TEACHING THE SIMPLE PAST TENSE BY USING NARRATIVE TEXT
(An Experimental Study at the Second Grade of MTs Daarul Muqarobin Cipondoh)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)

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JAKARTA
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The scientific paper entitled TEACHING THE SIMPLE PAST TENSE BY USING NARRATIVE TEXT (an experimental study of the second year students at MTS Daarul Muqarrabin Cipondoh, Tangerang) written by Nurhurum, Student’s Registration Number 103014027013, was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University on December 17th, 2008. The paper has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Bachelor of Arts) in English Language Education in the English Education Department.

Jakarta, December 17th, 2008

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In the name of Allah, the Beneficent and the Merciful

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Finally the writer admits that her writing is still far from being perfect, therefore, she hopes some suggestions and critics from the reader for this simple paper and it will have some value for her and for a better thing in the future.

Jakarta, 17th September 2008

The writer
ABSTRACT

NURHURUM. 103014027013. “Teaching the Simple Past Tense by Using Narrative Text” (An Experimental study at the Second Grade of MTS Daarul Muqarrabin Cipondoh, Tangerang)

This skripsi would like to investigate the effect using Narrative Drama in teaching the simple past tense compared with the grammar translation method at the second grade of MTS Daarul Muqarrabin Junior High School Cipondoh, Tangerang. In this research the writer try to find out whether teaching the simple past tense by using narrative drama more effective than without narrative drama. Based on the research, the writer found out that there are not significant different in teaching Simple past tense by using Narrative and without using narrative drama in MTS Daarul Muqarrabin.
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CHAPTER I
INTRODUCTION

This chapter presents the background of study, the statement of the problem, the objective of the study, the significant of the study, the scope and limitation of study and the definition of key terms.

A. Background of Study

The mastery of English has been one of the central major of education in Indonesia. Nowadays, parents equip their children in the early age with English as it is a popular language and is used globally around the world. Learners learn English not only at school, but also in the English courses.

Additionally, many international schools with bilingual education curriculum appear and national schools start preparing themselves to become national plus school in which both languages, Indonesian and English, are used to face the increasing need of English mastery.

It can not be denied that English is a significant subject in education curriculum and one of the most influential languages in the world. The underlying the teaching of English to children is that it can give benefits for children’s future if they learn it from an early age. It is important to teach children English in order to master the fourth skills of English since children are excellent second language learners compared with grow up learner.

Teaching English is more stressed on mastery the four basic skills: listening, speaking, reading, and writing than other knowledge. Besides, the knowledge of grammar is one of the important factors that students should master, in order to be able to listen, speak, read and write correctly. While focusing on grammar, it promotes the development of all language skill in a variety of ways. The exercise on grammar may be directed toward listening skill, oral production, writing skills or reading comprehension –or any combination thereof.¹

Meanwhile, students who learn English will find a number of problems, especially with the grammar as an aspect of the language that can be and appear confusing. Some students think of grammar as rather boring subject. When they

¹Betty Schrampfer Azar, Understanding and Using English Grammar, (New Jersey:
learn English they try to avoid the grammar because, for them, it is confusing and hard to be understood.

The students disability in using the tenses to communicate, is obviously a problem is often found by the students. Because time and tense are not synonyms. Time concerns matters like right now and yesterday or tomorrow. Many teachers, on purpose to make easier in delivering the knowledge to their students, often said that a tense is a time. While according to some grammarians, that statement is really unacceptable, because a time in tenses is only as a reference, such as past or present, which mostly concerns the change of verb form. In the Oxford Dictionary of English Grammar, tense is defined as a form taken by a verb to indicate the time at which the action or state is viewed as occurring. And Graham Lock pointed out, “tense is different forms of a verb that indicate distinctions in time.”

In many books of grammar, there are three kinds of tenses: past tense, present tense and future tense. But some linguists define tense narrowly form, as cited by Chalker and Weiner, which gives English only two tenses: the present tense, which in lexical verbs is the same as the base (except for the –es ending in the third person singular); and the past tense, which in regular lexical verbs has the –ed inflection.” The similar statement comes from Greenbaum and Quirk. They define, “tense is a grammatical category that is realized by verb inflection. Since English has no future inflected form of the verb, the threefold semantic opposition is reduced to two tenses: the present tense and the past tense, which typically refer to present and past time respectively.”

While Lock asserts, “in English there are six tenses: the present tense, the past tense, the future tense, the present perfect tense, the past perfect tense, and the future perfect tense.” And Azar, in more detailed, overview the English verb tenses as the simple tenses, the progressive tenses, the perfect tenses and the

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4 Sydney Greenbaum and Randolph Quirk, *A Student's Grammar of the English*
perfect progressive tenses.\textsuperscript{5} The Future itself doesn’t have different forms of verb but to express the future time is used modal auxiliary ‘will’.

From the explanation above the writer concludes that tense is not a time but it is a different verb forms that refer to a particular time or that has a relevance with some specific time references. Because the time is not only past and present but also future, the whole tense forms are: Simple past tense, Simple present, Simple future tense, Present continuous tense, Past continuous tense, Future continuous tense, Present perfect tense, Past perfect tense, Future perfect tense, Present perfect continuous tense, Past perfect continuous tense, and Future perfect continuous tense.

Many learners have considerable difficulty with the English tense system. As with other areas of the grammar, difficulties may arise from the nature of the system itself or from differences between English and the learner’s mother tongue. English insist on marking every finite verb group for absolute tense, whether or not the time orientation would be clear without it. Many other language, however, often do not require such marking of the verb group where the time location is either unimportant or is clear from context. This may partly explain why some learners of English tend, for example, to use past tenses only sporadically when writing narratives. It also makes them less in practicing English directly or never using the tense in daily conversation. It is also faced by the students especially the students of 2\textsuperscript{nd} grade of MTS Daarul Muqarrabin. Teaching of English in most school and language institutions fail to cover the teaching of Grammar in speaking skill. They put a great emphasis on the teaching of grammar in written language. As stated by Grown and Yule “for most history, language teaching has been concerned with study of written language. In fact, speaking is important because this skill is considered as a parameter of one’s mastery.”\textsuperscript{6}

Much language teaching is done through structure or so-called situation in the belief that once sentence has been correctly formulated a use can always be found for it. First, come form, then meaning. This approach can be misleading,

\textsuperscript{5}Betty Schrampfer Azar, Understanding ..., p. 2-7
\textsuperscript{6}Brown, G and Yule, Teaching the Spoken Language (Cambridge: Cambridge University
even dangerous, because it accustoms the learner to make his sentences fit into structural moulds. To use an analogy, he is like architect who design his building before infecting the site on which it is to be placed. Correct structures do need to be taught, nobody would deny this but can they not be taught meaningfully from the very start?

Reaching the fluency of four skills need continues teaching and learning process. Teaching and learning those skills are similarly important but, this study only discuss the teaching simple past tense by using chronological sequence of event, known as oral narrative activity. Thus in this research, grammar will be taught, so that the learner will express the idea in a comprehensible spoken language. Widdowson states, “Grammar is clearly central to the working of language”.  

The simple past tense which the students of the second year of SMP have to learn, is as a part of grammar rules sometimes also makes them confused, because when they are demanded to speak based on the tenses, they have to be aware about the time and the verb forms, unlike Indonesian language patterns where the time and the verb forms are regardless. Text, then can help considerably by ensuring that language is used in appropriate context, no matter how fantastic this context may seem. And the kind of text that can be used in simple past tense is narrative text. the story line, which is the backbone of any narrative, typically consist of a chronological sequence of events each represented by verb in the simple past tense.

Cameron suggests that in structuring organized narrative, the use of connector is required. In addition, the verb which is used can refer to the past. Therefore, the grammars that will be taught are simple past tense, either with regular and irregular verb and the use of connectors.

Related with the cases above, the students can come to an assumption that learning English needs the knowledge of its grammatical rules they learn to

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communicate well. And the teachers have to choose the best method they will use in teaching English.

Consequently, to make teaching and learning process run well especially in teaching past tense, a teacher has big responsibility to do it as well as possible. The teachers should have the ability to combine some methods in teaching activities.

The writer chooses the narrative text in this research because text is a unit of meaning which coherent and appropriate for its context. And the writer choose text in narrative form because narratives are typically associated with past tense and language feature of narrative use simple past tense, the target grammar applied is simple past tense, as in the past tense. With narrative text students can study the simple past tense happily and they not only can write in English but also can speak with correct grammar to convey meaning accurately, because narrative can entertain and deal with actual or various experience in different ways.

Based on the background above, the writer is intended to investigate about:

**Teaching the Simple Past Tense by Using Narrative Text**

*(A Case Study at Second Grade of MTS Daarul Muqarrabin-Cipondoh)*

**B. The Limitation and Formulation of the Problem**

The writer limits the subject matter on the simple past tense at the second grade of student at the even semester. The writer used text, text type that is used at even semester are narrative and recount text. The writer use narrative text in this research. Simple past tense form is the main characteristic of linguistic features of narrative text. And the general question of this research is "How is the implementation of teaching simple past tense by using narrative text at the second grade of MTS Daarul Muqarrabin at the even semester?"

**C. Purpose of Study**

This main question can be formulated into more specific question as follow:

1. To identify the effectiveness of using narrative text in teaching the simple past tense.
2. To identify the differences of the student’s achievements in teaching simple past tense by using narrative text and without using narrative text.

D. Significance of the Research

The research finding is expected to give contribution for the related English education practician, such as:

1. The writer, as a partial fulfillment of the requirements of Bachelor of Arts in English Language Education.
2. English teacher, to improve their skill in teaching narrative text especially simple past tense as one of the language features of the text.
3. Other researchers, as a comparison and the starting point to make more comprehensive research at school.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Simple Past Tense

1. The definition of Simple Past Tense

According to A. J. Thomson and A.V. Martinet, "The simple past tense in regular verb is formed by adding -ed to the infinitive, verbs ending in -e add -d only, the negative of regular verb and irregular verb is formed with did not (didn't) and the infinitive, the interrogative of regular and irregular with did + subject + infinitive". 1

The simple past tense is formed with the past form of the verb which may be either regular, by adding -ed to infinitive form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case. 2 For example: She played football yesterday or She ate fried rice last month.

