A COMPARATIVE STUDY BETWEEN GRAMMAR TRANSLATION METHOD AND PRACTICE THEORY METHOD IN TEACHING SIMPLE PAST TENSE AT THE SECOND YEAR STUDENTS OF SMP *N 1 PABEDILAN CIREBON*

A THESIS

Submitted to English Education Department of Faculty of Tarbiyah and Teaching Science of Syekh Nurjati State Instute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S.Pd.I)

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ABSTRACT

A.NU'MAN RIFQI: "A COMPARATIVE STUDY BETWEEN GRAMMAR TRANSLATION METHOD AND PRACTICE THEORY METHOD IN TEACHING SIMPLE PAST TENSE AT THE SECOND YEARS STUDENTS OF *SMP N 1 PABEDILAN KAB. CIREBON*"

In the process of teaching and learning languages there are four aspects of language skill, there are listening, speaking, reading, and writing. In English, all of about these four basic language skills can be taught through short story and dialogue. In this case the writer would like to try teaching of Simple Past Tense through Grammar Translation Method with Practice theory Method at the second years of *SMP N 1 Pabedilan – Cirebon.*

The research is based on William Francis Mackey theory. He said that method with different things to different people. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures for some, it is the primacy of the language skill: for others, it is the type and amount of vocabulary and structure.

The method of the research is quantitative research. The sample of the research is 40 students. The instruments of collecting data are observation, interview, and test. The research use instrument tests are validity, reliability, discriminatory power, difficulty index. The data which have been collected from test are analyzed by using the formula t-test for analyzing the quantitative data.

The writer concludes that the students' competence in teaching simple past tense through Grammar Translation Method short "good" (7.2) the students' competence in teaching in teaching simple past tense through Practice theory Method is categorized "enough" (6.8). The result of $t_{observed}$ is 2.5 and the value t_{table} is 1.99. So the hypothesis states by the writer are acceptable. This means that teaching simple past tense through Grammar Translation Method is better than Practice theory Method at the second year students of *SMP N 1 Pabedilan-Cirebon.*

From data above the writer conclude that there is Positive and significance of the students' achievement in learning the Simple Past Tense through Grammar Translation Method with Practice Theory Method at the Second year students of *SMP N 1 Pabedilan-Cirebon.*
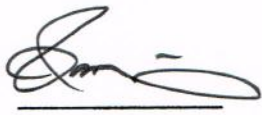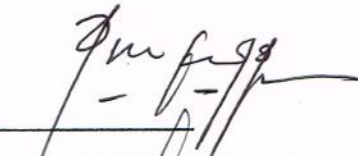
i

RATIFICATION

The thesis entitled **"A COMPARATIVE STUDY BETWEEN GRAMMAR TRANSLATION METHOD AND PRACTICE THEORY METHOD IN TEACHING SIMPLE PAST TENSE AT THE SECOND YEARS STUDENTS OF** *SMP N 1 PABEDILAN CIREBON"* written by **A. NU'MAN RIFQI** whose registration number is **59430709** has been examined in the viva voice held by the *faculty of tarbiyah and teaching Science* of *Syekh Nurjati* State Institute for Islamic Studies on Mey 16th 2014. It has been recognized as one of the requirements for under graduate degree in English Education Department.

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iii

TABLE OF CONTENTS

xi

CHAPTER I
INTRODUCTION

A. The Background of The Research

Language as a tool communication between nation and country in the word is very important to know, why? Because know the language mean we can applicator knowledge from any sciences, good relations, making the fluently of trying, knowing economy development, social, polities, culture and technology. We can read the book, magazine, listen to the radio and television, film, video, song and soon. With it selves, Patterns of thinking and our opinions more large and development.

As a tool communication, it's clear the without language, the word be lonely and language itself as an element of communication will be used to get out the idea and feeling of someone, its mean the without language there is no communication each other. When someone ask about what language is, perhaps each will have a different answered to it formerly; I saw language as only mean of communication. How people try to get some information from other and conversely, how other try to give information to us. That is language people use language in their daily and it is right that position of language is at the center of human life because people can no live without language.

There are many languages in the word. Every country has own national language. However, there are only some languages that are used as internationals language, one of them is English. English is understood widely than any other languages for international communication. As it is stated by Harmer (2002: 1) that:

> Although English is not the language with the largest number of native of first language speakers, it has become lingua franca. A lingua franca can be divined as a language widely adopted for communication between two speakers whose native languages are different from each other's and were one or both speakers are using it is a 'second' language.

