TEACHING SIMPLE PAST TENSE IN NARRATIVE TEXT USING ANIMATION MOVIE THROUGH ONLINE LEARNING

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Abstract
The paper discusses the effectiveness of teaching simple past tense in narrative text using animation movie to increase students’ grammar achievement of simple past tense in narrative text at the Eight grade students of SMP 1 Ngabang. The purpose of this research was to investigate the effect of teaching simple past tense in narrative text using animation movie through online learning to the Eight grade students of SMP Negeri 1 Ngabang in Academic Year 2021/2022. The research method was pre- experimental research with one group pretest-posttest design. The sample was the Eighth-grade students that consisted of 7 students. The data was collected using measurement technique. The result of this research is analyzed by t-test. The t-ratio 9.58 was higher than the t-critical that was 2.093 on table distribution with \( \alpha =0.05 \). Therefore, the alternative hypothesis (Ha) which stated “Teaching simple past tense in narrative text using an animation movie through online learning affect the students’ achievement on the Eight-grade students of SMP Negeri 1 Ngabang was accepted. It showed that teaching simple past tense in narrative text using an animation movie through online learning affects students’ grammar achievement of simple past tense.

Keyword: Teaching Simple Past Tense, Narrative Text, Online Learning

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INTRODUCTION
The purpose of teaching English as a foreign language is to help learners understand the language and to be able to use it verbally and in writing. Therefore, if a learner wants to use English well, they need to master four basic language skills: listening, speaking, reading, and writing. In addition to the four basic language skills, learners need to master grammar. Grammar is one of the language aspects which play a very important role in learning language. According to Weaver (1996, p. 2) “grammar is a set of perception of rules for language.” It refers to a set of the structural rules of language which concern with the grammar in way given natural language. It enables the learners to produce English sentences that are grammatically acceptable and comprehensible. Grammar rules are easier when given in context, and teaching grammar in context helps learners to adapt the nature of the language, which makes it easier for them to understand their language.

Teaching grammar in context positively affects learners’ competence to use grammar in language skills. Moreover, teaching grammar in context also is usually considered one of the language components which students should acquire. In grammar the learners can learn about many things, one of them is tense. Sholaah, Ikhsanudin, & Novita mentions “Selecting the appropriate materials in teaching English is essential role in teaching and learning process, especially when teaching narrative text, it better for the teacher to use of the familiar stories as the materials because the students have prior knowledge to the story.” (2016). In line Sriyana (2018) said that “in teaching narrative text, material that being given become easier to be understood if the students get involve in teaching and learning process, so that the students’ participation is playing the important role to support an active learning in the classroom”. Therefore, in this research the author would like to choose the appropriate medium in teaching grammar, specifically in teaching simple past tense in narrative text.

The simple past tense is a verb tense which talks about the activity that happened in the past. One type of text that uses the form of simple past tense is narrative text. It is used to tell something that happened in the past.

In the field of English as a second language, learning tenses, especially grammar, was probably quite complicated so that many students cannot use the simple past tense in true context. When they learn grammar, specifically learn about simple past tense in narrative text they have some difficulties. First, they have lack knowledge of simple past tense. Second, they are confused to
use simple past tense, such as: difficulties in differentiate regular and irregular form, students do not understand the meaning of each time signals in the past and present forms, students also find it difficult in the use of singular and plural subjects in auxiliary verbs.

The students' difficulties in learning simple past tense are caused by a lack of motivation to learn, interest in learning, a monotonous learning and teaching style. The impact of pandemic covid-19 also affected in teaching and learning process which one of the government policies of implementing social distancing by conducted remote teaching and learning activities. Moreover, the government has decided to do online in teaching process.

Therefore, the author provided the medium to teach the grammar in order to create a joyfully learning atmosphere so that student is able to understand learning material through online learning during the pandemic of covid-19. According to the U.S department of education, 2010, online learning is defined as "Learning that takes place partially or entirely over the internet". From the explanation above, the researcher conclude that online learning is refer to learning environment which supported by the internet.

Multimedia is one of the media that can be used not only to arouse students' interest in learning but also to make lesson vibrant. According to Zhang Zhen (2016, p. 185), Multimedia is the type of media that can display a variety of sounds, images, animations, and other effects that appeal to students. It can also create a strong desire for students to actively learn English.