Ruth Pierson and Susan VIK said, "The regular verb ending for the simple past tense, for all persons, is -ed......only the verb be has two separate forms for the part was for the singular, were for the plural". 3

Marcela Frank said, "simple past tense represent definite time, it refers to event that was completed before the statement is made".

It often accompanied by such expression or definite past as yesterday, last year, two years ago, etc. 4

Betty S. Azar described that simple past tense can formulate in diagram as follow:

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2 Drs. Nasrun Mahmud, English for Muslim University Students, (Jakarta: Pusat Bahasa dan Budaya IAIN, 2000), p.88
3 Ruth Pierson and Susan VIK, Making Sense in English Grammar in Context, (Boston: Addison Wesley, 1987). P. 72
4 Marcella Frank, Modern English: Exercises for Non-native Speakers, Part I: Parts of
From the diagram above she described that simple past tense indicates that an activity or situation began and ended at a particular time in the past.\(^5\)

2. The Forms of Simple Past Tense
a. Affirmative Statements

1) To make an affirmative statement, the verb other than be we use the following formula:

\[ S + V2 + (....) \]

(Subject + simple past tense or verb two regular and irregular)

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>Slept</td>
</tr>
<tr>
<td>I</td>
<td>Drank</td>
</tr>
<tr>
<td>They</td>
<td>Bought</td>
</tr>
<tr>
<td>She</td>
<td>Watched</td>
</tr>
<tr>
<td>We</td>
<td>Wrote</td>
</tr>
<tr>
<td>He</td>
<td>Sat</td>
</tr>
<tr>
<td></td>
<td>The milk</td>
</tr>
<tr>
<td></td>
<td>Some books</td>
</tr>
<tr>
<td></td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>The letter</td>
</tr>
</tbody>
</table>

2) The verb be

To make an affirmative statement, the verb be we use the formula:

\[ S + was/were + substantive (adverb of Place) + (...) \]

\(^5\) Betty S. Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice hall,
Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>Were</td>
<td>There</td>
</tr>
<tr>
<td>He</td>
<td>Was</td>
<td>In the office</td>
</tr>
<tr>
<td>She</td>
<td>Was</td>
<td>A student</td>
</tr>
<tr>
<td>They</td>
<td>Were</td>
<td>In the laboratories</td>
</tr>
<tr>
<td>I</td>
<td>Was</td>
<td>In the house</td>
</tr>
</tbody>
</table>

The past of the verb be (am, is, are) is was/were

We use I/He/She/It: was and we/you/they: were

b. Negative Statements

1) To make a negative statement, the verb other than be we use formula:

\[
S + Did + not + Simple form + (...) \]

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Did + not</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Did not/ didn’t</td>
<td>A mistake</td>
</tr>
<tr>
<td>You</td>
<td>Did not/ didn’t</td>
<td>This morning</td>
</tr>
<tr>
<td>He</td>
<td>Did not/ didn’t</td>
<td>Last night</td>
</tr>
<tr>
<td>They</td>
<td>Did not/ didn’t</td>
<td>Yesterday</td>
</tr>
<tr>
<td>We</td>
<td>Did not/ didn’t</td>
<td>Pizza</td>
</tr>
</tbody>
</table>

2) To make a negative statement be, we use formula:

\[
S + was/were + no + Substantive (Adverb of Place) + (...) \]

---

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>Were not</td>
<td>There</td>
</tr>
<tr>
<td>He</td>
<td>Was not</td>
<td>In the office</td>
</tr>
<tr>
<td>She</td>
<td>Was not</td>
<td>A student</td>
</tr>
<tr>
<td>They</td>
<td>Were not</td>
<td>In the laboratories</td>
</tr>
<tr>
<td>I</td>
<td>Was not</td>
<td>In the house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Simple Form</th>
<th>Did</th>
<th>Subject</th>
<th>Simple Form</th>
<th>Did</th>
<th>Subject</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>You</td>
<td>Did</td>
<td>You</td>
<td>Sleep</td>
<td>Did</td>
<td>We</td>
<td>Invite</td>
</tr>
<tr>
<td>Did</td>
<td>He</td>
<td>Did</td>
<td>He</td>
<td>Call</td>
<td>Did</td>
<td>She</td>
<td>Walk</td>
</tr>
<tr>
<td>Did</td>
<td>She</td>
<td>Did</td>
<td>She</td>
<td>To the office</td>
<td>Did</td>
<td>We</td>
<td>Him</td>
</tr>
</tbody>
</table>

2) To make interrogative negative form of **verb other than be**. The formula is:

**Didn’t + S + Simple Form + ( )**
Example:

<table>
<thead>
<tr>
<th>Didn’t</th>
<th>Subject</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t</td>
<td>You</td>
<td>Study</td>
</tr>
<tr>
<td>Didn’t</td>
<td>He</td>
<td>Come</td>
</tr>
<tr>
<td>Didn’t</td>
<td>She</td>
<td>B.ing</td>
</tr>
<tr>
<td>Didn’t</td>
<td>We</td>
<td>Speak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) To make the interrogative affirmative statement of verb be, we put was/were before the subject the formula is:

- **Was/were + S + Substantive (Adverb of Place) + (...)**

Example:

<table>
<thead>
<tr>
<th>Was/ were</th>
<th>Subject</th>
<th>Substantive (adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were</td>
<td>You</td>
<td>A teacher?</td>
</tr>
<tr>
<td>Was</td>
<td>He</td>
<td>Lazy?</td>
</tr>
<tr>
<td>Was</td>
<td>She</td>
<td>In the house</td>
</tr>
<tr>
<td>Were</td>
<td>We</td>
<td>In the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yesterday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This morning</td>
</tr>
</tbody>
</table>

4) To make the interrogative negative statement of verb be, we put wasn’t/weren’t before the subject. The formula is:

- **Wasn’t/ weren’t + S + Substantive (adverb of place) + (...)**
Example:

<table>
<thead>
<tr>
<th>wasn’t/ weren’t</th>
<th>Subject</th>
<th>Substantive (adverb of place)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wasn’t</td>
<td>She</td>
<td>Absent</td>
<td>Yesterday</td>
</tr>
<tr>
<td>wasn’t</td>
<td>He</td>
<td>A teacher?</td>
<td></td>
</tr>
<tr>
<td>weren’t</td>
<td>They</td>
<td>In the classroom</td>
<td>Last week</td>
</tr>
<tr>
<td>weren’t</td>
<td>We</td>
<td>At the movie</td>
<td>Last night</td>
</tr>
<tr>
<td>weren’t</td>
<td>You</td>
<td>In the meeting</td>
<td>This morning</td>
</tr>
</tbody>
</table>

Something must be noticed concerning with form of the simple past tense that the simple past tense is made by adding -ed in regular verb; internal change in regular verb (subject + Verb + -ed) or (irregular past form). It is often accompanied by such expression of definite past time as yesterday, last week, two hour ago, this morning, etc. and irregular verbs which must be learned and memorized in this case.\(^7\)

3. The Use of the Simple Past tense

According to Raymond Murphy’s opinion on “Grammar in use” that “we use the simple past tense (did/arrived, saw, was, etc.) with a finished time (yesterday, last week/in 1998/six months ago, etc.): past + finished time. For example, “we arrived yesterday”.\(^8\) On the other hand, the simple past indicates that an activity or situation began and ended at a particular time in the past. It is used for actions completed in the past at a definite time, for example: “I met him last week”.

Paul P. Kies stated, that “the simple past tense expresses simple past time”. It means that when we want to express an activity in the past we used the simple past tense. For instance when we visited England in the summer, we say: we visited England in the summer.\(^9\)

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\(^7\) Drs. Nasrun Mahmud, *English for...* p.85
\(^8\) Raymond Murphy, *Grammar in...* p.10
According to Betty Azar, there are some usages of simple past tense, as follow:
a. The simple past tense is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1983).
Example:
1) Thomas went to the mall yesterday
2) You drank the cola last night
3) We brought much money two days ago
4) My sister was born in 1975
The time signal from the examples above is yesterday, last night, two days ago, and in 1975.

b. To express the duration of an event completed in the past.
Example:
1) She studied in UIN for three years. (She does not study there now)
2) Alice always helped her husband when he was in difficulty
3) When I was a child, I went to the movie every week.
From the several examples above, we conclude that the simple past tense is a form that indicates an activity or situation before now or in the past or at one particular time in the past, this happened, it began and ended in the past and the time signal is yesterday, this morning, two days ago, last week, etc.

B. Narrative Text
1. The Definition of Text
We use words in the world. When these words are put together to communicate the meaning, a piece a text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning.\(^{10}\)

The term of Text can be said as a unit of meaning which is coherent and appropriate for its context. Furthermore, according to English Dictionary the

\(^{10}\) Mark and Kathy Anderson, "Text Types in English II", (South Yarra: Macmilan, 1997).
words of something written; or the main body of a written work (as distinct from illustrations or footnotes etc.) or can be defined as the original word of something written or printed, as opposed to a paraphrase, translation, revision, or condensation; the words of a speech appearing in print. The main body of matter in a manuscript, book, newspaper, etc., as distinguished from notes, appendixes, headings, illustrations, etc. the original words of an author or speaker, as opposed.11

Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices then we can communicate with others. Our choices of words will depend on your purpose and our surrounding (context).

There are main categories of texts-literary and factual. Within these are various text types. Each text type has a common way of using language.

Literary text includes Aboriginal Dreaming Stories, Movie Script, Limericks, and Fairy tales, Novels, Song Lyric, Mimes and Soap Operas. They are constructed to appeal to our emotion and imagination.12 Literary texts can make us laugh or cry, think about our lives or consider our beliefs. There are three main text types in this category: Narrative, poetry, and dramatic, media text such as films, videos, television show and CD can also be told in this category.

Factual texts include advertisement, announcement, internet web sites, Current affair show, debates, recipes, report and instructions.13 They present informations or ideas and aim to show, tell or persuade the audience. The main text types in these categories are recount, response, explanation, discussion, information, report, exposition and procedure. Literary and factual different have different social function, schematic structure, and linguistic feature. Texts and stories have existed in cultures around the world for centuries. One type of text that has influenced many lives in it's existence is the narrative.