It is also stated by Sydney Greenbaum (1995: 1) that English is the world's most widely used language. Based on those statements, can be said by mastering English, we can not only communicate with international people, but also improve our knowledge by reading scientific and technological books from abroad written in English.

In Indonesia itself, English is as a foreign language learned and taught to the students of the forth years of elementary school up to the students of university. In addition, it also learned at non-formal educational in situations, such as courses, private classes, etc. It indicates that the role of English is very important, more over in facing the globalization era in which it is also called the era of global information and communication.

Nevertheless, along with the importance of mastering English, the teachers still face hindrances and difficulties in finding practical method, which are effective, and efficient, in order that the ability to use English taught can be reached by students easily.

Based on Allen and corder's opinion, can be said that grammar is the basic component has to the learned by the learner of a language. According to Brown (1994: 156) defined that grammar is a system of rules and governing the conventional arrangement and relation of words and combining them into sentences. On the words to be sentence, the students must understand how to put word by word in order to be good sentence.

One of the parts of English grammar material is the Simple Past Tense. According Betty declares that the simple past indicates that an activity or situation began and ended at the particular time in the past (1992: 18). Mas'ud states *"simple past biasanya digunakan untuk melakukan kebiasaan yang dilakukan pada waktu lampau dan di gunakan umtuk menyatakan suatu perbuatan yang jelas digunakan pada waktu lampau (waktunya tertentu) tapi tidak disebutkan keterangan waktunya"* (1996: 36) Fuad mas'ud states that (the simple past is usually used to express a habit done in the past and used to express certain activity done in the past. (Certain time) but does not mention the adverb of time).

Some of examples the simple past tense are as follows;

1. The formulation of Affirmative (positive)

Subject + Verb II + (O+A)

Example: - I was good film last night

- She comes here yesterday

- He went to Malang last week

2. The formulation of Negative from.

Subject + did + not + verb I + (O+A)

Example: - I didn't see you yesterday

- She didn't do anything last night

- They didn't invite her to the party last week.

According to Oshima (1998: 10) the problems that are usually faced by students in learning English are their lack of confidence, their lack of vocabulary, low understanding in grammar, and others. Those problems become teacher's assignment to find the solution for this problem by presenting materials which are interesting, educating, and appropriate for students.

A teacher has a big role in teaching learning; therefore the teacher has to be active. The teacher can use other method to teach simple past tense, for example by using practice theory method. According Mackey (1974: 155) says: "Practice Theory Method is a method in which theory follows practice, generally in the proportion of seven units of practice to three of theory. Model sentences are memorized, through constant repetition, by imitating informants and recordings. The model sentence are then analyzed phonetically and structurally to permit their exposition into new sentences of the same type"

From the definition above, it is obvious that in the Practice Theory Method, there are a lot of aspects which can be given to the students in one time, such as listening, speaking, analyzing and practicing by those aspects,

the writer assume that this method can help students in understanding the Simple Past Tense Well.

The research looking the problem, the teacher certain use grammar translation method very good and the teacher says who use grammar translation methods state that there are two fundamental objectives in learning a foreign language. First, students should be able to read and appreciate foreign language literature. To do this, students need to learn grammar and vocabulary. Second, students should use language as form of mental discipline.

In teaching simple past the English teachers of *SMP N 1 Pabedilan* use Grammar Translation Method. Meanwhile, the writer would like to use Practice Theory Method in teaching simple past. How far is the effectiveness between, Grammar Translation Method and Practice Theory Method in overcoming the students' achievement in learning the simple past through Grammar Translation Method and Practice Theory Method?

B. The Formulation of the Problem

1. Identification of the Problem

a. The field of the Research

The field of the research in this research is method of teaching (Grammar Translation Method and Practice Theory Method).

b. The kind of Problem

The kind problem in this research is unclearness of the effectiveness between Grammar translation Method and Practice Theory Method in teaching the Simple Past Tense.

c. The Main of the Problem

The Main of the problems in this research is the effectiveness between, Grammar Translation Method and Practice Theory Method in overcoming the students' achievement in learning the simple past through Grammar Translation Method and Practice Theory Method.

2. Limitation of the Problem

The limitation of the problem in this research is on the active voice of the Simple Past Tense. In this case the writer would like to divide the problem into three kinds of problems, they are as follows:

a. Students' achievement in learning the Simple Past Tense through Grammar Translation Method. (X1 Variable)

b. Students' achievement in learning the Simple Past Tense through Practice Theory Method. (X2 Variable)

c. Analyzing the data in order to find out whether there are any positive and significant different between students' achievement in learning the Simple Past Tense through Grammar Translation Method and Practice Theory Method.

