

Measuring the Level of Effectiveness of Teaching Tenses Using Narrative Text

Lili Wahdini
liliwahdini@jagakarsa.ac.id

Erma Damayanti
ermadamayanti@jagakarsa.ac.id

Abstract

This research examines the efficacy of utilizing narrative text as a tool for learning the simple past tense. Researchers employed observation, documentation, and testing throughout the teaching process. The issue addressed is the challenge of mastering the simple past tense due to inadequate creativity in teaching, such as the lack of implementation of media such as narrative text. Although seemingly straightforward, learning the simple past tense necessitates careful attention due to the use of the second form of the verb. The researcher discovered that using narrative text to learn English tenses is quite effective. Furthermore, learning tenses through narrative text can enhance the enjoyment of learning English, particularly regarding tenses material, for students at Universitas Tama Jagakarsa.

Keywords: *English Language, Narrative Text, Simple Past Tense, Learning, Teaching.*

INTRODUCTION

Language is a system of communication that uses sounds, symbols, and gestures to convey meaning between people. It is a fundamental aspect of human society, allowing us to express our thoughts, feelings, and ideas with others (Akmajian et al, 2017). There are many different languages spoken throughout the world, each with its own unique set of rules and structures. English is one of the most widely spoken languages in the world, and it has become an important lingua franca for global communication. It is a member of the Germanic branch of the Indo-European language family, and is characterized by its relatively simple grammar, extensive vocabulary, and flexible syntax. English has become a dominant language in fields such as science, technology, and business, and is often used as a common language between speakers of different languages. The study of English language is important for individuals seeking to communicate effectively in a global context, and it is an essential tool for success in many professional and academic fields.

Learning English, sometimes, can be more challenging than learning other language. It can be challenging for a number of reasons (Songbatumis, 2017). Based on its vocabulary, English has a large vocabulary with many words that have multiple meanings. Learning and memorizing all of these words can be overwhelming. Based on its grammar, English has a complex grammar system with many rules and exceptions, which can be difficult to master. Based on its Pronunciation, English can be difficult, especially for non-native speakers. English has many different sounds that are not present in other languages.

Beside those three aspects above, there are also three more points: idioms, spelling, and cultural context. Based on idioms, English also has many idiomatic expressions that can be difficult to understand and use correctly (Müller, A., et al, 2018). Based on spelling. English spelling is often inconsistent, with many words spelled differently than they are pronounced. Based on cultural context, English language is often used in different cultural contexts, and understanding the

cultural nuances of the language can be challenging for non-native speakers. The last is exposure. For many people, learning English may be difficult due to a lack of exposure to the language. English may not be commonly spoken in their home country or community, making it harder to practice and develop language skills.

In this research, the researcher focuses on one aspect that is usually missed and usually not discussed: tenses. The fact is there are a lot of student (ranging from elementary school until university student) who said that tenses can be a problem from them to use their English. They scare to use English because they feel they are not mastered enough about the tenses.

The difficulty of learning English tenses varies from person to person, depending on various factors such as their native language, their learning style, and their exposure to the English language. For some people, learning English tenses may be relatively easy, especially if they have prior experience with other languages that have similar tense structures. However, for others, it may be more challenging because English has several irregular verb forms and irregular patterns of tense usage. Additionally, learning English tenses requires consistent practice and exposure to the language, both in spoken and written forms. Without sufficient practice and exposure, it can be difficult to master the different tenses and their uses. Overall, while learning English tenses may be challenging for some, it is possible to overcome these difficulties with consistent effort, practice, and exposure to the language.

There are several reasons why learning English tenses is beneficial. Firstly, tenses are crucial in the English language as they allow you to express the time frame of an action or event, thereby improving your communication skills in both written and spoken communication. Secondly, understanding tenses can enhance your writing skills by making your writing more coherent and understandable,

allowing you to express yourself clearly and organize your thoughts effectively. Additionally, comprehension of tenses can improve your reading skills by making it easier to understand written texts. Thirdly, being proficient in English tenses can enhance job prospects, especially in fields like business, education, and journalism, where English is widely used. Furthermore, understanding tenses can improve your travel experiences by enabling you to communicate more effectively with locals and understand written materials. Finally, many academic disciplines require students to write in English, and proficiency in tenses can improve academic performance. Overall, mastering English tenses is a valuable skill with many personal and professional benefits.

The past tense is a grammatical tense used to describe actions, events or states that occurred in the past. In English, the past tense is often formed by adding "-ed" to the base form of a regular verb, such as "walked" or "talked". However, there are many irregular verbs in English that form their past tense in a different way, such as "ate", "went", or "saw". The past tense is an important component of English grammar, as it allows us to communicate about events or actions that have already happened.

