DESIGNING TEACHING MATERIAL OF SIMPLE PAST TENSE USING *SHALAWAT* SONG FOR HIGH SCHOOL SSTUDENTS

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Abstract: This research was Research Design. It was conducted using three phases of Hanafin and Pecks' model design. The phases are need assessment, design and implementation. The need assessment was to analyze the students' need. It was conducted by giving test. Meanwhile, the sampling was taken using cluster random sampling. This research took 21 students from the eighth class. The finding of this research as follows, a) the students mainly had difficulty in answering the test of simple past tense topic, b) some students common errors found in this research were the use of time signal, error in using auxiliary and "to be" past, changing regular and irregular – infinitive verbs to past form and arranging the sentences of verbal and nominal of simple past tense. The results of the students' needs were used as main point to design the material using sholawat songs. Furthermore, the design phase was to modify the three sholawat song chosen by students from questionnaires given.

Keywords: Simple Past Tense, Students' needs, Sholawat songs

INTRODUCTION

Simple past tense is very important to be understood. It is one of types of tenses which isoften taught in English learning activities. It is used to tell something or to communicate about past event. Mas'ud (2005: 24) states that

simple past tense is an action in the past which has certain time. It is a frame work of language which can help English learners arrange sentences depending on the time of event.

Past tense is essential for those who want to talk about the past which has nothing to do with the future. According to Thomas (2011: 281) that most functions of past tense is clearly to refer to conclude situation presented as occuring before the time of speaking. It is usually followed by time signal, e.g; last night, yesterday, seven hours ago and so on. On the other hand, simple past tense is learnt by the students of Junior High School for example about expression of asking and giving facts "Did you come here yesterday?". In a text type, simple past tense is also used as one of the language future. It is used in recount and narrative text.

Based on Harjono's study (2015:1) , there are some students' errors in using simple past tense form. They are error of omission verb ending (-ed, d), did not and to be "past"), error of misinformation are regular and irregular past form, to be "past" and auxiliary "do") and error of misordering are verb, object, subject and the use of time signal. The students are still confused in arranging simple past tense sentences.

The same thing occured in the Eighth year students of MTs Babussalam Kalibening, Mojoagung, Jombang. Based on the preliminary study, the students of this year have problems in producing simple past sentences. Most of students in this years have difficulties in arranging sentences. Some factors might become causes of problems are: they are still influenced by their mother tongue and the use of textbook that they only used an LKS as reference. Whereas, textbook is one of important element in controling and limiting the subject that the teachers want to teach in the class. It is important to make the own teaching material by the teacher of the subject. Altan (1995: 59) argues that designing or adapting teachers' own teaching materials, enables them to take explanation their exactlearning environment and to overcome the lack of the coursebook.

This study designed teaching materials using Shalawat songs in Eighth year students of MTs Babussalam Kalibening, Mojoagung, Jombang. Scrivener (2005: 338) defines that song is one of interesting media to be used in studying English. Songs on recordings, video/DVD or perhaps play in guitar in the classroom are often used as a filler activity to change the mood or pace of lesson. He also said thatif songs have interesting lyric and clear vocal, it can become appropriate classroom material. Studying English structureby using song is expected to make students enjoy learning and helpthem to understand English more.

However, this research used sholawat song to design teaching material of simple past tense for eighth year students. It is used because most of activities

of eighth year students of MTs Babussalam has special activity in reading kinds of shalawat songs. They stay at Islamic boarding home area. Therefore, the students are very familiar with sholawat songs. Shalawat songs are kinds of song that can be used in teaching English. Sholawat is praying for prophet Muhammad by using songs. It has purpose to express petition, praise and flattery (Yunus as cited in Aini, 2014: 222). It can be used to teach variety of language items such as sentence patterns, vocabulary, and pronunciation or others which based on student's needs. It is expected to solve the problems faced by the students.

LITERATURE REVIEW
Need Analysis

Need analysis is a stage for identification and explaining appropriate curriculum, instructional and management objectives in order to help the learning in the class which is closely connected to the actual life situstions of the learners (Fatihi, 2003:1). It is adevice to know all things that students' need and lack in teaching and learning process in order to develop courses that have a reasonable content in classroom. Then the result facilitated the students to face the learning.