3. Questions of the Research

The questions in this research are based on the limitation of the problem. They are as follows:

a. How is the Students' achievement in learning the Simple Past Tense through Grammar Translation Method?

b. How is the Students' achievement in learning the Simple Past Tense through Practice Theory Method?

c. Is there any significant different between students' achievement in learning the Simple Past Tense through Grammar Translation Method and Practice Theory Method?

C. The Aims of the Research

The aims of the research in this research are as follows:

a. To find the data about Students' achievement in learning the Simple Past Tense through Grammar Translation Method at the second year students of *SMP N 1 Pabedilan.*

b. To find the data about Students' achievement in learning the Simple Past Tense through Practice Theory Method at the second year students of *SMP N 1 Pabedilan*.

c. To find the data whether there are some positive significant different between students' achievement in learning the Simple Past Tense through Grammar Translation Method and Practice Theory Method.

D. The Use of the Research

1. Student

   How far is the effectiveness between, Grammar Translation Method and Practice Theory Method in overcoming the students' achievement in learning the simple past?

2. Teacher

   Teacher can know the advantages of practice theory method than grammar translation method.

3. For the next research

   The next research can develop practice theory method.

E. The Assumption of the Research

1. Mackey (1974:153) Grammar Translation Method is simply a combination of the activities of Grammar and Translation.

2. Alkhuli, (1976:11) States that the grammar translation method has been criticized by some educators and linguistics for neglecting the speaking skill, over usage of the native language, over emphasizes of the so-called of correctness, and for teaching about language instead of teaching language proper, i, e, language in use.

3. Mackey (1974:155) Practice Theory method is a method in which theory follow practice, generally in the proportion of seven units of practice to three of theory.

4. Hornby (1995: 905)

   Practice (N) is regularly repeated exercise or training done in order to improve one's skill at something.

   Theory (N) is a set of properly argued ideas intended to explain facts or events.

CHAPTER II
THEORETICAL FOUNDATION

Before discussing about grammar translation method the writer would like to define the meaning of method itself, according William Francis Mackey (1974: 155) method with different things to different people. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures for some, it is the primacy of the language skill: for others, it is the type and amount of vocabulary and structure.

A. Definition of Grammar Translation Method

In teaching language, one of the factors locked by the people is method. Because success or not a language teaching program often judged from the kind of method used. Because of the method that determines the content and the way in teaching language as it is said by William Francis Mackey (1974: 138) that the method used has often been said to be the cause of success or failure in language teaching;. For it is ultimately the method that determines what how of the language instruction. In this chapter, the writer would like to describe some topics that concern with his research; those are grammar translation method, practice theory method, the simple past tense, and the factors that influence the students' achievement in learning English.

Meanwhile, according to Victoria Neufeldt (1988: 854) defines method as a way of doing something; mode; procedure; process; a regular, orderly, definite procedure or way of teaching; investigating, etc. Based on both definitions above, can be said that method is the important thing to make or to deliver something, so that something delivered can be accepted by the target; in this case is student. After we know the meaning of method, now the writer would like to describe what Grammar Translation Method is according to William Francis Mackey (1974: 153) Grammar Translation Method is

simply a combination of the activities of Grammar and Translation in which, the main characteristic of Grammar Translation Method are as

1. The Grammar Translation Method is an outline of formal grammar.
2. The vocabulary depends on the text selected.
3. The teaching begins which rules, isolated vocabulary items, paradigms, and translation.
4. Vocabulary is divided into list of words to be memorized: but there is little relationship between the vocabulary and successive lesson.
5. Pronunciation either is not taught, or is limited to a few introductory notes.
6. Grammar rules are memorized are units, which often included illustrative sentence.

Meanwhile Sumardi States:" *kegiatan belajar mengajar pada grammar translation method adalah terdiri dari penghafal kaidah-kaidah tata bahasa, menerjemahkan tanpa konteks* (1974:41). (The process teaching and learning through the grammar translation method includes the memorization of the grammar rules and translation without context).

In grammar translation method, vocabulary and grammar are emphasizing. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any attention (Larsen Freeman, 1985:12).

Meanwhile, according to Prator and Celce Murica (1979:3) the key features of the Grammar Translation method are as follow:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated word.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little or no attention is given to pronunciation.

From the key features of the grammar translation method above, the writer takes conclusion that this method emphasizes more in two factors, namely grammar translation method and vocabulary.

