

THE EFFECT OF STUDYING NARRATIVE TEXT ON MASTERING PAST PARTICIPLE TENSE FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract: The problem in learning grammar especially in Past Participle tense sometimes it is very difficult in students' understanding. This study has purpose to know the effectiveness of using narrative in teaching English grammar especially for past participle tense. This study used quantitative method. The sample of this study was the tenth grade students of Syaikh Zainuddin NW Anjani Senior High School. This study was experimental research. So, there were two group of sample. Those are experiment and control group. The population of this study is 24 students. In this research there were 12 students choose as the sample for experiment group and 12 students for control group. To get the data, the research instrument which were developed to collect data. Were objective essay in easy form. The result of the researcher found out that the value of the t.test is 7,4 and The degree of freedom (df) is 22 obtained from $(N_1+N_2) - 2 = (20+20-2)$. The writer uses the degree of significance of 5% and 1%. The value of the degree of significance is 2,07 and 2,82. Comparing the t-test with each value of the degrees of significance, the result of this research was $2,07 < 7,4 > 2,82$. The conclusion of the result of this research is Since t-test score is smaller than t-table score obtained from the result of calculation the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that, there are significant differences in learning past participle tense with narrative text and without narrative text. Also teaching past participle tense by using narrative text is more effective than without narrative text.

Key Words: Narrative Text and Past Participle Tense.

INTRODUCTION

In our life, when gather with the other we need good language to make good relationship. Because, language is a tool to make communication with the other. The variation of language will show the variation life style of societies in their life.

According to Brown (1987: 37) "language is a system of communication by sound, operating through the organ of speech and hearing among members of a given community and using vocal symbol possessing arbitrary conventional meaning". It is clearly stated that language is used to communicate with each other by our organ of speech.

English is the first foreign language in our country, which is taught from Elementary to University level. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues are written in English.

In English language, there are integrated skills to be mastered such as: Speaking, Listening, Reading, and Writing. As Haycraft states (1978:8) that there are various skills in mastering of language: *receptive skill*, listening (understanding the spoken language), reading (understanding the written language), and *productive skills*-speaking and writing.

The researcher analyzes the problem or the difficulty to understand about past participle tense. Therefore this study tried to conduct experiment research using narrative text to make easy for students to understand about past participle tense.

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action.

Characters and action are the essential elements of any story. Also important, but not as essential, is the setting, the place where the action occurs. Characters are usually people—sometimes actual people, as in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable), and sometimes a dominant feature of the environment functions almost like a character (the sea, an old house).

The action is what the characters say and do and anything that happens to them, even if it arises from a nonhuman source—a storm, for instance, or a fire. Action is often presented in the form of a plot. Action is, so to speak, the raw material; plot, the finished product, the fitting together of the bits and pieces of action into a coherent pattern. Usually, though not invariably, plot takes the form of a cause-and effect chain: event A produces event B; B leads to C; C to D; and so on until the final episode, X. In a well-constructed plot of this kind we can work back from X to A and see the connections that made the end of the story likely and perhaps inevitable.

Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. In writing that is primarily expository, however, narratives are shorter and simpler. Most often they are factual rather than imaginary, as when an historian describes an event. And often in exposition an illustration may involve a simple narrative. Being able to tell a story, then, while not the primary concern of the expository writer is a skill which he or she will now and again be called upon to use.

Past participle/simple past tense is used to indicate an activity that we did at the last time and there is no relation with this time.

a. Nominal Form

Formula: S + to be (was/were)

To be was is used by subjects (He, She, It)

b. Verbal Form

Formula:

Positive: S + VII

Negative: S + did not + VI

Interrogative: did + S + VI

Negative Interrogative: did not + S + VI

Time signals: Just now, last week, yesterday, etc

To indicate event did. Or one activity, action/job that did at last time in the simple form and is known about the time happened it. (*Kardimin, 2006:167*). Based on the theory that past participant tells about activity/event that was done in last time.