Teacher needs to conduct need analysis to know the students needs. Moreover, need analysis is useful for teaching material design. It is used to collect information as the reference used in designing teaching material. Songhori (2008: 2) states that need analysis has an essential role in the process of designing and carries out any language course. When teaching material is designed, teachers must know the gaps among teacher, students and the teaching materials. It helps the teacher to make the classroom meet the teachers' expectation. Therefore, need analysis has significant point in the process of designing teaching material.

In conclusion, the purpose of conducting a need analysis is to decide the material topics and models which are really needed by the learners to be designed as an appropriate teaching material. Therefore, the final result of the teaching reached learning objectives.It is not only useful for students but also for the teacher of the subject

Simple Past Tense

Simple past tense in one of tenses that used in eighth grade students of Junior High School. This tense finds in some text that tell about past event.

Mas'ud (2005: 24) states that simple past tense is an action in the past which has certain time. From the definition, we can conclude that simple past tense is used to talk about activities that was begun and ended in the past time. The formula of Past indefinite tense or simple past tense according to Mas'ud (2010: 24):

(+) Subject + Verb II

(-) Subject + did + Verb I + Not + Object

(?) Did + Subject + Verb I + ?

If the predicate is not verb (noun/adjective/adverb) or in Indonesian we call it "nominal" sentence. It used auxiliary verb (was and were).

      (+) S + To be (was and were) + Noun/Adjective/Adverb

      (-) S + To be (was and were) + Not + Noun/Adjective/Adverb

      (?) To be (was and were) + Subject + Noun/Adjective/Adverb

Shalawat Song

      Song is one of interesting media that can be used to improve learning of English language. Scrivener (2005: 338) said that interesting lyric and clarity of vocals help to make a song into appropriate classroom material. It gives motivation and makes the relation between the teacher and students closer. Moreover, when most of the students like to music, teachers can use songs in their class eassily. Murphey (1992:3) also argued that song is highly motivating especially for children, adolescents, and young adult learners. It implies that using songs can help the students to remember the subject easily. It can also stimulate the students to learn more than usual.

      Song can be used in some skill in English. Hancock (1998:7) states that song can be used to focus on the form of the language including grammar, vocabulary and pronunciation. It is because songs have included so many words that can help in teaching English. Song incorporate not only the tune and the lyrics but also all of the appropriate contexts that is produced.

      There are many kinds of song, one of them is sholawat song. Yunus in Aini (2014:222) states that sholawat is praise to prophet. Sholawat song is pray for prophet Muhammad P.b.o.h by using some song. It has purpose to the reader of sholawat can be happy and enjoyed. In every lyrics of sholawat include the values of religion or praise to prophet or God. It happened in Indonesia andmany Arabian countries. Sholawat usually read when there is a religious agenda. However, this research will try to use sholawat song as one of media to design material of simple past tense for eighth year students of MTs Babussalam, Mojoagung Jombang.

      Sholawat song is different with music or song that usually listened by Indonesian' people. Sholawat songs usually used and appreciated by muslim' teachers and teachers in pesantren. Therefore, sholawat was very familiar to

Islamic students even though become routine activities in anIslamic boarding house. That is why this reaserch will use sholawat as media to designing teaching materials that appropriate with students need. There were some adventages of song in teaching according to Sevik (2011:1029), they are:

1. Songs are regarded as the most effective way of teaching listening comprehension to young learners
2. Songs are common aspects of many primary foreign language programmes
3. Songs are regarded as one of the mostly enjoyed activities and one the most effective language learning strategies by most young learners.
4. Song are believed to be able to accelerate memorization
5. Songs provide a variety of comprehensible input
6. Songs provide a safe and natural classroom culture

Teaching Material Design

  Teaching materialisessential part of teaching. Teachers must know about the teaching material that appropriate with students need to support their teaching and their students learning. Richard and Rodgers (2001:79) states that view materials as a way to influencing the qualityof classroom interaction and language use. Teacher must know about the most appropriate organizing standard or focus for the materials and activities.