Based The previous research conducted by Simorangkir entitled “Developing Batu Belah Vocabulary Animation Video Teaching Material for Kindergarten”, it was found that learning by using animation videos can be used in the learning process because students is easier to understand the material that being studied in real terms by hearing and seeing the image and the sound displayed in the animation videos. The writer also found the same research field entitled Using “avatar: the legend of korra” animated movie based project to improve listening comprehension of Eighth Grade Students of SMP Muhammadiyah 2 in Academic Year of 2016/2017 conducted by Solehah (2018), it shows that animated videos were successful to be used as an effective media especially in teaching and learning English because animated videos can display material in communicative language so the student were naturally learning by watching video animation.

Regarding this statement above, the researcher is choosing animated movie as a multimedia in teaching grammar, specifically in teaching simple past tense.
The animated movie is selected based on the current curriculum, students’ need and according to material to be taught. Furthermore, Shrossbree (2008, p.75) mention: the video allows the learners to see the context of the discourse, the speaker’s body language, and other visual to aids to understand. In the other words, teaching using multimedia using animated movie can improve comprehension of students when presenting the material and information.

For this reason, the researcher intends to conduct pre-experimental research to find out the effectiveness of teaching simple past tense in narrative text using animation movie. The researcher chose SMP Negeri 1 Ngabang as the place to do this research. It was because SMP Negeri 1 Ngabang was accessible and also supported the researcher to do this research. The subject of this research was the Eighth grade students of SMP Negeri 1 Ngabang in Academic Year of 2020/2021, because they are having learn about grammar in seventh grade and can be considered competent in grammar after all the study. Moreover, the researcher hopes that the outcome of this study may be useful for the future grammar education and learning. Hopefully animated film will help students study.

RESEARCH METHOD
The population of this research is taken from the participant. The population of this research includes all of Year-8 students of SMP Negeri 1 Ngabang in academic year 2020/2021. There are three classes of this level, such as class A, B, and C. The total population of this research is 119 students. To determine the samples, the researcher uses cluster sampling. The researcher took class A in the Eight Grade students of SMP Negeri 1 Ngabang in academic year of 2020/2021 as sample of this research. The total number of this class is 38 students. Unfortunately, due to the pandemic of covid-19 the government issued a new regulation to do not gather in large number, so that researcher only choose 7 students. In this research, the researcher used measurement technique to collect the data of students’ grammar knowledge from those 7 students before and after treatment. Measurement was performed in both pre-test and post-test. The researcher used statistical data to measure the results of both pre-test and post-test. Then, the researcher presented the results of student’s results and the treatment related effect sizes. Regarding to the data are obtained by using measurement technique, the researcher focuses on a grammar test especially on simple past tense as a tool. The grammar test made by the researcher, then the researcher will use for pre and post tests to measure the student’s grammar knowledge gains from the training program. This test is used to assess a student’s performance in mastering a simple past tense, but it also helps improve the memory of the material during learning. This test consists of 20 items, including 4 choices (a, b, c, or d). The tools are implemented.
consecutively with the data collected, analyzed and presented later on in the further part of this chapter. Before using the tool’s test items to collect data, the author must run the trial test in class C, which has the same characteristics as the sample in this study.

The test items were pre-test and post-test. According to Brown (2004), some language evaluation factors need to be considered: practicality, reliability, validity, authenticity and retroactively. The author created the test items by classifying the difficulty scores of each total test into the range 0.00 ≤ P ≤ 0.25 - 0.00 0.51 ≤ P ≤ 0.74. The criterion of discrimination power, which is satisfactory, good, reasonably good, or poor item. The author has categorized the power of items in the range 0.30 to 0.20 which is satisfactory item reasonably good items. The author has provided several steps to try, these are: (a). The author created instrument to try out based on the specification table, (b). Then, the author tried out the class that has been determine, (c). The author analyzed the try out based on item analysis, (d). The author calculated the data on the Master TAP.