English is an essential subject for university students for several reasons. Firstly, it is the language of instruction in many universities around the world, particularly in countries where English is not the native language (Alfarwan, 2017). This means that university students need to have a strong command of English to succeed academically and to communicate effectively with their professors and peers. Secondly, many academic disciplines, such as business, engineering, and computer science, require a strong understanding of English in order to read technical materials, write research papers, and communicate with colleagues in international settings. Furthermore, English is a global language

that is widely used in many professional fields, including science, technology, medicine, and journalism. University students who are proficient in English have better job prospects and opportunities for international collaboration and travel. Finally, English proficiency is essential for international students who want to study abroad or for students who want to pursue graduate studies in English-speaking countries.

Improving English skills is particularly important for university students for several reasons. Firstly, English is often the language of instruction in many universities around the world, even in countries where it is not the native language. This means that students who are not proficient in English may struggle to understand lectures, communicate with professors and classmates, and succeed academically. Secondly, many academic disciplines, such as business, engineering, and computer science, require a strong understanding of English in order to read technical materials, write research papers, and communicate with colleagues in international settings. Furthermore, English proficiency is essential for international students who want to study abroad or for students who want to pursue graduate studies in English-speaking countries (Ahmadi and Reza, 2018). Additionally, being proficient in English can enhance students' job prospects and opportunities for international collaboration and travel.

University students may find learning English past tense difficult for several reasons. Firstly, English has many irregular verbs, which means that the past tense form of a verb may not follow a predictable pattern. This can make it challenging for students to remember the past tense form of each verb. Secondly, the past tense in English involves several different forms, such as regular verbs, irregular verbs, and modal verbs. Students may find it difficult to remember the different forms and when to use each one.

Additionally, English past tense requires an understanding of grammar rules such as subject-verb agreement, verb tense consistency, and the correct use of auxiliary verbs. Furthermore, students may find learning English past tense challenging because it requires a lot of practice and repetition to master. It may also require students to read and listen to English texts to understand the context and usage of the different past tenses. Overall, the complexity and variability of the English past tense can make it challenging for university students to learn and master. However, with practice, perseverance, and effective teaching methods, students can improve their understanding and usage of English past tense.

Several techniques are utilized to study verb tenses, and one such method involves utilizing media in the form of narrative text. In this research, the researcher aimed to investigate the efficiency of using narrative text as a teaching tool for the simple past tense. The research was conducted on students from Universitas Tama Jagakarsa. The researcher has created the following inquiries in order to accomplish their objective: Firstly, what is the extent of Universitas Tama Jagakarsa students' proficiency in using the simple past tense? Secondly, to what degree does the utilization of Narrative Text impact Universitas Tama Jagakarsa students' ability to comprehend the simple past tense? The scopes for this research are limited to the student of Universitas Tama Jagakarsa and the narrative text.

METHOD

As an effort to obtain the correct data, and directed in accordance with relevant problems faced by, then the need for an appropriate method to achieve the objectives in the research. Data gathered in writing this research is explained as follows: first, observation (researcher make directly observation to the intended object of the related activities with the

theme of writing); second, data collection (taking data from various sources, such as interview and directly observation, related to the themes presented in the form of tables and pictures) and third, data analysis technique which is started by analyzing data then followed by reducing, categorizing and validity investigating data (Moleong, 2002)

FINDINGS AND DISCUSSION

The researcher conducted research on the use of narrative text to learn the simple past tense and collected data from test results before and after. The data was then organized from smallest to largest to simplify presentation. The research included 36 students from the English Education Study Program at Universitas Tama Jagakarsa.

Students	SCORE	Students	SCORE
1	24	19	76
2	32	20	76
3	32	21	76
4	40	22	76
5	40	23	76
6	52	24	80
7	52	25	84
8	52	26	92
9	52	27	92
10	52	28	92
11	52	29	92
12	52	30	92
13	60	31	92
14	60	32	92
15	60	33	92
16	60	34	92
17	68	35	92
18	72	36	92

Table Tests Results Before Use Narrative Text in Learning Simple Past Tense

The presented table displays test results before using narrative text to learn the simple past tense. The scores range from 24 (lowest) to 92 (highest). Next, the data for test results after using narrative text will be presented.

Students	SCORE	Students	SCORE
1	60	19	92

2	60	20	92
3	60	21	92
4	72	22	92
5	72	23	92
6	72	24	92
7	72	25	92
8	72	26	92
9	80	27	92
10	80	28	92
11	80	29	92
12	80	30	92
13	90	31	100
14	92	32	100
15	92	33	100
16	92	34	100
17	92	35	100
18	92	36	100

Table Test Results After Use Narrative Text in Learning Simple Past Tense

The presented table displays test results after using narrative text to learn the simple past tense. The scores range from 60 (lowest) to 100 (highest).