  Teaching materialis one ofinstrument to achieve the learning objectives. It helpedteachers carry out the classroom, prepare the tasks, and guide studentsin the learning process. Choudhury (1998:154) states that teaching material is binding of teaching, when it is packaged as a structure of learning, the teaching material can be used as a control to keep away from the attendance of the missing component. Teaching material gives impression to the students in reaching the learning objective.

  This researchused Hannafin and Peck's model design (1998). This research used Hannafin and Pecks' model design. The product of this research is a teaching material using sholawat songs. It based on the students' weakness point. There are three phases of this model, they are :

1. Need analysis phase

  This phase needs to identify the students needs in designing a teaching material. This phase will began by giving test to know the stuedents' weakness point and also to know how does the students made error. Then, conducting Instuctional analysis also need in this phase. Instuctional analysis is a proccess to determine the students understanding, the form of learning objectives and design a media or teaching material that help the condition of the studnets be better in teaching and learning. It is conducted to develop basics of curriculum and course planning based on students' interests (Sava, 2012).

2. Design phase

This phase some information from need analysis phase move into documen which will be the objectives of designing teaching material. The design of this research used sholawat song which focuses on simple past tense.

3. Devolopment/implementation

This phase is testing and marking phase. The result of the development will be implemented in teaching learning to know the influence this teaching material to english learning. It included some aspects such as interesting, the eficiencing of the learning and effectiveness.

METHOD

The design of this research was classified as Research and Development. This research design used to make a new product. Borg & Gall (2003: 569) state that Research and Development is a research which is focused on developing and validating the use of the product of education. In this research design model used was Hannafin and Peck design product. This theory can be seen from explanation above.

1. Participants

The respondents of this study were the eighth year students. There were 103 students of the eighth grade students of MTs Babussalam Mojoagung Jombang, namely VIII A, VIII B, and VIII C. This research used cluster random sampling. It took 21 samples out of 103 students. They have taken from each classes consisting of 7 students.

2. Instruments

The research instruments used in conducting this study were a) test, it was used to know the needs of the teaching material that would be made, b) observation, it used textual analysis to analyze and to describe the students' weakness point by some items that were developed that it included the type of activities, test items and design of material, and c) questionnaire, it was used to atttain personal information from respondets in this research. In this case, the questionnaire was used to know the students' interest or their preferable type of sholawat.

3. Data Analysis

Based on the data collected, the data analysis was conducted through these following procedures:

a. Identifying the students' result of the test
b. Classifying and tabulating the students error to know the students weakness point in simple past tense
c. Explaining how the students made errors about simple past tense

d. Corelating each data of instructional needs that include competence, learning objectives and indicators.
e. Identifying the result of the questionnaires
f. Classifying the students' interest
g. Designing teaching material of simple past tense using sholawat songs
h. Modifying the teaching material using sholawat song based on the students' need
i. Validating the teaching material that have made to the expert.
j. Revising the teaching material made if it is necessary
k. Editing and finishing the modified teaching material using sholawat song.

FINDINGS AND DISCUSSION
Error Analysis in First Indicator "The Students Still Make an Error in Positive Nominal Pattern of Simple Past Tense".

In simple past tense, the pattern of nominal sentences consisted of three parts. They were positive, negative and interrogative sentences. Positive sentence was the first pattern of the indicators. In this indicator, there were 4 items test. It included into 2 items of essay (IV) and 2 items of multiple choise (I). Based on the result of the test, the students made errors in this first indicator. There were 40 correct answers from 84 answers. It means that there were 44 incorrect answers made by students.

In the first indicator, most students made error in arranging the positive nominal of simple past. Most of them made error in multiple choice number (I)5. They chose "hungried, hungries and hungrying" while the right answer was "hungry". Then in multiple choice number (I)9 was about arranging jumble word. they choose "d and b" while the right answer was "c" (I was a student of senior hight school). In essay, most of the students made error in using "to be" past. They did not put to be in the sentences (see Appendix 2). They wrote "you dilligent, you beautiful, I bad, you clever" while the correct form was "You were beautiful" and some of them used present pattern. They wrote "you sing, Igo to Lamongan, I go to Malang". These students' incorrect answers were in questions of essay (IV).4a and 5a.