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<tr>
<th>No.</th>
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<th>Time</th>
<th>Activities</th>
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<tbody>
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<td>Tuesday, 25th May, 2021</td>
<td>08.00-10.00</td>
<td>Try Out</td>
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<tr>
<td>2</td>
<td>Friday, 28th May, 2021</td>
<td>08.00-10.00</td>
<td>Pre-test</td>
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<td>3</td>
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<td>08.00-10.00</td>
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<td>Treatment 2</td>
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<td>5</td>
<td>Thursday, 3rd June, 2021</td>
<td>08.00-10.00</td>
<td>Post-test</td>
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Therefore, the rest of this chapter provides details the context, participants, and data collection/analysis processes. A case study is a study that need to focus on a particular investigation. The author believes that the case study is a suitable study design for this study as it relates to the issues mentioned in the background.

RESULT AND DISCUSSION
The t-test was used to analyze the difference between pre-test and post-test in students’ grammar tests of simple past tense in narrative text to determine the significance after the students being treated using animation movie through online learning. The calculation of the data begins with the calculation of the mean score and variance before and after the test, and the author also calculation the standard deviation. The author then calculated the pre-test and post-test correlations. Finally, a writer analysis of student significance for pre-test and post-test using t (test) formula. First, pre-test was conducted before the use of animation movie in order to know students’ English grammar achievement before the treatment. The highest score in pre-test was 85 and the lowest score was 25. The average pre-test score was 66.43. Second, after using
the animation, a post-test was done to find the improvements achieved by the students. The highest score after the test was 100 and the lowest score was 75. The average score before the test was 90. Next, the author analyzed pre-test and post-test variability scores.

Variation score of the pre-test is 739.29 and the variation score of the post-test is 100. After that, the standard deviation of the writer analysis before the test is 27.19, and the standard deviation after the test is 10. The author also obtained the correlation ($r$) for calculating the t-test. Therefore, the author found $r$ was 0.49, and analyzed the significant difference between pre-test and post-test students. It will be computed by using $t$ (test) formula. The writer obtained that $T$-test was 2.59. Then, the researcher determines $t_{critical}$, where $\alpha = 0.025$, because the writer analyzed the data before and after treatment. After that, the writer checked the t-distribution table of significance (t-table)–t: \(db = n-1\), the writer found: \(db= 7 - 1 = 6\). The result of \(db\) was 6, so the value in the table is 2.447. the author then compared between \(t_{ratio}\) and \(t_{critical}\) (the “t” critical value in the “t” table), the results of the statistical analysis show that \(t_{ratio}\) is higher than \(t_{critical}\) (2.59>2.447).

Based on the data analysis above, it shown that the use of animated films is affect to simple past tense in narrative text in Eight grade students of SMP Negeri 1 Ngabang in academic year 2020/2021. Calculation have shown that the $t$-ratio was 2.59 (using the t-test) and the $t$-critical was 2.447 (t-table distribution), by comparing the data above the author concluded that $t$-ratio was bigger than $t$-table. Therefore, there are differences in students results before and after the treatment being given by the author.

**CONCLUSION AND SUGGESTION**

In conclusion the use animation movie as media also increased students’ grammar knowledge of simple past tense in narrative text. In line, the researcher argued that animation movie helps the student in memorizing, maintaining, and understanding the material which they have learnt. For the teacher, this media can help them to explain the material easily in entertaining ways. Teacher could use animation movie as alternative media to enhance students’ achievement in learning simple past tense in narrative text.

Based on the result of the research, the researcher would like to give some suggestions for the English teachers, students, and other researchers as follows: a) For English Teacher, it will be better for English teacher to use animation movie as media in teaching simple past tense in narrative text. It helps students study in online classes and can enhance learning process, which is much better than textbooks and teacher explanations. This allows students to remember the
material and understand it faster. The only thing that the teacher should pay attention to is selecting an appropriate animation movie for the students. b) For the students, they should not consider that English as a difficult subject. They should practice English on a regular basis and understand grammar and vocabulary as the main components of English. They also can use animated videos to help them to remember vocabulary, understanding grammatical features, and understanding other writing elements. c) For the other researchers who have any intention to apply this media to different kinds of material which are appropriate with its characteristic and school curriculum.

REFERENCES