Furthermore, Alkhuli states that the grammar translation method has been criticized by some educators and linguistics for neglecting the speaking skill, over usage of the native language, over emphasizes of the so-called of correctness, and for teaching about language instead of teaching language proper, i, e, language in use. (Muhammad Ali Alkhuli, 1976:11). In addition, there are some criticisms of grammar translation method written in practical guide for teaching English book (Muhajirin Amin, 1974: 11).

1. All the arguments appear to relate to the acquisition of vocabulary and the teaching grammar, but not fluency in speech and writing.
2. When the mother tongue is used extensive in the lesson, the tie left for practicing the language in speech in correspondingly curtailed.
3. It seriously hinders the inculcation of correct speech and reading habits.

In teaching and learning foreign language, the role the grammar translation method is traditional. The teacher is the authority in the classroom, where as students do what the teacher says in order to they can more from the teacher.

B. Practice Theory Method

Over the last decades, the problem of theory versus practice in teacher education has increasingly become of interest. Before, the topic was highlighted in particular by Dewey (1933), who distinguished 'reflective action' and 'routine action.' In the 1980s, there was renewed interest for this topic through the work of Donald Schön (1983). His ideas and conceptions – not primarily concerned with teachers – are among those that have contributed to researchers and teacher educators becoming aware that professionals rarely simply 'apply' theory in their practice.

Teacher training colleges have already struggled for decades with the problem of how to define the theoretical dimension of the training programs (Kennedy, 1987). The simplest approach was: you will learn theory during lectures and will then apply it in practice. Drever & Cope (1999) had to say the following about that: "Theory, in this context, was presented as a kind of pseudo-scientific justification for practitioner action, the implication being that, by using it to generate hypothetical solutions to problems; it could be 'applied in practice.

Learning theory at academy and applying theory in practice' is outdated. Over the last few years a number of researchers have brought up the problem of the relationship between theory and practice (Freudenthal, 1987; Beattie, 1997; Beijaard & Verloop, 1996). Some authors express – often implicitly – the belief that there should be no gap between theory and practice in an appropriate teacher training program. Beattie describes a component of a teacher education program based on the principles of reflective practice and inquiry, where "the theory and practice of teaching and learning to teach are inseparable. (Beattie, 1997:10)

1. Definition of Practice Theory Method

   Terminologically, Practice Theory Method is derived from the word practice, Theory and Method. The term of method has been described previously. The following is definition practice and theory according to Hornby (1995: 905)

   a. Practice (N) is regularly repeated exercise or training done in order to improve one's skill at something.

   b. Theory (N) is a set of properly argued ideas intended to explain facts or events.

   From about definition above, the writer infers that Practice Theory method is a teaching method that combines between practices and theory in one time in which it aims in order to the students can masters easily the lesson taught by the teacher in the class. Meanwhile, according to William Francis Mackey (1974: 155) Practice Theory method is a method in which theory

follow practice, generally in the proportion of seven units of practice to three of theory.

2. The Aims of Practice

For the most part, schools operate with the aim of educating students and preparing them for success after school. This simple practical aim can be muddied, however, by institutional pressures. Professor of Education Ira Shor argues district-wide mandates regarding practice such as standardized testing or pre-packaged curricula often conflict with individual teacher's in-class practice. In order to understand how best to understand the myriad of practical aims for any given school, Shor recommends teachers closely examine institutional markers of these aims such as mission statements, school-wide or statewide educational standards and objectives, as well as unwritten or unspoken practical aims relating to things like passing and failing, student athletes, and community interaction.

3. The Aims of theory

Similar to the practical aims of schools, the aims of educational theory relate to educating and preparing students. Many different theories, however, propose radically different ways of doing this. In his book "On Critical Pedagogy" educational theorist Henry Giroux surveys a variety of different educational theories, each with different suggestions as to how best to teach students. For example, traditional educational theory in the U.S. suggests that students should learn how to be thoughtful and conscientious citizens of a democratic republic. Some critical educational theory, however, suggests that students should learn how to question all manner of authority, including leaders in a democratic republic, something which seems counter to the traditional aims of education. In "Democracy and Education," John Dewey recommends teachers find a way to mesh their personal theoretical aims with those of the institution that offers them employment so as to find a happy medium between these two.

