran peserta didik diharapkan mampu 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 secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

**Media Pembelajaran, Alat/Bahan dan Sumber**

**Belajar: Sumber Belajar** : Buku BSE Kelas VII

**Metode Pembelajaran** : Socratic Circle Method

**Setting Pembelajaran** : Flipped (Offline learning and asynchronous online learning)

| <b>Flipped Learning Classroom Setting</b>   |               |
|---|---------------|
| <b>Online Stage</b>   |               |
| <ul style="list-style-type: none"> <li>• Siswa diminta untuk mempelajari materi melalui link youtube yang telah di <i>share</i> di group kelas dengan mengisi Lembar Kerja siswa berupa “Rangkuman Materi”</li> <li>• Lembar kerja Siswa terlampir</li> </ul>   |               |
| <b>Offline Stage</b>  |               |
| Kegiatan Pembelajaran   | Alokasi Waktu |
| <p><b>Pre Activity</b></p> <ul style="list-style-type: none"> <li>• Guru memulai pembelajaran dan memeriksa kehadiran siswa</li> </ul>  | 5’            |
| <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>• Siswa dibagi menjadi 2 kelompok <i>inner circle</i> dan <i>outer circle</i> secara acak</li> <li>• Guru membacakan pertanyaan</li> <li>• Siswa menjawab pertanyaan maksimal 10 menit</li> <li>• Siswa dalam inner circle diminta untuk mempresentasikan jawaban beserta alasan</li> <li>• setelah itu posisi inner circle dan outer di switch dan diberi waktu presentasi selama 10 menit</li> <li>• Guru memberi feedback selama 10 menit.</li> </ul> | 30’           |
| <p><b>Post Activity</b></p> <ul style="list-style-type: none"> <li>• Siswa menentukan jawaban yang benar dalam lembar jawaban</li> </ul>  | 5’            |

## **Penilaian**

Sikap : Observasi

Spiritual (Mengucapkan salam dan doa)

Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)

Pengetahuan : Peserta mengerjakan soal pilihan ganda terkait materi.

Keterampilan : Diskusi

Peserta didik mendiskusikan materi dan menentukan jawaban yang tepat atas pertanyaan yang diberikan oleh guru

Mengetahui,

Malang, 25 Maret 2022

Kepala MTs N 1 Lamongan

Guru Mata Pelajaran,

Penyusun,

Drs. H SUTAR, MM  
NIP. ....

H. ARIS PURWANTORO, S.Pd  
NIP. ....

Farda Muslimah  
NIM.18180011

### ***Appendix VIII Teacher Instruction and Guidance***

The basic procedure for a Socratic circle is as follows:

1. On the day before a Socratic circle, the teacher share short video explanation
2. That night at home, students spend time, analyzing, and taking notes on the video given.
3. During class the next day, students are randomly divided into two concentric circles: an inner circle and an outer circle.
4. The teacher give question and ask to the students to answer approximately 10 minutes.
5. The students in the inner circle read the passage aloud and then engage in a discussion of the text for approximately 5 minutes, while students in the outer circle silently observe the behavior and performance of the inner circle.
6. After this discussion of the text, the outer circle assesses the inner circle's performance and gives 5 minutes of feedback for the inner circle.
7. The new inner circle holds a 5 minutes discussion and then receives 5 minutes of feedback from the new outer circle

(Copeland,2005)