As we work through the text types in English series, we will become familiar with the features and purpose of each of the text types. We will be using scaffold

11 http://dictionary.reference.com/browse/text
12 Mark and Kathy Anderson, "Text ...", p. 2
for constructing texts just like a building. These scaffold, or framework give us the right structure for fitting our text type by developing our skill in constructing and analyzing text. We will be better able to communicate in this world of words. A scaffold is a guide for constructing a piece of text.

The students generally are expected to be able to write texts based on the genres of writing. Genres are used to refer to text-type, not to traditional varieties of literature. It is a type of text, define in terms of its social purpose; also the level of context dealing with social purpose. the basic theory of the genres of texts are Narration, News story, Explanation, Exemplum, Recount, Anecdote Spoof are story genres, Report, Exposition, Discussion, Description, Review, News item, Commentary. From the texts the students are expected to be able to analyze the social function, schematics structure and linguistic feature. The social function is purpose of the text. Schematic structure is the distinctive beginning-middle-end structure of a genre and linguistic feature is significant grammatical patterns of texts. The most important the students are able to write texts based on the genres.

2. Definition of Narrative

To begin with narrative, a narrative is story. A story holds characters, plot, setting and usually in a chronological order. Cameron argues that" some stories are entirely narrative".14 Most students are familiar with stories and they love stories as well. They encounter stories from books, television, their parents and others teaching sources. Bruner in argues that:

Narrative discourse and mental organization is primary in children’s development. We can know that children encounter narrative in many types of talk and visually too: in story books, in songs, in cartoons, on TV and video, in computer games and as part of everyday talk in the home and in school.

Researchers who study the stories created by human beings use the word narrative to describe our ability to produce and comprehend event-structured

14 Lynn Cameron, *Teaching Language to Young Learner* Edinburgh, (Cambridge
material. A narrative can be performance in story activity as a tool in a foreign language classroom and offers assistance in language growth. The narrative used in story. The narrative in story has advantages to learners to develop their language. Wright and Garvie assert that stories are frequently claimed to bring many benefits to young learner's classrooms including language development.^{16}

Based on the free encyclopedia a narrative or story is a construct created in a suitable format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non-fictional events. It derives from the Latin verb *narrare*, which means "to recount" and is related to the adjective *gnarus*, meaning "knowing" or "skilled". (Ultimately derived from the Proto-Indo-European root *gnū-, "to know". The word "story" may be used as a synonym of "narrative", but can also be used to refer to the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative. An important part of narration is the narrative mode.

The vocabulary, grammar and structures of sentences in text of story can be learnt through the use of story repetitively. As stated above, the simple past is structure that is used in narrative. Therefore the grammar that will be taught in this research is simple past tense. Oral narrative activity can arouse the student’s interest and this can promote successful languages learning since narrative is one of the items that children already accustomed to. To confirm this, Cameron asserts that “children’s foreign language learning depends on what they experience”.^{14}

In the book *Narratology: Introduction to the Theory of Narrative*, Mieke Bal, describes the definition of narrative through narratology, a theory of narrative texts. Narratology gives a system by which narratives can be understood and written. This system is not some kind of machine into which one inserts a text at one end and expects an adequate description to roll out at the other. It is simply a helpful tool. By using terms such as fabula, event, actor, story, object, time, and

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^{16} Lynn Cameron, *Teaching...* P.55
location, narratology clarifies the differences between those texts that are and are not narratives. 18

Before a definition of narrative can be attempted, it must be understood that, like with many other words, there is no one clear definition because of the many conflicting opinions surrounding the topic. Bal's studies were often based on two assumptions, both involving homologies, relatedness between things. The first assumption is that there is a homology between sentence structure and text structure. The second assumption states that a homology exists between narrative fabulas and 'real' fabulas. Both assumptions can be argued against, but are what will be used in this definition.

In the search for the definition of narrative, the differences between a story, a fabula, and a narrative text must first be established. A fabula is the elements in a story in chronological order and deals with events, actors, time, and location. A story is the fabula as the author chooses to tell it, the same material looked at from a certain, specific angle. The aspects that separate it from a fabula are sequential ordering, rhythm, frequency, the change from actors to characters, the change from place to space, and focalization. "If one regards the fabula primarily as a product of imagination, the story could be regarded as the result of an ordering"

A narrative text is a numbered, structured whole in which a narrative agent tells a story. It involves a narrator, non-narrative comments, description, and levels of narration. After establishing these differences, a more detailed description of all three will help bring together the definition of the term "narrative."

Narratives are defined by three key features. Each narrative has a story, a fabula, and actors that exist in or are the cause of action. These features are what give narratives complexity.

The story of a narrative is what gives the author the most control over the impression given to readers. The twisting and changing of the text of the narrative is what makes up the story. The deviation in the story from the actual chronological order of events can allow the author to make a character action at
one time clearer by backing them up with events that happened previously. This way the reader isn't caught wondering why the character is behaving the way he or she is. The manipulation of the text of the narrative also gives the author more control over the reader's impression.

The framework of a narrative is what is called a fabula. The fabula of a narrative defines the relationships between characters, the location that the events in the narrative take place, and the events themselves. The author takes these elements and rearranges their placement so that the narrative can be easily understood.

Narrative can be beneficial media in teaching simple past tense for learner since narrative has a story in it. Brown and Yule claim that children develop skills to produce different types of talk and increasingly long stretches of talk, including: Narrative.... Then narratives can be used as a method in teaching.

A narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of story containing the setting, the characters, and the character problems. The middle of the narrative is organized around the plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitement as the story progresses.

The plot contains an initiating event, the event that starts the main character off on the series of events to solve problem. It is a series of events in which the main character attempts to solve the problem. The excitement builds until the climax, the high point in the story where the problem is solved.

A narrative text is a text in which a narrative agent tells a story. The narrative agent, narrator, is considered a function and not a person and is referred to as "it." The narrator can tell about others or about itself. Description in narrative texts is necessary, and there are many different levels of narration that involve relations between different fabula and text types. This is a systematic account of only one theory and is hardly the only way a narrative can be described.
3. Features of Narrative Text Forms

a. Purpose

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Furthermore the purpose of narrative text is to entertain, to tell story or to provide an esthetic literary experience. \(^{20}\) And Rudi Hartono asserts that social function of narrative is to amuse, entertain and deal with actual or various experience in different ways. Narrative text is based on life experience and is personal oriented using dialogue and familiar language. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

b. Types of Narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. \(^{21}\)

c. Features

- Characters with defined personalities/identities.
- Dialogue often included - tense may change to the present or the future.
- Descriptive language to create images in the reader's mind and enhance the story.

d. Schematic Structure

In a Traditional Narrative the focus of the text is on a series of actions:

Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? e.g. Mr. Wolf went out hunting in the forest one dark gloomy night.

Complication or problem: The complication usually involves the main character(s) (often mirroring the complications in real life). or A series of events in which the main character attempts to solve the problem.22

Resolution: There are needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. The ending of the story contain the problem solution. These add and sustain interest and suspense for the reader.

To help students plan for writing of narratives, model, focusing on:
- Plot: What is going to happen?
- Setting: Where will the story take place? When will the story take place?
- Characterization: Who are the main characters? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme / message the writer is attempting to communicate

e. Language Features
- Focus specific and usually individually participants.
- Use of material processes, behavioral and verbal process
- Use of temporal conjunctions and temporal circumstance
- Action verbs: Action verbs provide interest to the writing. For example, instead of the old woman was in his way try the old woman barred his path. Instead of she laughed try she cackled.
- Written in the first person (I, we) or the third person (he, she, they)
- Usually past tense.
- Connectives, linking words to do with time.
• Specific nouns: Strong nouns have more specific meanings, e.g. oak as opposed to tree.

• Active nouns: Make nouns actually do something, e.g. It was raining could become Rain splashed down or There was a large cabinet in the lounge could become A large cabinet seemed to fill the lounge.

• Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.

• Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character:
  - What does it smell like?
  - What can be heard?
  - What can be seen - details?
  - What does it taste like?
  - What does it feel like?

• Imagery
  - Simile: A direct comparison, using like or as or as though, e.g. The sea looked as rumpled as a blue quilted dressing gown. Or the wind wrapped me up like a cloak.
  - Metaphor: An indirect or hidden comparison, e.g. She has a heart of stone or He is a stubborn mule or the man barked out the instruction.
  - Onomatopoeia: A suggestion of sound through words, e.g. crackle, splat, ooze, squish, boom, e.g. the tyres whir on the road. The pitter-patter of soft rain. The mud oozed and squished through my toes.
  - Personification: Giving nonliving things (inanimate) living characteristics, e.g. the steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief.

• Rhetorical Questions: Often the author asks the audience questions, knowing of course there will be no direct answer. This is a way of involving the reader in the story at the outset, e.g. Have you ever built a tree hut?
Variety in sentence beginnings. There are several ways to do this e.g. by using:

- Participles: "Jumping with joy I ran home to tell mum my good news."
- Adverbs: "Silently the cat crept toward the bird"
- Adjectives: "Brilliant sunlight shone through the window"
- Nouns: "Thunder claps filled the air"
- Adverbial Phrases: "Along the street walked the girl as if she had not a care in the world."
- Conversations/Dialogue: these may be used as an opener. This may be done through a series of short or one-word sentences or as one long complex sentence.

In the following is the example of Narrative Text:

**Title**

MALIN KUNDANG

**Orientation**

Malin Kundang was born in West Sumatra. When he was a little boy, he lived with his mother. She was a poor widow. She loved him very much.

**Series of Events**

When Malin Kundang was teenager, he left his village in order to struggle for a better future. So he left Sumatra. His mother was sad when he left her. She always prayed for her son's health and hoped that he would come back to his village later. After he left his island, Malin Kundang was always busy. He was very intelligent and brave. And he always worked hard. The intelligence, bravery, and hardness made Malin Kundang successful. He married a rich girl. She was beautiful and kind. They loved each other very much. And he was the captain of his good ship.