Data from Observation

In addition to test results, the researcher will also present classroom observation data, which includes observations made before the lesson, during learning, after the lesson, and problems faced by teachers during the learning process.

- a. The activities teacher before starting a process of learning, among others:
 - 1) The teacher was greeting the students, such as: good morning, have you had your breakfast?
 - 2) Before begin studying, she asked the students to pray
 - 3) She asked who is absent
 - 4) She reviewed the last material
- b. The activities of teachers during the learning process, among others:
 - 1) Before presenting the formula, the teacher gave the example of the simple past tense in questions form around them, such as: what were you do last week? I did storytelling.

- 2) Teacher asked the students about the simple past tense.
 - 3) She showed the narrative text and asked the students to read the narrative text.
 - 4) She gave exercises by writing it on the whiteboard.
 - 5) She asked the students to answer the exercises on the whiteboard by asking them randomly one by one.
 - 6) She checked the students' answer on the whiteboard.
 - 7) She gave re-explanation about the simple past tense if there are some mistakes about it.
- c. The activities teacher after process of learning, among others:
- 1) The teacher asked the students' understanding.
 - 2) She gave the students homework.
- d. Problems Faced by The Teacher, among others:
- 1) Teachers provide narrative text that is too long.
 - 2) The students were talking when the teacher went around the class checked the students' exercises.
- e. Conditions in the classroom can be the researchers describe as below:
- 1) Classroom was in the form of Co-Education (male and female were joined in a classroom)
 - 2) Teacher made the students active to answer the question
 - 3) Teacher gave the students rewards likes good, great.
 - 4) Teacher corrected the students' mistakes
 - 5) Teacher went around the class to check whether the students did their exercises in the workbook.
 - 6) Teacher reprimanded the students who is chatting or making a joke in the class.

The analysis of the effectiveness of using narrative text to teach the simple past

tense was conducted after collecting data from the research. The quantitative method was used to analyze the test results before and after using narrative text. The analysis was conducted in two parts, which are explained below.

The Data of Students' Score before Using Narrative Text in Learning the Simple Past Tense.

The researchers present the first part of the analysis, which is the test results before using narrative text in teaching the simple past tense. The distribution table was created using the formula described in the previous chapter. The steps to create the distribution table include:

- a. Looking for a range data
 $J = D1 - D2$
 $J = 92 - 24$
 $J = 68$
- b. Looking for the amount of class interval
 $K = 1 + 3,3 \log N$
 $K = 1 + 3,3 \log 36$
 $K = 1 + 3,3 (1,556)$
 $K = 1 + 5,1348$
 $K = 6,1348$
 $K = 7$

The researcher rounded the data up to 7 to ensure that the distribution table could accommodate all of the collected data.

- c. Looking for length class interval
 $C = J/K$
 $C = 68/7$
 $C = 9,174$
 $C = 10$

The researcher rounded the data up to 10 to ensure that the distribution table could accommodate all of the collected data. The lower limit of the first class was determined using the smallest value, and the interval class was created with a range of 10.

- d. Looking for the midpoint of each class in the distribution table
 $X_i = \frac{A+B}{2}$

$$Xi = \frac{24 + 33}{2}$$

$$Xi = 28,5$$

Do the same to get the midpoint of each class. So that the percent value to be had in every class.

e. Looking for percentage

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{36} \times 100\%$$

$$P = 8,33\%$$

Do the same for each class. So that the percent value to be had in every class.

Once the formula has been applied, the researcher can then create a distribution table to analyze the effectiveness of using narrative text in teaching the simple past tense. The resulting distribution table is shown below:

No	Interval Frequency	Frequency (F)	Percentage (P)	Midpoint (Xi)	F.Xi
1	24-33	3	8.33	28.5	85.5
2	34-43	2	5.56	38.5	77
3	44-53	7	19.44	48.5	339.5
4	54-63	4	11.11	58.5	234
5	64-73	2	5.56	68.5	137
6	74-83	6	16.67	78.5	471
7	84-93	12	33.33	88.5	1062
	Total	N= 36	100%		$\Sigma fXi = 2406$

Table Distribution Table Test Result before Using Narrative Test in Learning Simple Past Tense

Based on the table above, it can be observed that the lowest interval is between 24-33 and the highest interval is between 84-93. The majority of students (12 of them) scored between 84-93, which represents 33.33% of the total scores. On the other hand, the fewest number of students (2 of them) scored between 24-33, representing only 8.33% of the total scores.

After determining the frequency and percentage of the students' test results, the researcher used the mean formula to calculate the average score. The formula used was:

$$Me = \frac{\Sigma fiXi}{N}$$

$$Me = 2406/36$$

$$Me = 66,83$$

The Data of Students' Score After Using Narrative Text in Learning The Simple Past Tense.