#### **Table of video material used:**

| No | Standard Competence                  | Link Video  |
|----|--------------------------------------|---|
| 1  | The use of Simple Present            | <a href="https://www.youtube.com/watch?v=i4rv6dgh_nY">https://www.youtube.com/watch?v=i4rv6dgh_nY</a>   |
| 2  | The Use of Simple present Continuous | <a href="https://www.youtube.com/watch?v=pGkmRjXiKq4&amp;list=PLhdv91JNAmtSKA6g6ITRbFyHreENzeCH8&amp;index=2">https://www.youtube.com/watch?v=pGkmRjXiKq4&amp;list=PLhdv91JNAmtSKA6g6ITRbFyHreENzeCH8&amp;index=2</a> |
| 3  | The Use of Degree of Comparison      | <a href="https://www.youtube.com/watch?v=wVkZktxqSfY">https://www.youtube.com/watch?v=wVkZktxqSfY</a>   |
| 4  | The Use of Simple Past               | <a href="https://www.youtube.com/watch?v=CApPEgntWag&amp;list=PLhdv91JNAmtSKA6g6ITRbFyHreENzeCH8&amp;index=6">https://www.youtube.com/watch?v=CApPEgntWag&amp;list=PLhdv91JNAmtSKA6g6ITRbFyHreENzeCH8&amp;index=6</a> |

*Appendix IX List of Question***List of the question**

Integrated with bloom taxonomy by Griswold et al.2017)

| <b>The use of Simple Present</b>            |  |    |
|---|--|----|
| 1   | Q: Make a sentence showing general truth by simple present structure<br>A: The sun rises from the east                                       | C6 |
| 2   | Q : if the sentence I study English every day is the positive form, how to make become negative<br>A: I don't study English Everyday         | C4 |
| 3   | Q :He usually play badminton in the evening, I the sentence correct?<br>A : no, incorrect because the verb play should add with the letter s | C5 |
| 4   | Q :Make a sentence using simple present in interrogative form<br>A : do you understand?  | C6 |
| <b>The Use of Simple present Continuous</b> |  |    |
| 1   | Q :Make a sentence using simple present continuous tense in interrogative form<br>A: Is she washing the dishes?                              | C4 |

|  |  |    |
|--|--|----|
| 2                                      | Q: "I am going to the market yesterday" Is the sentence correct according to simple present continuous tense?<br>A: incorrect because time signal for this tenses is righ now, just now or at specific time.                                 | C5 |
| 3                                      | Q :Make the sentence using simple present cont by verb take a bath<br>A : I am taking a bath at 7 am morning   | C6 |
| 4                                      | Q: arrange the sentence you-?-are-water-drinking-night-at<br>A: are you drinking water at night?   | C4 |
| <b>The Use of Degree of Comparison</b> |  |    |
| 1                                      | Q : Make the superlative degree with the word best<br>A : Dina get the best score in the exam  | C6 |
| 2                                      | Q : Mathematics is the more difficult subject, is the sentence correct?<br>A : incorrect because more should replace with , most   | C3 |
| 3                                      | Q: Cheese butter potato chip is not too salty. salty Egg potato chip is very salty so we can conclude there less salty in cheese butter potato chips and there is more salty in egg potato chips, is the statement correct<br>A: yes correct | C4 |
| 4                                      | Q: make the comparative degree with the word beautiful   | C6 |

|                               |   |    |
|-------------------------------|---|----|
|                               | A: you are more beautiful than I expect   |    |
| <b>The Use of Simple Past</b> |   |    |
| 1                             | <p>Q : analyze the sentence of the part of speech</p> <p>“ one day she bought a red car with her mother in London”</p> <p>A: one day = time signal</p> <p>She = subject/ Pronoun</p> <p>Bought = Verb</p> <p>A red car = object</p> <p>With her mother = Compliment</p> <p>London= Adverb</p> | C4 |
| 2                             | <p>Q: I gone to Surabaya for holiday last Saturday is the sentence correct? why?</p> <p>A: incorrect because the V2 of go is went</p>   | C5 |
| 3                             | <p>Q: She played with Buni that night. how to make it become negative sentence</p> <p>A: she did not play with Buni that night</p>  | C4 |
| 4                             | <p>Q: She did not saw flowers bloom yesterday. is the sentence correct</p> <p>A:incorrect because verb saw back to verb base</p>  | C5 |



*Appendix X Students' Instruction and Exercise Sheet***STUDENTS' INSTRUCTION AND EXERCISE SHEET**

Instruction:

Dear my smart and diligent students all you have to do are:

1. Individual work  
Watch the link video that Ms Farda share on WhatsApp group after that make the summary about the materials
2. Class activity work
  - Write down your summary in the exercise sheet.
  - Answer the question that given by Ms farda provide with your arguments.