**Major Complication**

One day, Malin Kundang's beautiful ship stopped at a seaport near his mother's village. He, his wife and his crew were all doing shopping and making some business there. One or two days later, Malin Kundang's mother heard about his coming. She was very happy that he came.

**Resolution**

So, one morning she wanted to meet her son. But Malin Kundang did not admit that she was his mother because she was very poor. The mother was very sorry that his
son did not admit her. And she got very angry when Malin Kundang’s words were very rude. In her anger she put a curse on him. And Malin Kundang was under the curse. He **changed** into stone.
CHAPTER III
RESEARCH METHODOLOGY
AND RESEARCH FINDING

A. Research Methodology

1. The Purpose of the Study

The purpose of the research is to find out the effectiveness of Narrative Text in teaching the simple past tense at MTs Daarul Muqarrabin, Cipondoh, Tangerang.

2. Place and Time

The place was taken by the writer for the research is MTs Daarul Muqarrabin Cipondoh Tangerang. She conducted this research from 20th of May to 5th of June 2008.

3. Population and Sample

The population of this research is all the second grade students of MTs Daarul Muqarrabin Cipondoh at even semester. The second grade of this school consists of two classes. Each class consists of 30 students. The sample of this research is 60 students, which is divided into 2 classes. One class as the experiment class and another class as the control class.

4. Instrument of the Research

The instrument of the research used by the writer is a test. The test consists of 25 items divided into four parts. First part consists of 5 items for multiple choices. The second part consists of 5 items for in the blank spaces. The third part consists of 5 items for giving the correct verb form and the last part consist of 10 items for transformation.
5. Techniques of Data collecting

One important thing in this research is the technique of data collecting that can determine the result of research. The techniques of data used in this research are:

a. Pre-test

The pre-test was given by the writer in the beginning of attending class for the control and experiment class to know the students' knowledge of the material that will be taught.

b. Post-test

The writer gave the students post-test for the experiment class and the control class after the lesson finished.

6. Technique of Data analysis

Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the step to know the result of both the experimental class and the control class and also their differences. In analyzing the data, the researcher uses the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning differences between two variables examined statistically.

In the comparative technique, the variables are compared to know whether the differences are significant. The writer uses t-test to prove statistically whether there is significant difference between two variables, in case between using Narrative Text and without Narrative Text.

Before using the t-test formulae, the researcher has to seek the differences of mean variables by using formula as follows:

\[ M_x = M' + i \frac{\sum fx'}{(N)} \quad \text{and} \quad M_y = M' + i \frac{\sum fy'}{(N)} \]

And after getting mean variables, she has to seek the standard of deviation
1. \[ SD_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \]

2. \[ SD_y = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2} \]

3. \[ SE_{Mx} = \frac{SD_x}{\sqrt{N-1}} \]

4. \[ SE_{My} = \frac{SD_y}{\sqrt{N-1}} \]

The next step is seeking the standard error mean difference of variables by using formula as follows:

\[ SE_{M_{x-M_y}} = \sqrt{SE_{Mx}^2 + SE_{My}^2} \]

Then the last step is determining t-test by using formula:

\[ t = \frac{M_x - M_y}{SE_{M_{x-M_y}}} \]

\( t \): Table score

\( M \): Mean

\( M' \): Median

\( SE \): Standard of Error

\( SD \): Standard of Deviation

\( Y \): Variable of Experimental Class

\( X \): Variable of Control Class

\( N \): Number of frequency

\( \Sigma \): Amount

\( f \): Frequency

\( i \): Interval
B. Research Finding
1. Data Description

To know the result of the test, the writer makes the table of student’s for each class as follow:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>72</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>44</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>84</td>
</tr>
<tr>
<td>11</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>42</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>76</td>
<td>96</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>84</td>
</tr>
<tr>
<td>18</td>
<td>72</td>
<td>92</td>
</tr>
<tr>
<td>19</td>
<td>62</td>
<td>88</td>
</tr>
<tr>
<td>20</td>
<td>70</td>
<td>84</td>
</tr>
<tr>
<td>21</td>
<td>50</td>
<td>72</td>
</tr>
<tr>
<td>22</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>23</td>
<td>68</td>
<td>92</td>
</tr>
<tr>
<td>24</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>40</td>
<td>72</td>
</tr>
<tr>
<td>26</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>48</td>
<td>84</td>
</tr>
<tr>
<td>28</td>
<td>62</td>
<td>70</td>
</tr>
</tbody>
</table>
Highest score (H) : 96
Lowest score (L) : 64
\[ R = H - L + 1 \]
R = Total Range
H = Highest score
L = Lowest score
1 = Constant number
\[ R = 96 - 64 + 1 = 33 \]

To find interval
\[ \frac{R}{I} = \frac{10}{20} \]
R = total range
I = interval
Because \( R = 33 \), so \( \frac{33}{1} \) = 10 → 20 = 3

Table 3.2
The test Score of Control class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>84</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>88</td>
</tr>
</tbody>
</table>
Highest score (H) : 88
Lowest score (L) : 56

\[ R = H - L + 1 \]

R = Total Range
H = Highest score
L = Lowest score
I = constant number

\[ R = 88 - 56 + 1 = 33 \]

To find interval
Because \( R = 33, \text{so} \frac{33}{1} = 10 \rightarrow 20 = 3 \)

**Table 3.3**

Table Score of Result Evaluation from Experiment Class

<table>
<thead>
<tr>
<th>Score</th>
<th>( F )</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-96</td>
<td>1</td>
</tr>
<tr>
<td>91-93</td>
<td>3</td>
</tr>
<tr>
<td>88-90</td>
<td>1</td>
</tr>
<tr>
<td>85-87</td>
<td>0</td>
</tr>
<tr>
<td>82-84</td>
<td>5</td>
</tr>
<tr>
<td>79-81</td>
<td>4</td>
</tr>
<tr>
<td>76-78</td>
<td>8</td>
</tr>
<tr>
<td>73-75</td>
<td>0</td>
</tr>
<tr>
<td>70-72</td>
<td>6</td>
</tr>
<tr>
<td>67-69</td>
<td>1</td>
</tr>
<tr>
<td>64-66</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
</tr>
</tbody>
</table>

**Table 3.4**

Table Score of Result Evaluation from Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>( F )</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-88</td>
<td>3</td>
</tr>
<tr>
<td>83-85</td>
<td>5</td>
</tr>
<tr>
<td>80-82</td>
<td>5</td>
</tr>
<tr>
<td>77-79</td>
<td>0</td>
</tr>
<tr>
<td>74-76</td>
<td>2</td>
</tr>
<tr>
<td>71-73</td>
<td>9</td>
</tr>
<tr>
<td>68-70</td>
<td>2</td>
</tr>
<tr>
<td>65-67</td>
<td>1</td>
</tr>
<tr>
<td>62-64</td>
<td>1</td>
</tr>
<tr>
<td>59-61</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Data Analysis

From the data description above the writer analysis the score by making the table of distribution of frequency from the score of student who was taught by using Narrative Text (variable X) and without Narrative Text (variable Y) as follow:

Table 3.5
The Distribution of Frequency from Experiment Class

<table>
<thead>
<tr>
<th>Score</th>
<th>F</th>
<th>X</th>
<th>x</th>
<th>x²</th>
<th>fx</th>
<th>fx²</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-96</td>
<td>1</td>
<td></td>
<td>+6</td>
<td>36</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>91-93</td>
<td>3</td>
<td></td>
<td>+5</td>
<td>25</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>88-90</td>
<td>1</td>
<td></td>
<td>+4</td>
<td>16</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>85-87</td>
<td>0</td>
<td></td>
<td>+3</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>82-84</td>
<td>5</td>
<td></td>
<td>+2</td>
<td>4</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>79-81</td>
<td>4</td>
<td></td>
<td>+1</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>76-78</td>
<td>8</td>
<td>M' (77)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>73-75</td>
<td>0</td>
<td></td>
<td>-1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>70-72</td>
<td>6</td>
<td></td>
<td>-2</td>
<td>4</td>
<td>-12</td>
<td>24</td>
</tr>
<tr>
<td>67-69</td>
<td>1</td>
<td></td>
<td>-3</td>
<td>9</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>64-66</td>
<td>1</td>
<td></td>
<td>-4</td>
<td>16</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td>$\sum fx = 20$</td>
<td>$\sum fx^2 = 200$</td>
</tr>
</tbody>
</table>

Table 3.6
The Distribution of Frequency from Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>F</th>
<th>Y</th>
<th>y</th>
<th>y²</th>
<th>fy</th>
<th>fy²</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-88</td>
<td>3</td>
<td></td>
<td>+5</td>
<td>25</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>83-85</td>
<td>5</td>
<td></td>
<td>+4</td>
<td>16</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>80-82</td>
<td>5</td>
<td></td>
<td>+3</td>
<td>9</td>
<td>15</td>
<td>45</td>
</tr>
</tbody>
</table>
After making the table of distribution of frequency the writer calculates the score by using the following steps:

1. Determining Mean I with formula:
   
   \[ M_1 = M' + \frac{i}{N} \left( \sum f'y \right) \]
   
   \[ = 77 + \frac{3}{30} \frac{20}{30} = 77 + 2 = 79 \]

2. Determining Mean II with formula:

   \[ M_2 = M' + \frac{i}{N} \left( \sum f'y \right) \]

   \[ = 72 + \frac{3}{30} \frac{36}{30} = 72 + 3.6 = 75.6 \]

3. Determining of Standard of Deviation of Variable I:

   \[ SD_1 = i \sqrt{\frac{\sum f'y^2}{N} - \left( \frac{\sum f'y}{N} \right)^2} \]

   \[ = 3 \sqrt{6.22} = 3 \times 2.49 = 7.47 \]

4. Determining of Standard of Deviation of Variable II:

   \[ SD_2 = i \sqrt{\frac{\sum f'y^2}{N} - \left( \frac{\sum f'y}{N} \right)^2} \]

   \[ = 3 \sqrt{5.72} = 3 \times 2.39 = 7.17 \]