There are, three lessons to be learned from this incident about the relationship of theory and practice in teacher education:

a. First, theory and practice are constantly evolving. Even when our models of education represent the best that we currently know there is more to be learned and more that we need to address. For this reason, our models of education should be both open and constantly under review. Critical literacy does invalidate an inquiry-based model of education, but rather highlights an aspect of the learning cycle that has not received the attention it must receive if we are to understand learning in its most powerful sense. Whatever conceptions of education we use to anchor our programs of teacher education, they need to be open to change over time. Models, like education, are always in the making.

b. Second, learning is signaled by a change in one's conceptual model as well as in one's practice. Although Emily began in one place, the evidence indicates that she grew and began to think about classroom management in a new way. Practically, as her conceptual model changed, so did her practice. She became less confrontational and began to position herself as a learner.

c. Third, Emily's positioning of herself as an inquirer allowed her a self-correction strategy. Through inquiry, she began to demonstrate to the students that she, too, was a learner.

The problem with this example, from a critical literacy standpoint, is that it doesn't go far enough — which brings us to several other important conclusions.

Burke (as quoted in Harste, 1994) says that the function of curriculum is to give perspective. One of the problems with re-envisioning curriculum in teacher education is our starting point. Practice makes practice, this study

suggests, only if and when theory-practice relationships are not understood. That this may be the general case only speaks to how far away from curriculum most current programs of teacher education. When the study and the program reported here are seen as a practical instance of what might be, and this vision is used to elevate expectations, see problems as possibilities, and as Greene (2000: 64) says, re-envision the possible, then we will have made progress.

Furthermore, that in the process of teaching and learning, the lesson is begun by memorizing model sentences through constant repetition, by imitating informant (teacher) or recording. The model sentences are then analyzed phonetically and structurally to permit their expansion into new, sentences of the same type.

Based on Mackey's statement above, it is obvious that the model sentences are the underlying designs of sentences in addition, a model sentence is permitted to expand into new sentences of the same type.

Meanwhile, according to Alkhuli, in his book English as a foreign language (1976: 47) if pattern are the underlying designs of sentences and if a pattern can be expressed by numerous students. There has to be a kind of practice that dwells on the pattern. So it is best understood through substitution drills.

In addition also, he also says that substitutions drills are grammatical drills within the method of pattern practice. These drills vary in position to be substituted, the number of cues, the nature of cues, and the effect of cues. They are as follow:

Substitution with a fixed position. In this type of drilling, the cues given by the teacher are to be able placed in the same slot, e.g., the slot of subject, verb, or object. If the key sentence is " Jhon ate the apple", the drill may go this way:

T: Teacher   S: Student

1. T: Marry
    S: Marry ate the apple
    T: He
    S: He ate the apple
    T: Robert
    S: Robert ate the apple, etc.

2. Substitution with a variable position. Here the teacher's cues fit in different slots. If the key sentence is " We ran quickly", the drill May look like this:
    T: Walk
    S: We walked quickly
    T: She
    S: She walked quickly

3. Simple substitution or substitution with one cue. The teacher gives one cue only at a time. The previous example also exemplifies this type of substitution.

4. Multiple substitutions. Here the teacher gives more than one cue as a stimulus. Suppose that the key sentence is " He wrote a letter to me yesterday", the drill may proceed this way:
    T: Richard, week
    S: Richard wrote a letter last week.
    T: Dick, month
    S: Dick wrote a letter last month.
    T: Received, yesterday
    S: Rudi received a letter yesterday: etc.

5. Substitution with oral cues. The teacher gives the cue orally: he pronounced the word.

C. **Sub Subject**

1. Narrative Text

By dictionary definition, narrative is description of skill of telling a story. Hornby (2005:284) and then narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which students have to complete studying in high school, narrative is a text which retells the story or previous experience. The purpose of the text is to entertain or amuse readers or listeners about the story.

2. Definition of Narrative text

According to keraf (2007:137) stated that narrative is a discourse which try to tell an event or story as if as the reader or listener look and experience that event directly. Furthermore by dictionary definition, narrative is description of skill of telling a story. From the statement above, the writer conclude that narrative is a description of event and story such as in a novel, fables or legends. While, narrative text is a text focusing specific participants. Its social function is to tell stories or past event and entertain the readers. Thus narrative text is kind of text to retell the story that past tense.

3. Kind of Narrative

There is several type of narrative text:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional and historicized narrative performance in a conversional mode. The examples of legends in narrative text are: Sangkuriang, Malin Kundang, The story of Toba Lake, etc.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being the example of fable in narrative text are:

The Ants and the grasshopper, the story of monkey and crocodile, etc.

c. Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "Conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls dwarves and usually magic or enchantments. The example of fairy tale in narrative texts are: Cinderella, Pinocchio, snow white, etc.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: to the moon from the earth by Jules Verne, starship trooper by Robert Heinlein.