Exercise:

**1. Write down your summary**

A large rounded rectangular box with horizontal lines, intended for writing a summary. The box has a rounded top and bottom and is divided into ten horizontal sections by nine lines.

**2. Answer the question and provide with your arguments****Question 1****Answer :** \_\_\_\_\_**Argument :** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opposite team answer and argument:**

\_\_\_\_\_

**Question 2****Answer :** \_\_\_\_\_**Argument :** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opposite team answer and argument:**

\_\_\_\_\_

**Question 3****Answer :** \_\_\_\_\_**Argument :** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opposite team answer and argument:**

\_\_\_\_\_

**Question 4****Answer :**

---

**Argument :**

---

---

---

**Opposite team answer and argument:**

---

**3. Make your own Conclusion****1. Answer:**

---

---

**2. Answer:**

---

---

**3. Answer:**

---

---

**4. Answer:**

---

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## Appendix XI Students Answer Sheet

Name : Prayna Devi (24) VIII BDate: 7 April 2022

Id Number: \_\_\_\_\_

## PRE-TEST ENGLISH GRAMMAR

58

Choose the correct answer by crossing (X) a, b, c, or d!

1. It is now 11.00 pm. Nanda \_\_\_\_\_ in her bedroom.  
 A. is sleeping  
 B. is sleeps  
 C. are sleeping  
 D. was sleeping
2. Which sentence is correct?  
 A. Lia go to school early.  
 B. Lia goes to school early.  
 C. Lia going to school early.  
 D. Lia is goes to school early.
3. Please be quiet. I \_\_\_\_\_ to concentrate right now.  
 A. am trying  
 B. is trying  
 C. were trying  
 D. was trying
4. Diah and Diaz \_\_\_\_\_ writing poems for an English subject.  
 A. is  
 B. are  
 C. am  
 D. be
5. I \_\_\_\_\_ breakfast every day at 6 AM  
 A. Eat  
 B. To eat  
 C. Ate  
 D. Eaten
6. Did You \_\_\_\_\_ In my house yesterday?  
 A. Stayed  
 B. staying  
 C. Will stay  
 D. stay
7. Why \_\_\_\_\_ your sister crying so loud? Please give her candies or something.  
 A. is  
 B. are  
 C. am  
 D. were
8. We \_\_\_\_\_ the cat in front of my school last night.  
 A. Will catch  
 B. catch  
 C. Are catching  
 D. caught
9. He \_\_\_\_\_ his dog everyday  
 A. To feed  
 B. Feed  
 C. Feeds  
 D. Feeding
10. Q: Do you like to dance?  
 A: \_\_\_\_\_  
 A. Yes, I likes to dance  
 B. Yes, I like to dance  
 C. Yes, I am liking to dance
11. The earth \_\_\_\_\_ once within 24 hours every day.  
 A. rotate  
 B. rotates  
 C. is rotting  
 D. rotate
12. He runs as \_\_\_\_\_ as molasses in January.  
 A. slow  
 B. slowest  
 C. slower  
 D. the slowest
13. The teacher asked the students, \_\_\_\_\_  
 A. Where do you live?  
 B. Where you live?  
 C. Where are you live?  
 D. Where you live do?
14. Birds \_\_\_\_\_ high in the sky.  
 A. fly  
 B. flies  
 C. flying  
 D. flew
15. Smith : \_\_\_\_\_  
 Anto : At 10pm.  
 A. What do you usually do before sleeping?  
 B. When do you usually have breakfast?  
 C. What time do you usually go to bed?  
 D. What do you usually do at night?