5. Determining of Standard Error Mean Variable I:

   \[ SE_{M_1} = \frac{SD_1}{\sqrt{N_i - 1}} = \frac{7.47}{\sqrt{30} - 1} = \frac{7.47}{5.38} = 1.38 \]

6. Determining of Standard Error Mean Variable II:

   \[ SE_{M_2} = \frac{SD_2}{\sqrt{N_i - 1}} = \frac{7.17}{\sqrt{30} - 1} = \frac{7.17}{5.38} = 1.35 \]

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Frequency</th>
<th>f</th>
<th>( f'y )</th>
<th>( f'y^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>68-70</td>
<td>2</td>
<td>-1</td>
<td>1</td>
<td>-2</td>
</tr>
<tr>
<td>65-67</td>
<td>1</td>
<td>-2</td>
<td>4</td>
<td>-2</td>
</tr>
<tr>
<td>62-64</td>
<td>1</td>
<td>-3</td>
<td>9</td>
<td>-3</td>
</tr>
<tr>
<td>59-61</td>
<td>1</td>
<td>-4</td>
<td>16</td>
<td>-4</td>
</tr>
<tr>
<td>56-58</td>
<td>1</td>
<td>-5</td>
<td>25</td>
<td>-5</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td>36</td>
<td>215</td>
</tr>
</tbody>
</table>

\[ \sum f'y = 36 \]

\[ \sum f'y^2 = 215 \]
7. Determining Standard Error Mean Difference of \( M_1 \) and \( M_2 \):
\[
SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} = \sqrt{1.38^2 + 1.33^2}
= \sqrt{1.9044 + 1.76}
= \sqrt{3.6644}
= 1.914
\]

8. Determining \( t \) with formula:
\[
t = \frac{M_1 - M_2}{SE_{M_1-M_2}} = \frac{79 - 75.6}{1.914} = \frac{3.4}{1.914} = 1.776
\]

9. Determining t-table in significance level 5% and 1% with df:
\[
df = (N_1 + N_2) - 2 = (30 + 30) - 2 = 58
\]
df = 58 (see the table of “t” scores at the degree of significance of 5% and 1%. Because the table is not mentioned in the table, the writer uses the closer score to 58 that is 60 as degree freedom (df).

The writer gained t-table:

- S.L. 5% = 2.00
- S.L. 1% = 2.65

10. The comparison between t-score with t-table
\[
t-score = 2.00 > 1.776 < 2.65
\]

3. Hypothesis Statement

The writer states the hypothesis as follows: (1) \( H_a \) (alternative hypothesis) = “there is significant difference between the scores of student taught by using Narrative Text and without Narrative Text”, (2) \( H_0 \) (null hypothesis) = “there is no significant difference between the scores of student taught by using Narrative Text and without Narrative Text”.
The hypothesis criterion states that (1) when $t_o > t_1$ $H_o$ is accepted and $H_o$ is rejected. (2) when $t_o < t_1$ $H_o$ is rejected and $H_o$ is accepted.

4. Hypotheses Testing

The result of the statistic calculation indicates that the value of $t_o$ is 1.776 and the value of df (58) on degree of significance of 5% is 2.00. Comparing the $t_o$ with each values of the degree of significance, the writer finds that 2.00 $> 1.776$. So $t_o$ is smaller than $t_1$ or $t_o < t_1$.

Since $t_o$ score in the table is smaller than $t_1$ score obtained from the result of calculating, so the alternative hypothesis ($H_a$) is rejected and the null hypothesis ($H_o$) is accepted.

5. Data Interpretation

According to the explanation about the analysis of the result on the tables above, it can be seen on the tables of scores that the students who learn the Simple Past by using Narrative Text and without Narrative Text do not have a significance differences. Although the students’ Simple Past scores taught by Narrative Text higher than without Narrative Text, but it is not a significant differences. It means that there is no significance influence of using Narrative Text in teaching the Simple Past.
CHAPTER IV
CONCLUSION AND SUGGESTION

This chapter is devoted to drawing the conclusion from all chapters especially for all the data analysis. Based on the conclusion some suggestions are given.

A. Conclusion

According to the result of the analysis of the experiment research, it shows that the value $t_o$ (t observation) is 1.776 and the value of $t_1$ (t table) from df (58) on degree of significance of 5% is 2.00.

It can be concluded that teaching the Simple Past by using Narrative Text is not adequate success because it is not more effective than teaching the Simple Past without Narrative Text. It can be seen from the result of the analysis of the research that the experiment had been conducted by the writer, the t-observation ($t_o$) is smaller than t-table ($t_1$). So the alternative hypothesis ($H_a$) is rejected and the null hypothesis ($H_0$) is accepted, or it can be said that there is no significant influence of using Narrative Text in teaching the Simple Past Tense.

B. Suggestion

Based on conclusion above, some suggestions are recommended as follows:

1. The teacher should choose the best way of teaching grammar in the classroom as supplementary material or as the extended discourse. The high interest of students will motivate them to join every single activity instructed by teacher so that they can practice their capability not only in grammar but also hopefully they can improve their speaking and writing English language through discussion, retelling and role play etc.
should be able to motivate the students so that they are interested in learning English especially in grammar. And teaching learning process should be done in an interesting condition and without any pressure.

3. The chosen story and the writing of narrative story that made by students correctly becomes the prime determinant to the successful of drama in teaching simple past. Besides the motivation of the students to be brave enough to practice their English in Narrative Text and the Text that is pitched in the right level, because the story in the wrong level will make students bored and silence.

4. The teacher should give an activity which is an enjoyable way of reviewing past tense forms and involves creativity, imagination, and a lots of participation by all students.

5. Because the research was conducted in the Junior High School class, it is advisable that this research is replicated by further researcher in the Senior High School classroom.
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Rencana Pelaksanaan Pembelajaran
(Experiment Class Using Narrative Text)

SMP/MTS : MTS Daarul Muqorobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / II
Jenis Teks : Transactional/interpersonal
Aspek / Skill : Mendengar
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :
Memahami makna dalam percakapan transaccional dan interpersonal lis. pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount.

Indikator : Merespon ungkapan-ungkapan:
- Mengidentifikasi berbagai informasi dalam teks monolog narative.
- Mengidentifikasi tujuan komunikatif teks naratif.

1. Tujuan Pembelajaran
Pertemuan 1 & 2
Pada akhir pembelajaran siswa dapat secara lisan dan tertulis:
1. Eliciting kosakata terkait topik yang akan dibahas (regular and irregular Verb)
2. Merespon percakapan dan text monolog narrative yang diberikan.
3. Merespon tujuan komunikatif teks narrative.

2. Materi Pembelajaran:
A. Were you late this morning?
B. Yes I was/no I wasn’t
b. Simple past tense of to be
c. Kosa kata terkait tema: in the hospital, library, sick, home, etc.

Pertemuan 2
1. Percakapan-percakapan yang memuat ungkapan -ungkapan berikut:
   A. Did you break the glass?
   B. Yes, I did/No I didn’t
2. Simple past tense (regular and irregular verb)
3. Kosa kata terkait tema: Door, furniture, homework, football, etc.
4. Verbs: Open, read, paint, play, do, etc.

3. Metode / teknik: Three-phase technique
4. Langkah-langkah kegiatan
   Pertemuan I
   Kegiatan Pendahuluan
   - Salam dan tegur sapa
   - Tanya jawab berbagai hal terkait kondisi siswa

   Kegiatan Inti
   - Mendengarkan teks narrative yang dibacakan guru
   - Menjawab pertanyaan tentang isi teks narrative
   - Menceritakan kembali teks narrative yang dibacakan guru
   - Menjawab ciri-ciri kebahasaan teks narrative
   - Merespon ungkapan dalam percakapan yang menggunakan simple past tense of be yang ada didalam teks narrative
   - Guru memberikan soal
   - Murid melakukan perintah yang diucapkan guru.
Menyimpulkan hal-hal yang dipelajari
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan dalam situasi yang sesungguhnya.
- Salam penutup

Pertemuan II

a. Kegiatan Pendahuluan
- Tanya jawab berbagi hal terkait kondisi siswa
- Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah lakukan.

b. Kegiatan inti
- Guru bercerita tentang aktivitas yang dilakukan kemarin
- Menulis kata-kata regular and irregular verb yang digunakan
- Menanyakan siswa tentang cerita dalam bentuk narrative tersebut.
- Meminta siswa menyebutkan kata kerja kedua yang ada dalam isi cerita narrative.
- Merespon teks narrative yang dibacakan guru
- Menjawab soal yang diberikan guru.
- Mengevaluasi jawaban teks narrative yang dibacakan guru secara bersamaan

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.
- Menugaskan siswa untuk menggunakan teks fungsional pendek berupa: narrative sederhana yang dipelajari dalam situasi yang sesungguhnya.

Sumber Belajar : Buku teks : Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
- Buku teks : English on Sky
Penilaian
a. Teknik : Tes tulis
b. Bentuk : Merespon secara lisan dan tertulis
c. Instrument :

Pertemuan 1
*Listen to your teacher and answer the question based on the story!*

Pertemuan 2
*Listen to your teacher and fill in the blank space!*

Sony spent a day in the mountains last weekend. He(1) ..........food on Friday night. He (2)......... the house early in the morning. He (3)........ to a public lake and had a picnic. After lunch, he(4)..........in the lake. Then he (5).............in the sun and relaxed. After that he (6)...... a hill. He didn’t (7) ..........night here. He (8).......... home late in the afternoon. He(9)....... very happy and he (10) ......to have another trip the following month.
Rencana Pelaksanaan Pembelajaran

( RPP )

SMP/MTS : MTS Daarul Muqorrobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII ( Delapan ) / II
Jenis Teks : Narratif
Aspek / Skill : Berbicara
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : 8.mendengar

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 8.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Indikator : Merespon ungkapan-ungkapan :
- Melakukan monolog pendek sederhana dalam bentuk narrative dan recount.

1. Tujuan Pembelajaran

Pertemuan 1& 2

Pada akhir pembelajaran siswa dapat secara lisan dan tertulis :

1. Review kosa kata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih.

2. Mengungkapkan kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative
3. Melakukan percakapan dalam bentuk drama dengan menggunakan gambit-gambit yang sesuai.