Error Analysis in Second Indicator "The Students Still Make an Error in Negative Nominal Pattern of Simple past tense".

In this indicator, there were 3 item numbers which were included into 2 item numbers of essay (IV) and 1 item number of multiple choise (I). There were 27 correct answers from 63 total numbers of the aswers. It means that there were 36 incorrect answers in this indicator. From the result of data

analysis, students were still confused in arranged the form of negative sentences especially in using to be past "was / were".

This common error can be seen from the result of the test of the students. They wrote "I not diligent, you not beautiful, you not clever" while the correct answer were "you were not beautiful, you were not clever, I was not dilligent". And some of them used auxiliary "do". They wrote "I don't beautiful, I don't crazy" while the correct answer were "I was beautiful, I was crazy". These students' incorrect answer was in questions of essay (IV).4b and 5b. Some other made errors in multiple choice number (I)2 "you were not ... last night" most of them chose "angried" and some other chose "angries and angrying"

Error Analysis in Third Indicator "The Students Still Make an Error in Interrogative Nominal Pattern of Simple Past Tense".

The third indicator which was about Interrogative nominal pattern, it consisted of 3 item numbers question which were consisted of 2 items number of essay (IV) and 1 item number of multiple choice (I). There were 18 correct answers form 63 total numbers of the answers of this indicator. It means that there were 45 incorrect answers made by the students. It was the most difficult form between positive and negative nominal patterns.

The students still used question "what" and auxiliary "do". They wrote "what do you dilligent?, what do you crazy? What do you smart?" while the correct answer were "were you dilligent?, were you crazy? Were you smart?" These students' incorrect answers were in questions of essay (IV).4c an 5c. In multiple choice, the most errors made by the students were in question number (I)10 which was about jumble sentence "were clever and students they dilligent" most of them were still confused to arrange the words become a sentence. They chose "a, b and c" while the correct answer was "d".

Error Analysis in Fourth Indicator "The Students Still Make an Error in Positive Verbal Pattern of Simple Past Tense"

From the result of the test, fourth indicator was the most difficult. This indicator consisted of 3 item numbers of question and all the questions were essay (IV). There were 5 correct answers of the students from 63 total number of the question. It means that there were 58 incorrect answers made by the students in this indicator. The error mainly concern with changing the form of the verb of simple past tense. The students were influenced by verb form of simple present tense.

The example of error caused by verb form of simple present or the students still have diffucties in changing the verb 1 to verb 2 were "I read book, she look white, I like my family, he eat apple and some others" while the corrct

form of simple past was they must change the verb 1 to verb 2. Other error made by the students was they still can not make the different between nominal and verbal sentence. It can be seen from one of the result of the test. It was in sentence "I am go to market, you are eat rice, you are sleep" while in this indicator was about positive verbal sentence of simple past tense. They used to be in this case. It was wrong form. All incorrect answers were in (IV) 1a, 2a, and 3a.

Error Analysis in Fifth Indicator "The Students Still Make an Error in Negative Verbal Pattern of Simple Past Tense"

In negative verbal pattern of simple past tense, the verb used was bare infinitive form. In this test, there were 3 item numbers of negative verbal of simple past tense. All item numbers of negative verbal were essay (IV) which consisted of 3 questions. There were 30 correct answers from 63 total number questions. It means that there were 33 incorrect answers the students made.

Based on the result of the test, the students mostly made errors in arranging the sentence, especially in the use of auxiliary "did". They wrote "I not like drink, he not eat, I not sleep yesterday, he not read". Some of them also made error in putting word "not" in this case. They wrote"I did not like my bag, I did go to school, you did sleep". Some others wrote "I am like sosis, I am not go to Market, you are not go to school" they still influenced by "to be" nominal of present tense. All incorrect answers were in (IV) 1b, 2b, and 3b.