B:16

S:14

Name : \_\_\_\_\_

Date: \_\_\_\_\_

Id Number: \_\_\_\_\_

16. What \_\_\_\_\_ you \_\_\_\_\_ right now?  
 A. are-doing  
 B. is-do  
~~C. be-doing~~  
 D. were-doing
17. They \_\_\_\_\_ a cup of coffee, but chocolate.  
 A. is not drink  
 B. is not drinking  
~~C. are not drinking~~  
 D. are not drunk
18. Krystal is as \_\_\_\_\_ as her sister.  
 A. more beautiful  
 B. most beautiful  
~~C. beautiful~~  
 D. beautifuler
19. Sandy : Is he bringing my laptop?  
 Diego : \_\_\_\_\_  
 A. Yes, he is.  
 B. Yes, he does.  
 C. No, he does not.  
~~D. No, he is.~~
20. A: \_\_\_\_\_ they \_\_\_\_\_ in a good company?  
~~B. Yes, they are.~~  
 A. Is - going  
 B. Are - working  
 C. Am - talking  
 D. Were - studying
21. Rita can walk \_\_\_\_\_ than you think.  
 A. more far  
~~B. further~~  
 C. furthest  
 D. more further
22. My girl friend \_\_\_\_\_ Book to my teacher last time.  
 A. Gave  
 B. is giving  
 C. Gives  
~~D. Gived~~
23. Did not Tamara and Tania \_\_\_\_\_ to Surabaya last month?  
~~A. go~~  
 B. gone  
 C. will go  
 D. going
24. Who is the \_\_\_\_\_ students in your group?  
 A. most diligent  
 B. diligent  
 C. more diligent  
~~D. diligent most~~
25. Tamara \_\_\_\_\_ a letter to his teacher yesterday.  
 A. write  
 B. writes  
~~C. wrote~~  
 D. writted
26. I hope tomorrow will be \_\_\_\_\_ than today.  
~~A. best~~  
 B. better  
 C. good  
 D. more good
27. Q: Did you make this bread Tamara?  
 A: no, I \_\_\_\_\_ it, I bought it yesterday.  
~~A. didn't make~~  
 B. made  
 C. will make  
 D. makes
28. Your spicy ramen noodle is \_\_\_\_\_ than mine.  
 A. more hot  
 B. hotter  
~~C. hottest~~  
 D. hot
29. He has the \_\_\_\_\_ house among all his friends.  
 A. big  
~~B. biggest~~  
 C. bigger  
 D. more bigger
30. I \_\_\_\_\_ a new motor cycle yesterday.  
 A. Will buy  
 B. Had bought  
 C. Buys  
~~D. bought~~

Name : Zakiya Saiwa M.Date: 7/04/2022Id Number: 30 / Kelas 8B

## STUDENTS' INSTRUCTION AND EXERCISE SHEET

### Instruction:

Dear my smart and diligent students all you have to do are:

1. **Individual work**  
Watch the link video that Ms Farda share on WhatsApp group after that make the summary about the materials
2. **Class activity work**
  - Write down your summary in the exercise sheet.
  - Answer the question that given by Ms farda provide with your arguments.

### Exercise:

1. Write down your summary

Simple Present tense, Verb + S subject: he, she, it example  
buys Verb + es kata kerja berakhiran ss, ch, sh, x. 0  
example goes, kalimat negatif example he does not buy  
a pen, Penggunaan simple Present ① untuk menyatakan  
rutinitas, sesuatu hal / kegiatan yg dilakukan secara berulang.  
Penanda waktu: always, seldom, sometime, every week,  
every day ② untuk menyatakan fakta example fire is hot  
③ digunakan untuk kalimat Perintah / larangan ④ digunakan  
untuk membicarakan rencana / Jadwal di masa depan  
namun memiliki jangka waktu dekat dengan sekarang.

Present Continuous tense: function in progress  
at the moment of speaking from ( to be + ving )  
I, am, not you we the, are, are not, she, he,  
it is not

2. Answer the question and provide with your arguments

## Question 2

Answer : ~~False~~ False

Argument : ~~karena "play" harusnya~~ Karena simple present subjek He  
~~tidak harus + s~~ KK harus + s

Opposite team answer and argument:

True : Karena sudah sesuai

## Question 3

Answer : ~~False~~ False

Argument : Karena ~~tidak~~ harusnya menggunakan ~~...~~  
 P. waktu spesifik

Opposite team answer and argument:

False

## Question 4

Answer : ~~are you~~ are you drinking water at night?