2. **Materi Pembelajaran**

   **Pertemuan 1**
   a. Teks monolog berbentuk narrative yang berkaitan dengan simple past tense of be
   b. Teks narrative yang memuat ungkapan-ungkapan berikut:
       I was.....

   **Pertemuan 2**
   a. Teks narrative yang berkaitan dengan penggunaan regular & irregular verb
   b. Teks narrative menggunakan gambit-gambit seperti: First, then, finally

3. **Metode / teknik** : Three-phase technique

4. **Langkah-langkah kegiatan**

   **Pertemuan I**
   **Kegiatan Pendahuluan**
   - Salam dan tegur sapa
   - Tanya jawab berbagai hal terkait kondisi siswa

   **Kegiatan Inti**
   - Guru menceritakan kegiatan kejadian yang telah dialami dengan kata "yesterday"
   - Menekankan penggunaan past of be yang ada dalam cerita
   - Menjawab pertanyaan tentang isi cerita tersebut
   - Menceritakan kembali cerita guru
   - Membuat teks narrative berdasarkan kejadian yang mereka alami dengan situasi yang diberikan.
   - Meceritakan teks narrative yang mereka buat dalam bentuk drama
- Merespon ungkapan yang diucapkan dan menemukan penggunaan simple past tense yang ada dalam drama tersebut

**Kegiatan penutup**
- Menanyakan kesulitan siswa
- Menyimpulkan hal-hal yang dipelajari
- Salam penutup

**Pertemuan II**

*a. Kegiatan Pendahuluan*
- Tanya jawab berbagai hal terkait kondisi siswa
- Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah lakukan.

*b. Kegiatan inti*
- Guru bercerita tentang aktivitas yang dilakukannya kemarin
- Menulis kata-kata regular and irregular verb yang digunakan
- Menanyakan siswa tentang cerita dalam bentuk narrative tersebut.
- Meminta siswa menyebutkan kata kerja kedua yang ada dalam isi cerita narrative.
- Meminta siswa untuk menceritakan kembali cerita narrative yang disampaikan guru
- Membuat teks narrative berdasarkan pengalamannya
- Membuat drama berdasarkan teks narrative yang mereka buat secara berkelompok
- Kelompok lain merespon regular dan irregular verb yang diucapkan.
- Menanyakan isi cerita masing-masing kelompok kepada kelompok lain.

*c. Kegiatan Penutup*
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.
- Menugaskan siswa untuk membuat drama berdasarkan teks yang
Sumber Belajar: Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
Buku teks: English on Sky

Penilaian
a. Teknik : Tes lisan
b. Bentuk : Performance
c. Instrument :

Pertemuan 1 & 2

*Retell your teacher story that you have heard!*

*Make drama based on your narrative text that you have written!*
Rencana Pelaksanaan Pembelajaran
( RPP )

SMP/MTS : MTS Darul Muqorrobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII ( Delapan ) / II
Jenis Teks : Narratif
Aspek / Skill : Membaca
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : Membaca

Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrative denghan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator : - Membaca nyaring dan bermakna teks essai berbentuk narrative/ recount.
- Mengidentifikasi berbagi mekna teks narrative/ recount.

1. Tujuan Pembelajaran

Pertemuan 1& 2
Pada akhir pembelajaran siswa dapat secara lisan dan tertulis :

a. Menjawab berbagai pertanyaan yang ada dalam teks narrative
b. Membaca nyaring teks narrative dengan ucapan dan intonasi yang benar
c. Menentukan ciri kebahasaan teks narrative
2. Materi Pembelajaran

Pertemuan 1
a. Teks Essai berbentuk narrative atau recount
b. Ciri kebahasaan teks narrative atau recount

Pertemuan 2
a. Tujuan komunikatif teks essai narrative/recount
b. Langkah retorika teks narrative/recount
c. Teks narrative menggunakan gambit-gambit seperti: First, then, finally

3. Metode / teknik
   : Three-phase technique

4. Langkah-langkah kegiatan

Pertemuan I
Kegiatan Pendahuluan
a. Salam dan tegur sapa
b. Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti
a. Guru membacakan teks narrative yang diberikan guru
b. Membahas kata-kata yang sulit yang digunakan didalam teks.
c. Menentukan makna dan fungsi kalimat yang didengar.
d. Menirukan kalimat-kalimat yang diucapkan guru
e. Menentukan simple past tense of be, regular dan irregular verb yang ada didalam teks
f. Menjawab pertanyaan tentang isi bacaan
g. Membaca teks narrative / recount lainnya
c. Membaca teks narrative yang mereka buat

Kegiatan penutup
a. Menanyakan kesulitan siswa
Pertemuan II

a. Kegiatan Pendahuluan
   - Tanya jawab berbagai hal terkait kondisi siswa
   - Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah
     lakukan.

b. Kegiatan inti
   - Merespon bacaan teks narrative
   - Menjawab isi teks tersebut
   - Membaca ungkapan-ungkapan dalam kalimat berbentuk Simple past yang ada dilalain teks
   - Menentukan tujuan teks komunikatif yang dibaca
   - Memperhatikan teks naratif yang dibaca
   - Membaca cerita yang dibuat dalam bentuk narrative secara berkelompok.
   - Kelompok lain menyimak bacaan yang dibaca kelompok lain dan menjawab isi bacaan dan ciri kebahasaan teks narative yang mencakup simple past tense.
   - Guru dan siswa mengevaluasi bacaan tersebut.

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Menyimpulkan materi pembelajaran.
   - Menugaskan siswa untuk membuat drama berdasarkan teks yang mereka buat.

Sumber Belajar: Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
Buku teks: English on Sky

Penilaian
a. Teknik : Tes tulis dan tes lisan
c. Instrument : Pertemuan 1 dan 2

- Read the narrative teks that you have made and write verbs
- Answer the question based on your friends' story!
Rencana Pelaksanaan Pembelajaran

( RPP )

SMP/MTS : MTS Daarul Muqorrobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII ( Delapan ) / II
Jenis Teks : Narratif
Aspek / Skill : Menulis
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi : Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator : - Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar.

1. Tujuan Pembelajaran

Pertemuan 1 & 2
Pada akhir pembelajaran siswa dapat secara lisan dan tertulis :
1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks narrative.
2. Membuat kalimat sederhana terkait teks narrative
3. Menulis teks narrative berdasarkan kejadian yang dialami siswa

2. Materi Pembelajaran

Pertemuan 1
Pertemuan 2
a. Ciri kebahasaan teks narrative/recount
b. Langkah retorika teks narrative/recount

3. Metode / teknik : Three-phase technique
4. Langkah-langkah kegiatan

Pertemuan I

Kegiatan Pendahuluan
a. Salam dan tegur sapa
b. Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti
a. Guru memberikan teks narrative
b. Membahas kata-kata yang sulit yang digunakan didalam teks.
c. Menentukan makna dan fungsi kalimat yang dilihat
d. Memperhatikan dan menentukan simple past tense of be, regular dan irregular verb
e. Membuat teks narrative berdasarkan situasi yang diberikan.
f. Membuat drama berdasarkan teks narrative yang dibuat

Kegiatan penutup
a. Menanyakan kesulitan siswa
b. Menyimpulkan hal-hal yang dipelajari
c. Salam penutup

Pertemuan II
a. Kegiatan Pendahuluan
   - Tanya jawab berbagai hal terkait kondisi siswa
   - Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah lakukan.
b. Kegiatan inti
- Membaca teks narrative yang diberikan guru
- Menjawab isi teks tersebut
- Menulis ungkapan-ungkapan dalam kalimat berbentuk Simple past yang ada dalam teks
- Membuat teks narrative dengan langkah-langkah dan ciri kebahasaan yang benar
- Menentukan tujuan teks komunikatif yang ditulis
- Membuat drama berdasarkan teks narrative yang dibuat.
- Guru dan siswa mengevaluasi tulisan dan drama tersebut

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.
- Menugaskan siswa untuk membuat drama berdasarkan teks yang mereka buat.

Sumber Belajar : Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
Buku teks: English on Sky

Penilaian
a. Teknik : Tes tulis dan tes tertulis
b. Bentuk : Essay, Uraian
c. Instrument :

Write the text based on the situation given
a. In the Library
b. In the shop
c. On the bus
Pertemuan 2
complete these sentences correctly from the word in the bracket!!

Last Friday was a holiday. It (be......(1) independence day. So I didn’t have to go to classes. I (sleep).........(2) a little later than usual. Around ten, my friend Larry (come).......(3) over to my apartment. We (pack).........(4) then (take).........(5) the bus to forest park. We (spend)............(6)most of the day there. When we (get)............(7) to the park, we (find)............(8) an empty picnic table near a pond. There were some ducks on the pond, so we (feed)............(9)them. We (throw)............(10) small pieces of bread on the water and the duck.
Rencana Pelaksanaan Pembelajaran

(Control Class Using Grammar Translation Method)

SMP/MTS : MTS Daarul Muqorobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / II
Jenis Teks : Transactional/interpersonal
Aspek / Skill : Mendengar
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi : Memahami makna dalam percakapan transaccional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount.

Indikator : Merespon ungkapan-ungkapan:
   a. Mengidentifikasi berbagai informasi dalam teks monolog narrative.
   b. Mengidentifikasi tujuan komunikatif teks naratif.

1. Tujuan Pembelajaran

Pertemuan 1 & 2

Pada akhir pembelajaran siswa dapat secara lisan dan tertulis:
1. Eliciting kosakata terkait topik yang akan dibahas (regular and irregular Verb)
2. Merespon percakapan dan text monolog narrative yang diberikan.
3. Merespon tujuan komunikatif teks narrative
a. Percakapan-percakapan yang memuat ungkapan-ungkapan berikut:
   A. were you late this morning?
   B. Yes I was/ no I wasn’t

b. Simple past tense of to be

c. Kosa kata terkait tema : in the hospital, library, sick, home, etc.

Pertemuan 2

a. Percakapan-percakapan yang memuat ungkapan-ungkapan berikut:
   1) Did you break the glass?
   2) Yes, I did/ No I didn’t

b. Simple past tense (regular and irregular verb)

c. Kosa kata terkait tema : Door, furniture, homework, football, etc.

d. Verbs : Open, read, paint, play, do, etc.