Error Analysis in Sixth Indicator "The Students Still Make an Error in Interrogative Verbal Pattern of Simple Past Tense"

In this indicator, there were 3 item numbers of question which was consisted of essay items. From the result of the test given, there were 28 correct answers from 63 total answers of this indicator. It means that there were 35 incorrect answers made by the students in this indicator. In interrogative verbal sentence of simple past tense, the common errors made by students were they still had difficulties in arranging the sentence of interrogative of verbal sentence of simple past tense.

Some of them used WH question in this interrogative verbal pattern. They wrote "what I like my friends?, what I like drink? what did I like sosis?" while the correct pattern were "did I like sosis?, did I like my friends?, what I like drink?" some other wrote "did they is write? did I am go to Market?, did you are sleep ". All incorrect answers were in (IV) 1c, 2c, and 3c.

Error Analysis in Seventh Indicator "The Students Still Make an Errorin Regular Verb"

This indicator was about changing regular verb 1 to regular verb 2. This indicator consisted of 4 item numbers of the test. There were 2 item numbers of fill the blank (III), 1 item number of multiple chioce (I) and 1 item number of error recognition (II). From the result of the test, there were 24 correct answers from 84 total aswers of the question. It means that there were 59 students have incorrect answers.

Many students made error in changing the regular verb form of simple past tense. For example was in question error recognation number (II) 5 "they visit me in my house two weeks ago". They must chose incorrect word or unappropriate form of simple past tense. Some of them answered "my house" and some other chose "two weeks ago" while the correct answer was in word"visit".

In the other items (III) 3 and 4, researcher also found error made by students. They wrote "I was for about three miles, I was do for about three miles, I walk for abou three miles, I miss for about three miles" while the correct answer was "I missed for about three miles". They still can not memorizing the right form of regular of simple past tense form. And in item multiple choice (I), researcher found many students made error in number 7 "Did they ... their money last week?" most of them chose "gave and giving" while the correct answer was "give", using verb 1 in interrogative form of sumple past tense.

Error Analysis in Eighth Indicator "The Students Still Make an Errorin Irregular Verb"

This indicator is about changing irregular verb 1 to verb 2. It consisted of 4 item numbers of the test. There were 3 item numbers of multiple chioce (I) and 1 item number of fill the blank (III). From the result of the test, there were 33 correct answers from 84 total answers of the question. It means that there were 51 students have incorrect answers.

Many students made errors in changing the irregular verb form of simple past tense. The number question of mutiple choice (I) 6 was "I … to beach with my friends" the multiple choice item "were go, went, gone and going". Most of the students chose "go" in this item number while the correct anwer was "went". Or the other number of multiple choice item (I) 1, "He didn't   a glass of tea" the multiple choice were "drunk, drank, drink and drinking". Most of students chose "drinking and drunk" while the correct answer was "drank". The students also made incorrect answer in other item number of the question. For example was in fill the blank (III) 1 item "I   up an hour late". They wrote "I get up an hour late" the correct anwer was "I got up an hour late".

Error Analysis in Ninth Indicator "The Student Still Make an Error in Using Auxiliary of Simple Past Tense"

In this indicator, there were 4 item numbers of question which were consisted of 2 item numbers of multiple choice (I) and 2 item numbers of fill the blank (III). There were 20 students have correct answers from 84 total numbers of correct answer. It means that there were 64 incorrect answers made by the students. Errors made by students were in using auxiliary. For example in item number (I) 3 of multiple choice "… they do their homewok yesterday?" the multiple choice were "do, did, are and were". The correct answer was "didthey do their homewok yesterday?" but many students chose auxiliary"are andwere" in this question of multiple choice.

An common error also found in item number (I) 8 "my alarm o'clock … not o'clock" the students wrote correct answer was "my alarm o'clock did not o'clock". They also made error in sentence "it (5) Sunday". They wrote the other answer "it wash Sunday, it was walk Sunday, it was to be Sunday and some others"

10) Error Analysis in Tenth Indicator "The Students Still Have Problems in Using Time Signalof Simple Past Tense"

In this indicator was about the use of time signal. There were 4 item numbers question which were consisted of 4 item numbers of error recognition (II). From the result of the test, there were 19 correct answers from 84 correct answers from 21 respondents. It Means that there were 65 incorrect answers for this indicator. Most of the students were still lack of understanding in using time signal and did not know kinds of the time signal of simple past tense. It can be seen from the result of the test. It was in question number (II) 1 in error recognition item, in sentences "She told me something tomorrow" most of the students did not chose "tomorrow". Most of them chose "something and told" as their answer. In other number (II) 2 of this indicator was "now I did not go with you" most of the students did not choose "now" as the righ answer. They chose "go" as their answer.