Argument : karena sudah cocok / berurutan

Opposite team answer and argument:

at night you are drinking water?

## 3. Make your own Conclusion

~~1. Answer:~~

2. Answer: False

3. Answer: False

4. Answer: are you drinking water at night?

Name : Prajna Dewi (24) Uiy BDate: 15 April 2022

Id Number: \_\_\_\_\_

## POST-TEST ENGLISH GRAMMAR

82

Choose the correct answer by crossing (X) a, b, c, or d!

- Lulu: Look! It's snowing.  
Lina: So beautiful. This is the first time I have ever seen snow. It \_\_\_\_\_ in my country.  
A. are not snowing  
B. am not snowing  
C. was not snowing  
 D. is not snowing
- Q: How do you go to school?  
A: We \_\_\_\_\_ the bus to school  
A. Rode  
B. Ridden  
 C. Ride  
D. Riding
- We \_\_\_\_\_ about the Present Continuous Tense now  
 A. are learning  
B. learning  
C. learnt  
D. learn
- Q: Does she love his mother?  
A: \_\_\_\_\_  
 B. Yes, She love his mother  
C. Yes, She loves his mother  
D. No, She to love his mother  
E. Yes, She is loving his mother
- Which sentence is correct?  
A. Ihsan and Akbar always studies together.  
 B. Ihsan and Akbar always study together.  
C. Ihsan and Akbar always studying together.  
D. Ihsan and Akbar always are studying together.
- Teacher: What are you doing in his vacation now?  
Students: we are \_\_\_\_\_ in Bangladesh now  
 A. jogging  
B. is jogging  
C. go jogging  
D. are jogging
- Q: When do you usually do your homework?  
A: \_\_\_\_\_  
A. I have did my homework at 6 PM  
B. I did my homework at 6 PM  
 C. I do my homework at 6 PM  
D. I am doing my homework at 6 PM
- Jenny and Juno \_\_\_\_\_ together in library  
A. are been  
 B. are being  
C. I been  
D. is being
- We don't like Jamal. He is as \_\_\_\_\_ as his brother  
 A. naughty  
B. more naughty  
C. naughtier  
D. most naughty
- When \_\_\_\_\_ you \_\_\_\_\_ a bath?  
A. Do, took  
 B. Do, take  
C. Do, taken  
D. Do, taking
- He \_\_\_\_\_ me yesterday morning  
A. calling  
B. called  
C. calls  
 D. call
- Q: Do you enjoy playing in the park?  
A: \_\_\_\_\_  
A. No, I doesn't enjoy playing in the park  
 B. No, I no enjoy playing in the park  
C. No, I don't enjoy playing in the park  
D. No, I don't enjoys playing in the park
- Every country \_\_\_\_\_ help from others  
 A. need  
B. needs  
C. is need  
D. are need
- The sun \_\_\_\_\_ from the east.  
A. rises  
 B. roses  
C. is rising  
D. rised
- "Luna is a chef. She always prepares food at her cafe. She sells many delicious foods such as cakes, bakeries, dishes, and drinks. Her cafe is open from 07.00 am to 10.00 pm. Now, it is 10.00 am. What do you think Luna is doing this time?"  
 A. Luna is closing her cafe because it is about to be bankrupt.  
B. Luna is going to sleep because it's time for break.  
C. Luna is cooking and selling dishes for her cafe.  
D. Luna is delivering posts around the city
- Mum is \_\_\_\_\_ vegetables and dad is \_\_\_\_\_ television  
A. cut - watch  
 B. cutting- watching