4. Generic structure of narrative text

A narrative text will consists of the following structure:

a. Orientation is introducing the participants and informing the time and the place.

b. Complication is describing the rising cries which the participants have to do with.

c. Resolution is showing the way of participant to solve the crises.

5. Narrative and Past Tense

The best way to show narrative and past tense are inseparable is by showing or presenting a true example of narrative. The following is an example of narrative text that hopefully will give rise to deeper understanding of what narrative is, how to structure and what language features from which a narrative is usually constructed:

<center>WHY DO MOUSQUITES BUZZ?</center>

To begin with the story let me tell that a long time ago. Mosquitoes didn't buzz, they talked and talked. Then one day when one of them talked to an iguana say one word. The iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess. The snake was so angry that he made a rabbit, a monkey, a crow, and a owl get frightened. Finally, the whole jungle was mad at the mosquito and cried for the sun to come up and when it did, the mosquito lost his voice.

<div align="right">(Adapted from: Look ahead 2)</div>

The word printed indicated the past tense. They show how the text is built up by a series of past events. All verbs in the past tense from so that the text holds together in the same way. So, there would be no narrative without past tense. Narrative means using past tense to retell past events. Narrative are bound up with past tense since in narrative "past happenings" are told or written.

D. The Explanation of The Simple Past Tense

1. The Definition of The Simple Past Tense

    Betty (1989:24) states that the simple past tense indicates an activity or situation began and ended at a particular time in the past.

    The simple past tense indicates definite time terminating in the past, whether a time word is given or not. (Marcella Frank, 1972:72). There is often an adverbial of past time in the sentences, or the time may be implied, or indicates by the context or situation. (Hornby, 1982:86).

    Based on those definitions above, the writer can concludes that the simple past tense is the form that indicates an activity or situation which is began and ended at a particular time in the past, whether a time word (adverb of time) is given or not.

2. Regular and Irregular Verbs.

According to Betty Schrampfer Azhar (1989:17), English verbs have four principle parts; they are simple form, simple past, past principle and present principle. In addition, she states that some verbs have irregular past forms and some verbs are regular.

a. Regular verbs: The simple past and past participle and in –*ed*.

Table 2.1
Simple Past and Past Participle in –ed.

Simple form	Simple past	Past participle	Present
hope	hoped	hoped	hoping
stop	stopped	stopped	stopping
listen	listened	listened	listening
study	studied	studied	studying
start	started	started	starting

b. Irregular Verbs: The simple past and past participle do not end in –*ed*.

Table 2.2
Simple Past and Past Participle do not end in –ed.

Simple form	Simple past	Past participle	Present participle
break	broke	broken	breaking
come	came	come	coming
find	found	found	finding
hit	hit	hit	hitting
swim	swam	swum	swimming

3. From of "be"

According to English in Use book written by Raymond Murphy (1987: 22) that we do not use *did* whit the verb of *be*, but we use

Was / were. And he gives some examples as follow:

a. Why *were* you so angry?

b. They *weren't* able to come because they were very busy.

Azar (1997: 171) illustrates the use of *be* in simple past tense by comparing with present time on the table below:

Table 2.3 Past Times

Present time	Past time
-I *am* in class today	- I was in class yesterday
- Alice *is* at the library today	- Alice was at the library yesterday
- My friends *are* at home	- My friend were at home yesterday

According Pardiyono (2003: 77) in his book entitled "Communicative Teaching: 12 tenses Grammar Materials" that the verb of be (was and were) only used if there are adjective, adverb and noun used as a predicate in sentence.

For example:

Adjective

It was cold yesterday morning, but it is not too cold now.

The cost of living is expensive now. It *was not very expensive* last year.

Adverb

Cornelia is in Jakarta right now. Several years ago, she *was in Argentina.*

Noun

Yesterday, I worked at the office. It *was not my day off.*

4. The Negative Form of the Simple Past Tense

The negative of regular and irregular verbs is formed with Subject + did + Infinitive. (Thomson and Martinet, 1986:161).

There are some examples of negative form quoted from Basic English Grammar book (Betty S Azhar, 1996: 192).

I *did not* walk to school yesterday.

You *did not* walk to school yesterday.

Tom *did not* eat lunch yesterday.

5. The Interrogative form of the Simple Past Tense

The interrogative of regular and irregular verb is formed with did + Subject + Infinitive. (Thomson and Martinet, 1986: 161)

Example:

Did you work? Yes, I did.