3. Metode/teknik : Three-phase technique

4. Langkah-langkah kegiatan

Pertemuan 1

Kegiatan Pendahuluan
a. Salam dan tegur sapa
b. Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti
a. Mendengar percakapan yang dibacakan guru
b. Mendaftar kosakata yang digunakan dalam percakapan
c. Menentukan makna kosa kata dalam daftar
d. Menggunakan kosakata dalam kalimat
e. Tanya jawab menggunakan ungkapan-ungkapan terkait
f. Menirukan ungkapan-ungkapan terkait dengan simple past tense
g. Mendengarkan, percakapan, teks atau lagu yang dibacakan guru.
h. Menjawab pertanyaan tentang teks, percakapan atau lagu yang dibacakan guru.
b. Menyimpulkan hal-hal yang dipelajari
c. Menugaskan siswa untuk menggunakan ungkapan-ungkapan dalam situasi yang sesungguhnya.
d. Salam penutup

Pertemuan II
a. Kegiatan Pendahuluan
   - Tanya jawab berbagai hal terkait kondisi siswa
   - Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah lakukan.

b. Kegiatan inti
   - Eliciting kosakata terkait verb (verb)
   - Menentukan makna kata dan menggunakanya dalam kalimat.
   - Mendengarkan guru dan menirukan ungkapan-ungkapan terkait dengan materi
   - Mendengarkan percakapan tentang kejadian yang lampau
   - Menjawab berbagai informasi yang terdapat dalam percakapan.
   - Merespon ungkapan-ungkapan yang terkait materi
   - Menjawab soal yang diberikan guru.
   - Mengevaluasi jawaban secara bersamaan

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Menyimpulkan materi pembelajaran.
   - Menugaskan siswa untuk menggunakan teks fungsional pendek.

Sumber Belajar : Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
                Buku teks: English on Sky

Penilaian
a. Teknik : Tes tulis
b. Bentuk : Merespon secara lisan dan tertulis
c. Instrument :
Yesterday

Yesterday, all my troubles (1) .................. So far away
Now, it (2) .............. as though they’re here to stay
Oh I believed in yesterday
Suddenly, I’m not half the man I (3) ............. to be
There is a shadow hanging over me
Oh yesterday (4) ............... suddenly
Why she (5) ............... to go I don’t know
She wouldn’t say
I (6) ............... something wrong, now I (7) ............... for yesterday
Yesterday, love (8) ............... such an easy game to play
Now I (9) ............... a place to hide away
Oh, I (10) ............... in yesterday
Mm Mm Mm yesterday

Pertemuan 2

Listen to your teacher and choose the best response, a, b, c or d.

1. A: Were you late this morning?
   B: ........
   a. No, I weren’t    c. No, I wasn’t late this morning
   b. Yes, I was late  d. Yes, I were late

2. Why was he late this morning?
   a. He had traffic jam    c. He missed the train
   b. He woke up late      d. He had a flat tire

3. A. Was his secretary sick?
   B: .........................
   a. No, she weren’t    c. Yes, she were
   b. Yes, she was       d. No, she wasn’t

4. Why didn’t his secretary come to the office?
   a. She was sick       c. She went to Bali
   b. She missed the train d. She had an accident

5. How did his secretary go?
   a. By land           c. On foot
   b. By sea            d. By plane
Rencana Pelaksanaan Pembelajaran
( RPP )

SMP/MTS : MTS Daarul Muqorrobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII ( Delapan ) / II
Jenis Teks : Narratif
Aspek / Skill : Berbicara
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : 8. mendengar
Mengungkapkan makna dalam teks lisan fungsional pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 8.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Indikator : Merespon ungkapan-ungkapan :

a. Melakukan monolog pendek sederhana dalam bentuk narrative dan recount.

1. Tujuan Pembelajaran

Pertemuan 1 & 2
Pada akhir pembelajaran siswa dapat secara lisan dan tertulis :

1. Mengungkapkan kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative
2. Simple past tense of be
3. Regular & irregular verb
2. Materi Pembelajaran
   Pertemuan 1
   a. Teks monolog berbentuk narrative yang berkaitan dengan simple past tense of be
   b. Teks narrative yang memuat ungkapan-ungkapan berikut:
      I was.....

   Pertemuan 2
   a. Teks narrative yang berkaitan dengan penggunaan regular & irregular verb
   b. Teks narrative menggunakan gambit-gambit seperti: First, then, finally

3. Metode / teknik : Three-phase technique

4. Langkah-langkah kegiatan
   Pertemuan 1
   Kegiatan Pendahuluan
   a. Salam dan tegur sapa
   b. Tanya jawab berbagai hal terkait kondisi siswa

   Kegiatan Inti
   a. Guru mengungkapkan cerita narrative
   b. Review kosakata dan tata bahasa jenis teks narrative dan tema yang dipilih
   c. Guru memberikan structure of simple past tense of be dan menjelaskannya
   d. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative (simple past tense)
   e. Menceritakan cerita yang sangat tekenal

   Kegiatan penutup
   a. Menanyakan kesulitan siswa
   b. Menyimpulkan hal-hal yang dipelajari
Pertemuan II

a. Kegiatan Pendahuluan
   - Salam dan tegur sapa
   - Tanya jawab berbagai hal terkait kondisi siswa

b. Kegiatan inti
   - Guru mengungkapkan makna dengan kalimat yang terkait dengan
     kejadian yang telah dilakukan dengan menggunakan simple past tense
     (regular dan irregular verb)
   - Mengungkapkan cerita narrative dan menganalisa penggunaan simple
     past tense regular dan irregular verb
   - Memberikan structure simple past tense yang menggunakan regular dan
     irregular verb.
   - Memberikan contoh kalimat
   - Meminta siswa mengungkapkan kalimat dengan menggunakan simple
     past tense.
   - Melakukan percakapan terkait cerita menggunakan gambit-gambit yang
     sesuai contoh: Really?, first……………. Then ………, Finally………
   - Menceritakan teks narrative berdasarkan gambar yang diberikan.

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Menyimpulkan materi pembelajaran.

Sumber Belajar: Buku teks: Bahasa Inggris SMP, Kistono,dkk, Yudhistira, 2005
Buku teks: English on Sky
Gambar yang relevan.

Penilaian
a. Teknik : Tes lisan
b. Bentuk : Performance
c. Instrument :

Pertemuan 1 & 2
Rencana Pelaksanaan Pembelajaran

(RPP)

SMP/MTS : MTS Daarul Muqorrob
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / II
Jenis Teks : Narratif
Aspek / Skill : Membaca
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : Membaca
  - Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berkaitan dengan lingkungan sekitar.

Indikator :
  - Membaca nyaring dan bemaknac teks essai berbentuk narrative/recount.
  - Mengidentifikasi berbagai mekna teks narrative/recount.

1. Tujuan Pembelajaran

Pertemuan 1 & 2

Pada akhir pembelajaran siswa dapat secara lisan dan tertulis:

a. Menjawab berbagai pertanyaan yang ada dalam teks narrative
b. Membaca nyaring teks narrative dengan ucapan dan intonasi yang benar
c. Menentukan ciri kebahasaan teks narrative
Pertemuan 1
a. Teks Essai berbentuk narrative atau recount
b. Ciri kebahasaan teks narrative atau recount

Pertemuan 2
a. Tujuan komunikatif teks essay narrative/recount
b. Langkah retorika teks narrative/recount
c. Teks narrative menggunakan gambit-gambit seperti: First, then, finally

3. Metode / teknik : Three-phase technique

4. Langkah-langkah kegiatan
Pertemuan I
Kegiatan Pendahuluan
a. Salam dan tegur sapa
b. Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti
a. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular.
b. Tanya jawab menggali informasi dalam cerita berdasarkan gambar.
c. Mendengarkan teks narrative / recount yang dibaca guru.
d. Membaca nyaring teks narrative/ recount dengan ucapan dan intonasi yang benar.
e. Menjawab pertanyaan tentang informasi dalam teks yang dibaca.
f. Menentukan ujuan komunikatif teks narrative yang dibaca.
g. Menentukan langkah retorika dan ciri kebahasaan (Penggunaan simple past tense) dari teks narrative yang dibaca
h. Membaca teks narrative / recount lainnya
i. Membaca teks narrative lainnya
b. Menyimpulkan hal-hal yang dipelajari

c. Salam penutup

Pertemuan II

a. Kegiatan Pendahuluan
   - Tanya jawab berbagi hal terkait kondisi siswa
   - Siswa menjawab pertanyaan tentang aktivitas kerja yang mereka telah lakukan.

b. Kegiatan inti
   - Merespon bacaan teks narrative
   - Menjawab isi teks tersebut
   - Membaca ungkapan-ungkapan dalam kalimat berbentuk Simple past yang ada didalam teks.
   - Menentukan penggunaan kata kerja simple past tense yang ada didalam teks
   - Menjawab pertanyaan berdasarkan informasi yang ada didalam teks.

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Menyimpulkan materi pembelajaran.
   - Salam penutup

Sumber Belajar: Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
Buku teks: English on Sky

Penilaian

a. Teknik : Tes tulis dan tes lisan


c. Instrument : 
Read the following text and underline all the verbs!

My Grandpa’s Birthday

It was my grandpa’s birthday last Sunday. On Friday, my sister and I went shopping. We found a nice batik shirt. We bought it and wrapped it in blue paper. Blue is my grandpa’s favorite color.

On Saturday morning, my brother and I helped our sister in the kitchen. We made a birthday cake. It was a big and beautiful cake. I wrote Happy Birthday on it. We put some chocolate and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some coke and flowers for my grandpa. We sat together in our living room. My dad said a beautiful prayer. Then, we sang ‘Happy Birthday’ and my grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my grandpa.