B: 24

S: 6



Name : \_\_\_\_\_

Date: \_\_\_\_\_

Id Number: \_\_\_\_\_

- C. be cutting-be watching  
D. being cut-being watch
17. The dress code for today is smart casuals so I \_\_\_\_\_ a black t-shirt  
A. wears  
 B. am wearing  
C. am wear  
D. weared
18. Are we \_\_\_\_\_ cake now?  
 A. are eating  
B. eating  
C. be eating  
D. is eating
19. I \_\_\_\_\_ a lot of handcrafts a month ago  
A. make  
 B. made  
C. making  
D. maked
20. Wow, Your current boyfriend is \_\_\_\_\_ than Rury.  
A. wise  
 B. wiser  
C. wisest  
D. more wise
21. We \_\_\_\_\_ quiz last week.  
 A. did  
B. do  
C. make  
D. making
22. My teacher \_\_\_\_\_ me about this lesson yesterday  
 A. taught  
B. teach  
C. teaches  
D. teached
23. I buy the \_\_\_\_\_ beautiful dress I have ever had  
 A. most  
B. more  
C. better  
D. good
24. The weight of Tomatoes is 17 kg, The weight of potatoes is 21 kg  
*Pick the correct statement!*
- A. The weight of tomatoes is as much as the weight of potatoes  
B. The weight of tomatoes is more than the weight of potatoes  
 C. The weight of tomatoes is less than the weight of potatoes  
D. The weight of tomatoes is worse than the weight of potatoes
25. Which is \_\_\_\_\_ iron or cotton?  
A. heavy  
 B. heaviest  
C. heavier  
D. more heavy
26. Andini works hard, Aminah doesn't work hard  
*Pick the correct statement!*  
A. Andini works is less than Aminah works  
 B. Andini works hard but Aminah doesn't  
C. Andini works as hard as Aminah works  
D. Aminah works more hard than Andini works
27. The road is the \_\_\_\_\_ road in this city  
 A. narrowest  
B. narrow  
C. narrower  
D. most narrow
28. She bought a t-shirt \_\_\_\_\_  
 A. yesterday  
B. tomorrow  
C. tonight  
D. today
29. It \_\_\_\_\_ small size.  
A. was  
B. do  
C. did  
 D. were
30. Mechanic \_\_\_\_\_ broken machine.  
 A. fixed  
B. fix  
C. fixes  
D. fixing

*Appendix XII Letter of Completion Research*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMONGAN  
MADRASAH TSANAWIYAH NEGERI 1 LAMONGAN**

Jalan Raya Plaosan Nomor 11 Babat Lamongan 62271 Telepon (0322) 451182  
Website : <https://mtsn1lamongan.sch.id> E-mail : [mtsnbabat.424678@gmail.com](mailto:mtsnbabat.424678@gmail.com)

**SURAT KETERANGAN**

Nomor: 366/MTs.13.18.01/PP.00.5/05/2022

Yang bertanda tangan dibawah ini :

Nama : Drs. H. SUTAR, MM  
NIP : 196306151999031003  
Jabatan : Kepala MTs Negeri 1 Lamongan  
Instansi : MTs Negeri 1 Lamongan

menerangkan dengan sebenar-benarnya bahwa Mahasiswa dibawah ini :

Nama : FARDA MUSLIMAH  
NIM : 18180011  
Fakultas/ Program Studi : FITK / Tadris Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian dengan judul **“THE EFFECTIVENESS OF SOCRATIC CIRCLE METHOD TOWARDS STUNDENT’S GRAMMAR ACHIEVEMENT IN FLIPPED LEARNING CLASSROOM”** pada bulan Maret sampai dengan April 2022.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dipergunakan sebagaimana mestinya.