Besides that, there are some interrogative forms by using Where, Why, When, What Time and What (+ did + Infinitive). (Betty Scrampfer Azhar, 1996:203).

Question	Answer
- Where did you go?	- Down town.
- Why did you run?	- Because I was late.
- When did Ann come?	- Yesterday.
- What time did Ann come?	- At six.
- What did carol buy?	- She bought a car.

6. Using adverb in the Simple Past Tense

Yesterday, Last and ago are adverbs of time, which are used in the simple past form. Betty Scrampfer Azhar (1996 : 178) describes the usage of them as follows:

a. *Yesterday* is used with morning, afternoon, and evening.

Example: Bob was here *yesterday.*

Bob was here yesterday morning (afternoon/evening).

b. Last is used with night, with long periods of time (week, month, year), with seasons (spring, summer, etc.), and with days of week.

Example: Sue was here *last night.*

Sue was here *last year.*

Sue here last *summer.*

c. Ago means "in the past". It follows specific lengths of time (e.g. two minutes + ago, five years + ago).

Example : Tom was here *five minutes ago.*

Tom was here *two hours ago.*

Tom was here *three days ago.*

Tom was here *a year ago*

7. The Uses of the Simple Past Tense

There are four uses of simple past tense that taken form A Practical English Grammar book written by Thomson and Martinet (1986:162).

a. It is used for actions completed in the past at a definite time. It therefore used:

1) For a past action when the time is given:
   I met him yesterday
   Pasteur died in 1895

2) When the time is asked about:
   When did you meet him?

3) When the action clearly took place at a definite time even though this time is not mentioned:
   The train was ten minutes late
   How did you get your present job?
   I bought this car in Montreal

4) Sometimes the time becomes definite as a result of a question and answer in the present perfect.
   Where have you been?   *- I've been to the Opera*
   Did you enjoy it?

b. The Simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated and (b) occurred at a moment in a period of time now terminated.

> For examples of type (a):
> *He worked in that bank for four years*
> *She lived in Rome for a long time.*
> For examples of type (b):
> *My grandmother once saw Queen Victoria*
> *Did you ever hear Maria Callas sing?*

c. The simple past tense is also used for a past habit

> *He always carried an umbrella*
> *They never drank wine*

d. The Simple past tense is used in Conditional sentence, type 2.

> *If I lived near my office, I'd be in time for work*
> *If I were you I'd plant some trees round the house*

E. Teaching and Learning Process Of The Simple Past Tense Trough The Grammar Translation Method.

In teaching simple past tense, the English teacher has used the grammar translation method beside the other method.

The process of teaching and learning the simple past tense trough grammar translation method carried out by the English teacher of SMP Negri 1 Pabedilan – Cirebon that the writer has noticed during the observation of data school.

The steps of teaching and learning the simple past tense through the grammar translation method which have been done by the teacher are as follows:

1. The teacher asks the students to read the text in the simple past tense from the students exercise book

2. The teacher asks the students to translate the text into Indonesia

3. The teacher asks the students in Indonesia if they have any question about the translation the text and the teacher answer the questions which are given by students in Indonesia.

4. The teacher asks the students to write out the answers to reading comprehension questions in the blackboard. If the answer incorrect, the teacher select the different student to supply the correct answer or if the answer still is not correct, the teacher gives the right answer by him.

5. The teacher gives explanation about the text grammatically using Indonesia language.

6. The teacher asks the students to memorize the verb (past participle) in regular and irregular verbs

7. The teacher asks the students to do exercise given by him. And then some students write the answer on the blackboard

8. The teacher gives the homework by filling the exercise in the students exercise book.

F. **Teaching and Learning Process Of The Simple Past Tense Trough The Practice Theory Method.**

In practice theory method, teaching and learning is not merely as teacher explanation. But in this practice, as stated by Larsen and freeman that the teacher is a facilitator of his student learning. He is a manager of classroom activities. And one of his major responsibilities is to establish situation likely to promote communication. (1986: 131)

a. Practice Step

The writer divides the practice step into two they are guided practice and free practice. In the guided practice, she still control the students in doing exercise in the classroom, whereas in the free practice the students are not guide any more in doing exercise, she only facilitator.

In the guided practice, the teacher tells about the experience which is tells about the yesterday activities while the students listen to her

carefully. After that she distributes the text about the experience which is told by her before. Then the teacher asks the students to make a fair for making short dialogue (question- answer) based on the text and practice it in front of class.