Infinitive: to work simple past: worked

Verbs ending e add d only:

Infinitive: to love simple past: loved

The same form is used for all persons:

I worked you worked he worked etc.

The negative of regular and irregular verb is formed with did not (didn't) and the infinitive:

I did not/didn't work

You did not/didn't work

The interrogative of regular and irregular verbs is formed did + subject + infinitive:

Did I work? Did you work? Etc.

Negative interrogative: did you not/didn't you work? Etc.

Spelling notes:

The rules about doubling the final consonant when adding ing apply also when adding ed:

Admit, admitted stop, stopped travel, travelled

Verb ending in y following a consonant change the y into I before adding ed:

Carry, carried try, tried

But y following vowel does not change: obey, obeyed (*Thomson and Martinet.1995: 161*).

Combination between narrative text and past participle is hoped can make the students to be easily to understand, because past participle tense tells about activity last time that identical with story, and the narrative text is as story who tells about activity who happened at last time. Using narrative text as material to study about past participant tense is hoped can to support students' understanding about past participant tense. And beside that is proved based on data in research place. The simple past tense in regular verbs is formed by adding ed to the infinitive.

This study has applied in one of senior high school in east Lombok that is Syaikh Zainuddin NWAnjani Senior High School, the located of this school is in Anani at Mataram-Lb. Lombok Street KM 49 Anjani, Suralaga Subdistrict East Lombok West Nusa Tenggara. the writer to be interest to do the research in Syaikh Zainuddin NWAnjani Senior High School that is because all of their students stay in one complex or Boarding house location. Therefore when students want to tell something to their friend about their activity at the last time, the students use past participle tense.

The goals of this study are to know the effect of studying narrative text in mastering participle tense and the relationship between narrative text and past participle tense in studying process.

METHOD

This study was categorized as experimental study. The goal of this study to know the effect of studying narrative text on mastering past participle tense. therefore, it was categorized as quantitative study.

FINDINGS AND DISCUSSION

As mentioned previously, the Writer conducted field research. In the field research, by conducting the experiment, the Writer got the data from pre-test and post-test. The pre-test was given before the lesson or treatment is begun and the post-test was given after the lesson finished. The Writer compared the achievements of pre-test and post-test of experiment class and control class, to know whether the using narrative in teaching past participle was more effective than without narrative text or not. The data of students' score of pre-test and post-test can be seen on table 1, 2, and 3 in data analysis.

To know the result of test (pre-test and post-test) the Writer made the table of the students' scores of each group. The Writer did not mention the student's names but their scores were as follow:

Table 1
The Score of the Individual Students of the Experiment Class
Or by Using Narrative Text

Std (N)	Pre-test	Post-test	Gained scored
1.	34	79	45
2.	50	88	54
3.	25	80	55
4.	25	85	60
5.	55	95	40
6.	45	90	45
7.	40	90	50
8.	35	85	50
9.	38	88	50
10.	39	90	51
11.	24	78	54
12.	38	90	52

Table 2
The Score of the Individual Student of the Control Class or Without Using
Narrative text

Std (N)	Pre-test	Post-test	Gained scored
1.	35	70	35
2.	30	75	45
3.	50	80	30
4.	35	75	40
5.	35	75	40

6.	40	80	40
7.	45	80	35
8.	50	75	25
9.	45	75	30
10.	35	70	35
11.	30	65	35
12.	40	70	30

As mentioned before, that in analyzing the data from the result of pre-test and post-test, the Writer uses statistic calculation of the t-test formula with degree of significance 5% and 1% as follows:

$$t_o = \frac{M1-M2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N1+N2-2}\right)\left(\frac{N1 \times N2}{N1 \times N2}\right)}}$$

Table 3
The Comparison of Scores of Each Student of the Experimental Class and the Control Class