Lamongan, 14 Mei 2022  
Kepala,



SUTAR



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR.E. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://tte.kemenag.go.id> atau kunjungi halaman <https://tte.kemenag.go.id/>

Token : sRBWk8

*Appendix XIII Documentation*



**Try-out Test**



**Pre-Test**



**Treatment 1**



**Treatment 2**



**Treatment 3**



**Post-Test**

## Appendix XIV Thesis Consultation Logbook



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://tarbiyah.uin-malang.ac.id email : psg\_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Farda Muslimah  
NIM : 18180011  
Judul : **THE EFFECTIVENESS OF THE SOCRATIC CIRCLE METHOD IN STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT IN A FLIPPED CLASSROOM (A Pre-Experimental Study at Eight grade of MTs N 1 Lamongan)**

Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

| No | Tgl/Bln/Thn | Materi Bimbingan  | Tanda Tangan Pembimbing Proposal Skripsi |
|----|-------------|---|--|
| 1. | 9/12/2021   | Konsultasi terkait sumber dan jurnal-bacaan berupa <i>Blueprint</i> .   |  |
| 2. | 14/12/2021  | Konsultasi terkait judul penelitian THE EFFECTIVENESS OF THE SOCRATIC CIRCLE METHOD IN STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT IN A FLIPPED CLASSROOM |  |
| 3. | 22/12/2021  | Konsultasi terkait Draft Proposal   |  |
| 4. | 6/01/2022   | Konsultasi terkait Metode penelitian Kuantitatif  |  |
| 5. | 10/02/2022  | Konsultasi terkait Validitas, Reliabilitas dan Uji Hipotesis beserta teknik pengolahan data secara manual dan dengan SPSS.                          |  |

Menyetujui,  
Dosen Pembimbing

Dr. Alam Aji Putera, M.Pd  
NIP. 19890421201802011153

Malang  
Mengetahui,  
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd  
NIP. 19711014 200312 1 001



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 http://tarbiyah.uin-malang.ac.id. email : psg\_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Farda Muslimah  
 NIM : 18180011  
 Judul : **THE EFFECTIVENESS OF THE SOCRATIC CIRCLE METHOD  
 TOWARDS STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT  
 IN A FLIPPED CLASSROOM (A Pre-Experimental Study at  
 Eight grade of MTs N 1 Lamongan)**

Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

| No | Tgl/Bln/Thn | Materi Bimbingan   | Tanda Tangan Pembimbing Proposal Skripsi |
|----|-------------|--|--|
| 1. | 28/03/2022  | Konsultasi revisi sempro terkait penggantian judul penelitian menjadi THE EFFECTIVENESS OF THE SOCRATIC CIRCLE METHOD TOWARDS STUDENTS' ENGLISH GRAMMAR ACHIEVEMENT IN A FLIPPED CLASSROOM |  |
| 2. | 27/04/2022  | Konsultasi research finding (BAB 4)  |  |
| 3. | 19/05/2022  | Konsultasi research discussion and discussion (BAB 4,5)  |  |
| 4. | 02/06/2022  | Acc BAB 1,2,3,4,5  |  |

Menyetujui,  
 Dosen Pembimbing

Dr. Alam Aji Putera, M.Pd  
 NIP. 19890421201802011153

Malang, 02 Juni 2022  
 Mengetahui,  
 Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd  
 NIP. 19711014 200312 1 001

*Appendix XV Curriculum Vitae***Curriculum Vitae**

Nama Lengkap : Farda Muslimah  
 Tempat, Tanggal Lahir : Lamongan, 16 Mei 2001  
 Jenis Kelamin : Perempuan  
 Agama : Islam  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bhs Inggris  
 Perguruan Tinggi : UIN Malang  
 Alamat Rumah : Dsn Ngembes Rt 01 Rw 04 Ds  
 Yungyang, Kec Modo, Kab Lamongan  
 No. Hp/ Telp : 082290144966  
 Alamat Email : fardamuslimah288@gmail.com  
 Nama Wali : Drs Nur Alim Arif

**Riwayat Pendidikan**

- |              |                  |
|--------------|------------------|
| 1. 2005-2006 | TK Pertiwi II    |
| 2. 2006-2012 | SDN Yungyang I   |
| 3. 2012-2015 | MTs N 1 lamongan |
| 4. 2015-2018 | MAN 2 Lamongan   |
| 5. 2018-2022 | UIN Malang       |

Malang, 02 Juni 2022  
 Mahasiwi,

Farda Muslimah  
 NIM.18180011