Then in item number 3 of this indicator, the most common errors they made was number (II) 3"later you ate rice and fish" they chose "ate" as their answer. While the correct answer was "later". In the last item of this indicator was number (II) 4 "did you go to the party next two night". Most of them chose "the party" as their answer and some of them also chose "go" as their answer. It Means that the students still can not use and did not understand about the time signal of simple past tense.

Instructional Analysis

Before designing teaching material, teacher or researcher needed to conduct instructional analysis. It was needed to determine what ability conduct in teaching proses. It was used to analyze topic or material to be learnt. It was the manner for creating a media or material to help the teacher transfer the knowledge to the students effectively. In addition, instructional analysis was needed to develop systematically in teaching material.

The form of learning objective and design a media or teaching material helps the condition of the students be better then before using them in teaching and learning. In this research, there were some common errors which were become the students' weakness point. It was about nominal and verbal form of simple past tense. It can be seen from the result of the students' weakness point in Appendix 4 and more detail information in Appendix 3.

Based on the data of the students' weaknees point taken, they were developed into learning objectives of the syllabus. The learning objectives that taken from students' weakness points were:
1. Students are able to arrange nominal sentence of simple past tense
2. Students are able to arrange verbal sentence of simple past tense
3. Students are able to use the time signal in sentence of simple past tense

Before conducting the syllabus, researcher must know about the media that also would be used in this topic. The researcher made the questionnaire to the respondent to know the students' interest. The results of the questionnaires were the *sholawat* songs that would be used. There were 3 *sholawat* songs from 30 tittles of *sholawat* that have been chosen by respondents for this research. These *sholawat* were:
1. *Ahmad ya habibi,*
2. *Ya 'asyiqol musthofa*
3. *Habibi ya muhammad*

These *sholawat* songs were chosen because there were three topics of material made. They were chosen from the tree high tittle of 30 tittle of *sholawat* that the students chose.

The Implication of Material Design

Learning objective became the important part before designing a syllabus and the material. It was used to describe what the student expected to learn from the lesson or the indicators of learning activities. Identifying and writing good learning objectives were important to have. In this research, learning objectives were made from the result of the students' weakness point. It was important to make the learning objective and to know what the teacher's activities must be done in the learning. Some learning objectives in this research were:

1. Students are able to arrange nominal sentence of simple past tense
2. Students are able to arrange verbal sentence of simple past tense
3. Students are able to use the time signal in sentence of simple past tense

These learning objectives were gotten from some of the students' weakness points. They were the results of simplifying from all students' weakness point. Then, these learning objectives were became the part of syllabus. From the learning objectives, researcher could also design the following media of teaching material using *sholawat* songs. Here some examples of *sholawat* song:

1. *Sholawat* song of first learning objective (students are able to arrange nominal sentence of simple past tense)

NOMINAL SENTENCE OF SIMPLE PAST TENSE
TONE : YAA „ASYIQOL MUSTHOFA

Let's study and comprehend
About nominal simple past tense
Kalimat yang predikatnya
Bukanlah kata kerja
Tapi kata sifat / keterangan atau benda
Janganlupa to be (was / were) past tense nya
Di letakkan sebelumnya
Mari belajar bersama
Memakai to be past "were" tuk subject I, you, they, we
Memakai to be past "was" tuk subject she, it and he
tuk subject she, It and he
Atau tunggal subjectnya
Subject + to be (was / were) + noun / adverb / adjective
Itu rumus positifnya
She was a beautiful women
Itu contoh kalimat positifnya
Subject + to be (was / were) + no + noun / adverb / adjective
Itu rumus negatifnya
You were a student
Itu contoh kalimat negatifnya
Dan masih banyak lainnya
Mari belajar bersama
Tentang nominal past tense nya
*** kembali ke awal***
To be (was / were) + S + noun / adverb / adjective
Itu rumus interrogatifnya

It was my cat
Itu contoh kalimatnya
Mari belajar bersama tentang nominal past tense nya.