Std (N)	X ₁	X ₂	X ₁	X ₂	X ₁ ²	X ₂ ²
1	45	35	-	0	30,	0
			5,5		25	
2	54	45	3,5	10	12,	100
					25	
3	55	30	4,5	-5	20,	25
					25	
4	60	40	9,5	5	90,	25
					25	
5	40	40	-	5	110	25
			10,5		,25	
6	45	40	-	5	30,	25
			5,5		25	
7	50	35	-	0	0,2	0
			0,5		5	
8	50	25	-	-10	0,2	100
			0,5		5	
9	50	30	-	-5	0,2	25
			0,5		5	
10	51	35	0,5	0	0,2	0
					5	

11	54	35	3,5	0	12, 25	0
12	52	30	1,5	-5	2,2 5	25
$\sum X_1 =$		$\sum X_2 =$	$\sum x_1 =$	$\sum x_2 =$	$\sum X_1^2 =$	$\sum X_2^2 =$
606		420	0	0	309	350

$$M_1 = \frac{606}{12} = 50,5$$

$$M_2 = \frac{420}{12} = 32$$

$$t_0 = \frac{50,5 - 32}{\sqrt{\frac{(309 + 350)(12 + 12)}{12 + 12 - 2} \left(\frac{12 + 12}{12 \times 12} \right)}} = \frac{18,5}{\sqrt{\frac{(659)(24)}{22 \times 144}}} = \frac{18,5}{\sqrt{30 \times 0,2}} = \frac{18,5}{\sqrt{6}} = \frac{18,5}{2,5} = 7,4$$

$$df = 12 + 12 - 2 = 22$$

$$5\% = t_0 : t_t = 7,4 > 2,07$$

$$1\% = t_0 : t_t = 7,4 > 2,82$$

To test the hypothesis, the data obtained from both classes were analyzed and calculated by using the t-test formula.

From result of the calculation, it was obtained the value of the t_0 was 7,4. The degree of freedom (df) is 22 (obtained from $(N_1 + N_2) = (12 + 12 - 2)$). In this thesis, the Writer used the degree of significance of 5% and 1%.

In the table of significance, it can be seen that on the df 22 and on the degree of significance of 5% and 1%, the value of the degree of significance is 2,07 and 2,82. Comparing the t_0 with each value of the degrees of significance, the result is $2,07 < 7,4 > 2,82$. Since t_0 score in the table is smaller than t_t score obtained from the result of calculation the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Drs. Anas Sudijono states (2007: 308) that:

a. If t_0 is equal or higher than critic value "t" that mentioned in the table (with t_t), so the null hypothesis which stated there's no difference of Mean of both sample is rejected; it means the difference of Mean from both sample is significance.

b. If t_0 is lower than t_t , so the null hypothesis which stated there is no difference of Mean from both sample is accepted, it means the Mean difference of both samples is not significant difference but a difference happens by chance because of sampling error.

It was means that, study narrative text in mastering past participle tense was more effective than without study narrative text in mastering past participle tense.

Based on the explanation about the analysis of the result on the table 3 above, the writer can make conclusion that teaching past participle through Narrative text was adequate success. It was could be seen on the table above that the students who accept the narrative text in teaching past participle got higher scores than the students who did not use narrative text. It means that there were significant differences in learning past participle tense with narrative text and without Narrative text, and teaching past participle tense through narrative text was better than without using Narrative text in Syaikh Zainuddin NWAnjani Senior High School.

CONCLUSION

Based on the data analysis and the test of hypothesis, it was obtained that the value of t_0 is 7,4 and the degree of freedom (df) is 22. in the table of the degree of significance of 5% and 1%, the value of the degree of significance was 2,07 and 2,82. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

The Writer come to the conclusions that:are There are significant differences in learning past participle tense using narrative text and without narrative text and Studying narrative text on mastering past participle tense was more effective than the mastering past participle tense without studying narrative text in Syaikh Zainuddin NW Anjani Senior High School.

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