State True (T) or False (F) based on the text above!

c. My grandpa’s birthday was on Saturday. (............)
d. I went shopping with my brother. (............)
e. My grandpa likes blue color. (............)
f. My mother made a big cake. (............)
g. We put a candle on top of the cake. (............)
h. My uncle and aunt came on Sunday. (............)
i. They gave our grandpa some coke and flowers. (............)
j. We sat in the dining room. (............)
k. My grandpa said a prayer. (............)
l. My grandpa was happy with his present. (.................)
Rencana Pelaksanaan Pembelajaran

( RPP )

SMP/MTS : MTS Daarul Muqorrobin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII ( Delapan ) / II
Jenis Teks : Narratif
Aspek / Skill : Menulis
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator : - Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar.

1. Tujuan Pembelajaran

Pertemuan 1 & 2

Pada akhir pembelajaran siswa dapat secara lisan dan tertulis :

a. Review tujuan komunikatif dan ciri-ciri kebhasaan teks narrative.
b. Membuat kalimat sederhana terkait teks narrative
c. Menulis ungkapan – ungkapan dalam bentuk simple past tense
2. Materi Pembelajaran

Pertemuan 1
Teks Essai berbentuk narrative atau recount

Pertemuan 2
a. Ciri kebahasaan teks narrative/recount
b. Langkah retorika teks narrative/recount

3. Metode / teknik : Three-phase technique

4. Langkah-langkah kegiatan

Pertemuan I
Kegiatan Pendahuluan
a. Salam dan tegur sapa
b. Tanya jawab berbagai hal terkait kondisi siswa

Kegiatan Inti
a. Review cirri kebahasaan teks narrative
b. Membuat kalimat sederhana terkait teks narrative
c. Melengkapi teks narrative dengan kata kerja regular dan irregular verb
d. Membuat kalimat dalam bentuk simple past tense

Kegiatan penutup
a. Menanyakan kesulitan siswa
b. Menyimpulkan hal-hal yang dipelajari
c. Salam penutup

Pertemuan II
a. Kegiatan Pendahuluan
   - Tanya jawab berbagai hal terkait kondisi siswa
b. Kegiatan inti
- Menulis ungkapan-ungkapan dalam kalimat berbentuk Simple past yang ada didalam teks narrative
- Menjelaskan bentuk simple past tense yang ada didalam teks
- Memberikan contoh-contoh ungkapan yang menggunakan simple past tense
- Menentukan kata kerja simple present dan simple past tense.

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.

Sumber Belajar: Buku teks: Bahasa Inggris SMP, Kistono, dkk, Yudhistira, 2005
Buku teks: English on Sky

Penilaian
a. Teknik : Tes tulis dan tes tertulis
b. Bentuk : Essay, Uraian
c. Instrument :

Pertemuan 1

*Change the sentences below into positive negative or interrogative form of simple past tense!*

a. She ate fried rice five minutes ago
   (-) ..............................................................
   (?) ..............................................................

b. Was she in the school yesterday?
   (+) ..............................................................
   (-) ..............................................................

c. He didn’t call me last night
d. Did she plant the flowers in the garden yesterday?
   (+) ........................................
   (-) ........................................

e. She rode a horse last weekend
   (+) ........................................
   (-) ........................................

Read the following text and underline the present and past form of be

Hi, I have two friends. They are twins, their names are Martha and Bertha. They were born in Biak, Papua. Their father was a farmer and their mother was a housewife. There were always happy. Their friends were very kind to them. They were never sad. Life was very nice. Their first school in Biak was fun. Their teachers were smart and helpful. All the lessons were interesting.
Choose the best answer to the following question!

1. Yesterday I ........Spaghetti.
   a. cooks   b. cook    c. cooked   d. cooking
2. I ............a letter to my uncle last week.
   a. write    b. written c. writes   d. wrote
3. My father .........a journalist at the Jawa Posr two years ago.
   a. is       b. are     c. were    d. was
4. I didn’t ............to school last Sunday.
   a. going    b. go      c. went    d. goes
5. Did you ...............your homework last night?
   a. did      b. done    c. do      d. does

Complete the dialogues with the word or phrase from the box.
- Yesterday - Library - forgot - interesting - last

Butet : Hi, Rio. Where were you (6) morning?
Rio : Yesterday morning? Oh, I was at the National Museum. Why?
Butet : Well, I was at the (7) yesterday but weren’t there. We usually study at the library on Saturday, right?
Rio : Ops, sorry! I (8) There was an exhibition at the museum yesterday.
Butet : Really? What was about it?
Rio : it was about people and life thousand of years ago.
Butet : How was it?
Rio : it was very (9) There were a lot of things fro life thousands of years ago. Why don’t you go there today? Today is the (10) day of the exhibition.
Butet : That’s a good idea.

Read and complete the text using the right forms of words in the brackets!

Thousand of years ago people ............ (11) in caves. Life .....(12) not easy. They traveled from place to place on foot or on horse back. They used stones to make tools. They hunted in groups and killed animals for food. They cooked the meat on a fire in front of their cave. They often painted pictures of animals in their caves.

There were a lot of wild animals. These people ............ (13)
Key answer of research instrument

1. C
2. D
3. D
4. B
5. C
6. Yesterday
7. Weren’t
8. Forgot
9. Was
10. Last
11. Lived
12. Was
13. Made
14. Brought
15. Left
16. (−) Rudi didn’t go to Bandung last vacation.
   (+) did Rudi go to Bandung last vacation.
17. (+) she was in the library yesterday.
    (−) she wasn’t in the library yesterday.
18. (+) Your friend invited you on her birthday party last week.
    (?) Did your friend invite you on her birthday party last week.
19. (+) The teacher gave us homework yesterday.
    (−) The teacher did not give us homework yesterday
20. (+) We went anywhere last holiday.
    (?) Did we go anywhere last holiday
21. (−) Your father did not ask you to study hard.
    (?) Did you father ask you to study
22. (+) They were in the school last Tuesday.
    (?) Were they in the school last Tuesday.
23. (+) Our classmates answered the teacher’s question.
   (−) Our classmates did not answer the teacher’s question.
24. (−) You were not in my house last week.
    (?) Were you in my house last week?
25. (−) We did not see that movie last night
    (?) Did we see that movie last night?
Change the sentences below into positive, negative or interrogative form of simple past tense!

16. Rudi went to Bandung last vacation.
   (+) ......................................... .
   (?) ......................................... .

17. Was she in the library yesterday?
   (+) ......................................... .
   (-) ......................................... .

18. My friend did not invite me on her birthday party last week.
   (+) ......................................... .
   (?) ......................................... .

19. Did the teacher give us homework yesterday?
   (+) ......................................... .
   (-) ......................................... .

20. We did not go anywhere last holiday
    (+) ......................................... .
    (?) ......................................... .

21. My father asked me to study hard
    (+) ......................................... .
    (?) ......................................... .

22. They were not in the school last Tuesday.
    (+) ......................................... .
    (?) ......................................... .

23. Did our classmates answer the teacher’s questions?
    (+) ......................................... .
    (-) ......................................... .

24. You were in my house last week.
    (+) ......................................... .
    (-) ......................................... .

25. We saw that movie last night.
    (+) ......................................... .
    (?) ......................................... .
Pengajuan Judul Skripsi

Ke Yth.

apak Ketua Jurusan Pendidikan Bahasa Inggris
akultas Ilmu Tarbiyah Dan Keguruan
IN Syarif Hidayatullah Jakarta

Tempat

ssalaamu’alaikum Wr. Wb

Salam sejahtera dan silaturrahmi saya haaturkann kepada bapak semoga senaantiasa aalam lindungan Allah SWT. Dalam menjalani aktivitas sehari-hari.

Selanjutnya, saya yang bertanda tangan di bawah ini

Nama

: Nurhurum

Tempat

: Pendidikan Bahasa Inggris

: Ilmu Tarbiyah dan Keguruan

Demaksud untuk mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program S-1 (strata) UIN Syarif Hidayatullah Jakarta. Adapun judul yang saya ajukan adalah

Teaching the Simple Past Tense by Using Narrative Drama
(A Case Study at Second Grade of MTS Darul Muqarrabin - Cipondoh)

Bersama ini saya lampirkan satu berkas proposal skripsi yang terdiri dari

1. Outline
2. Abstraksi
3. Daftar pustaka sementara

Demikianlah surat pengajuan ini saya sampaikan, mudah-mudahan Bapak berkenan mempertimbangkan dan atas perhatiannya saya ucapkan terima kah.

Wassalamu’alaikum Wr. Wb

Menyetujui,

Ketua Jurusan

Drs. Nasrun Mahmud, M.pd
NIP. 150 040 070

Pencipta

Nurhurum

NIM. 103014027013
Jakarta, 17 Juli 2007

Assalamu’alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing VII (materi/teknis) penulisan skripsi mahasiswa:

Nama: Nurhurum
NIM: 103014027013
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII
Judul Skripsi: Teaching the Simple Past Tense By Using Narrative Drama (A Case Study at Second Grade of MTs Darul Muqorrobin – Cipondoh)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

a.n. Dekan
Ketua Jurusan Bahasa Inggris,

[Signature]

Drs. Nisurun Mahmud, M.Pd
NIP. 1950 041 070 3

Tembusan:
1. Dekan FITK
2. Mahasiswa Ybs
Jakarta, 27 Juli 2007

Assalamu‘alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nurhurum
NIM : 103014027013
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : Teaching the Simple Past Tense By Using Narrative Drama (A Case Study at Second Grade of MTs Darul Muqorobin – Cipondoh)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian di instansi/sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu‘alaikum wr. wb.

An. Dekan
Kaprof. Tata Usaha

Drs. Aris Darwis
NIP. 150 236 356
SURAT KETERANGAN
Nomor: E.IV/i/MTs.26.3.13/110/2008

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Daarul Muqorrobin
merangkap bahwa:

Nama Mahasiswa : NURHURUM
M : 103014027013
Masuk : Pendidikan Bahasa Inggris
Kultas : Tarbiyah
Universitas : UIN Syarif Hidayatullah - Jakarta

hawa nama tersebut BENAR telah melaksanakan tugas (Penelitian) pada Madrasah
Tsanawiyah Daarul Muqorrobin.

demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan bagi
agan sebaik-baiknya.

Tangerang, 24 Desember 2008

Kepala Madrasah