2. *Sholawat* song of second learning objective (students are able to arrange verbal sentence of simple past tense)

VERBAL SENTENCE OF SIMPLE PAST TENSE
TONE : HABIBI YA MUHAMMAD
This is about verbal sentence of simple past tense
Menyatakan pekerjaan yang telah dilakukan
Subject + Verb 2 + Object rumus positifnya
I went to market with you itulah contohnya
Subject + did + not + Object rumus negatifnya
He did not eat banana itulah contohnya
Did + Subject juga Object rumus interrogatifnya
Did you help me yesterday itulah contohnya
Verbal simple past tensenya
See itu verb pertama
Saw verb keduanya
Think verb pertama
Thought verb keduanya
Sleep itu verb pertama
Slept verb kedua
Visit itu verb pertama
Visited verb kedua

3. *Sholawat* song of third learning objective (students are able to use the time signal in sentence of simple past tense)

TIME SIGNAL OF SIMPLE PAST TENSE
TONE : AHMAD YA HABIBI
Masih tentang simple past tense
Tentang waktu atau periode
Atau time signalnya
Yang disebutkan pada kalimatnya
Pada simple past nya
Last night itu tadi malam
Yesterday itu kemarin
This morning itu pagi ini

Two days ago : dua hari yang lalu
kembali ke awal
Last month itu bulan lalu
Last year itu tahun lalu
Last week itu minggu lalu
Five minutes ago : lima menit yang lalu
I come to the party yesterday
Diletakkan di akhir kalimat
Last week I did not meet him
Letaknya di awal kalimat past tense nya

Syllabus

Syllabus was used to prepare the students to study about the material. In this research, the syllabus was designed by using the Hannafin and Pecks' model design. There were three phases of Hannafin and Pecks' model design; need assessment, designing and implementing/developing. The syllabus was focusedon simple past tense material of the eighth year students of Junior High School.

The first step of this research was analyzing the students' needs. In this case, identifyinng the errors commonly made by the respondents. It was used to know the students' weakness point. After conducting the analysis of errors commonly made by the respondents, the need of the students were identified.

The next phese of this research was the designing the syllabus. Finally, considering the number of the students' weakness points, the syllabus was designed for three units, as there were three points of teaching material of simple past tense. It was based on the students' weakness points got from the result of the test.

CONCLUSION

The research was completed by analyzing 35 questions of 10 indicators of 21 respondents. The test was conducted to know the students' weakness points. There were 4 items of questions in the test. They were multiple choice, fill the blank, error recognition and essay. Every item of question had different number. There were 10 item numbers of multiple choice, 5 error recognition, 5 fill the blank, 15 items of essay.

The first analysis was to find out the students' common error in simple past tense in eight year students. As it can be seen from the result above, there were some students' common errors made by students in learning simple past tense. It was based on the indicators made which was included in the test. The students' common errors were:

1. Students were still difficult in arranging the positive, negative and interrogative of nominal sentence of simple past.
2. Students were still difficult in arranging the positive, negative and interrogative of verbal sentence of simple past.
3. Some students still lack of understanding in using time signal and did not know kinds of the time signal of simple past tense

From the common errors found, they were formulated into the learning objectives of the syllabus. Afterwards, teaching material using modifications of *sholawat* songs were designed. It was begun from making the learning objectives and syllabus based on the result of students' needs.

The modified lyrics of *sholawat* songs of simple past tense used three *sholawat* songs that had been chosen by the students. They were: (1) nominal sentence of simple past topic used tone of *sholawat* song entitled "*habibi ya Muhammad*", (2) verbal sentence of simple past tense used tone of *sholawat* song entitled "*ya asyiqol musthofa*" and (3) time signal topic used tone of *sholawat* song entitled "*Ahmad ya habibi*".

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