Once the mean of the first data has been obtained, the researchers proceed to present the second data, which consists of the test results after the use of narrative text in learning simple past tense. The analysis is conducted in the same manner as the first data, and the steps to create a distribution table are provided for clarity.

a. Looking for a range data

$$J = D1 - D2$$

$$J = 100 - 60$$

$$J = 40$$

b. Looking for the amount of class interval

$$K = 1 + 3,3 \log N$$

$$K = 1 + 3,3 \log 36$$

$$K = 1 + 3,3 (1,556)$$

$$K = 1 + 5,1348$$

$$K = 6,1348$$

$$K = 7$$

researcher rounded up to 7, so the distribution table can contain all the data that have been obtained.

c. Looking for length class interval

$$C = J/K$$

$$C = 40/7$$

$$C = 5,714$$

$$C = 6$$

The distribution table is created with a rounded-up value of 6 to accommodate all obtained data. The smallest value is used to determine the lower limit of the first class, and a long interval class of 6 is made.

d. Looking for the midpoint of each class in the distribution table

$$Xi = \frac{A+B}{2}$$

$$Xi = \frac{60 + 65}{2}$$

$$Xi = 62,5$$

Do the same to get the midpoint of each class. So that the percent value to be had in every class.

- e. Looking for percentages

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{36} \times 100\%$$

$$P = 8.33\%$$

Do the same for each class. So that the percent value to be had in every class.

Using the formula, the researchers create a distribution table to analyze the effectiveness of using narrative text in teaching the simple past tense.

No	Interval Frequency	Frequency (F)	Percentage (P)	Midpoint (Xi)	F.Xi
1	60-65	3	8,33	62,5	187,5
2	66-71	0	0,00	68,5	0
3	72-77	5	13,89	74,5	372,5
4	78-83	4	11,11	80,5	322
5	84-89	18	50,00	86,5	1557
6	90-95	0	0,00	92,5	0
7	96-101	6	16,67	98,5	591
	Total	N= 36	100%		$\Sigma F.Xi = 3030$

Table Distribution Table Test Result after Using Narrative Text in Learning Simple Past Tense

The table reveals that the lowest interval is between 60-65 and the highest is between 96-101. Most students (18 of them) scored within the interval 84-89, representing 50%, while the fewest students (3 of them) scored between 60-65, representing 8.33%.

After finding the frequency and percentage of students' test results, the researcher applies the mean formula to

determine the average. The formula used is provided.

$$Me = \frac{\Sigma fiXi}{N}$$

$$Me = 3030/36$$

$$Me = 84,17$$

To classify the scores as good, enough, or bad, the researchers refer to Norman E. Grondlound's (Arikunto, 1998) standard of six, which is presented in a table.

Scores	Classification
90	Very good
80	Good
70	More than Enough
60	Enough
50	Bad
40	Very bad

Table The Six Standard Criteria Made by Grondlound

Upon comparing both sets of data, it is concluded that there is a significant difference between the students' test score average before and after using narrative text in learning the simple past tense. The students' test result average before using narrative in learning the simple past tense is classified as "enough standard" with an average of 66.83, while the students' test result average in learning the simple past tense through narrative text is classified as "good" standard with an average of 84.17, as per the standard of six.

CONCLUSION

From the previous discussion, it can be seen that the average test score before using narrative text was 66.83, which can be classified as "enough standard" according to the grading standard by Norman E. Grondlound. On the other hand, the average test score after using narrative text was 84.17, which can be classified as "good standard" according to the same standard. The average test score shows an increase from 66.83 to 84.17, indicating an improvement in students' understanding of the simple past tense.

Furthermore, the lowest test score also increased from 24 to 60, indicating better performance. The researcher also observed that students showed enthusiasm during the learning process. Based on these findings, it can be concluded that using narrative text to teach the simple past tense is an effective method.

REFERENCES

- Arikunto, Suharsimi. 1998. *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara.
- Ahmadi, D., & Reza, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125.
- Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication*. MIT press.
- Alfarwan, S. (2019). University student access to and use of electronic devices: A latent English language learning potential. *Teaching English with Technology*, 19(1), 102-117.
- Moleong, L.J. 2002. *Metode Penelitian Kualitatif* (6th ed.). Bandung: Remaja Rosdakarya.
- Müller, A., Son, J. B., Nozawa, K., & Dashtestani, R. (2018). Learning English idioms with a web-based educational game. *Journal of Educational Computing Research*, 56(6), 848-865.
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of foreign language teaching and learning*, 2(2), 54-67.

ISSN 2301-4563



9 772301 456937