Meanwhile in free practice, he gives some situations to the students by cards and the students have two perform based on situation given (make sentences in the simple past tense by using the words given in cards).

b. Production step

Having given a situation, the students have to perform in front of the class with the dialogue that they have made by themselves. So the teacher allows the students to produce their own dialogue and make a conversation about their own experiences by using the simple past tense. Direction: make some question to interview your friend for the following things. Then report in front of the class.

c. Conclusion

Finally, he gave some conclusion about the rule of the simple past tense in English language. And given homework to fine the dialogue from short story or etc. in English and practice the dialogue in a front of classroom.

G. The meaning of The Students' Achievement.

According to Walter R Borg, achievement is one of the major goals of education, measure of achievement are used in education research. Many standardized achievement test are available to the research worker. Some are essentially aimed at measuring the student's knowledge of specific fact, while some of the more recent tests attempt also to measure the student understanding and mastery of basic principle related to the subject. (1971: 174).

The student's achievement test determines how much of the material of a course has actually been mastered. They include only what has been

taught. The amount of language learned in a course can be or by giving two equal test. One at the beginning of the course and one at the end, it is important, however, if two different test are used, that they be tested and proved to be equal. (William F Mackey 1967: 465).

In motivational explanation of behavior book written by Katherine and Kermit (1984: 377). Atkinson defines the achievement motive as the tendency to find gratification in successful competition as the capacity for taking pride in accomplish. Furthermore, he states that students' learning achievement is influenced by natural and environment factors, which are known by the internal and external factor.

1. Internal Factor

   Internal factor is the factor, which as brought by the learner in the childhood. In terminology, it is known as intelligence namely the ability that is brought since they were born, which enables on to do something in a certain way.

2. External factor

   External factor in the factor which is raised from the student's outside itself, which could influence to low or advance students learning achievement in depend or their habitual or their activity. In school or library, if the students are active in following educational activities in their surrounding then they could be intelligence and will increase their learning achievement. On the contrary, the students who are passive whether it is in school, home or society. Their learning achievement will be classified into a low achievement.

Based explanation above, the students' achievement in this case the students' achievement in learning English is determined by internal factor and external factor.

The internal factor comes from inside the students them that motivate them in learning English. Meanwhile, the external factor determined by the outside the student such as the teacher, the method. Which is carried out by

the teacher, the instrument of teaching and learning process, etc. All of them are very important to be attended because they influence the students' achievement in learning English.

F. The Frame of Thinking

In Indonesia, English is a foreign language learned and taught to the forth year students of elementary school up to the students of university. Because English is not their native language, so it is needed an appropriate method in teaching English in order to the target of teaching can be reached maximally. As it is stated by Sumardi (1947: 7) that *"dalam pengajaran bahasa salah satu segi dari yang di sorot orang adalah segi metode. Karena sukses tidaknya suatu program pengajaran bahasa sering di nilai dari segi metode yang di gunakan sebab metodelah yang menentukan isi dari cara mengajar bahasa"* (in teaching language one of the factors looked by people is method. Because success or not a language teaching program often judged from the kind of method used because of the method that determines the content and the way in teaching language).

In junior high school, English is one of the compulsory subjects. There are many English materials should be mastered by the students of junior high school, such as grammar, reading, vocabulary, etc. In mastering grammar especially the simple past tense, the students have

To know the patterns of sentence, the rules, and so on, that exists in the simple past tense. One of the examples of the simple past tense is the additional "– ed" in the verb from infinitive, if the subject of sentence the third person singular (she, he, it).

In addition to understand those aspects well, they need more practice to consolidate, clarify, strengthen and refine what students have already learned and to give them additional opportunities to learn thoroughly. Joseph F. Callahan and Leonardo (1982: 166) say:" sometimes we learn things quite though or listing." That is why we must count and drill and practice to master skills and to increase understanding.

Therefore, to identify to understand the Simple Past Tense, the effective way that the writer recommends here is by using Practice Theory Method. William Francis Mackey (1974: 155) said:

> Practice Theory Method is a method in which theory follows practice, generally in the proportion of seven units of practice to three of theory. Model sentences are memorized, through constant repetition, by imitating informants and recordings. The model sentence are then analyzed phonetically and structurally to permit their exposition into new sentences of the same type.

From the definition above, it is obvious that in the Practice Theory Method, there are a lot of aspects which can be given to the students in one time, such as listening, speaking, analyzing and practicing by those aspects, the writer assume that this method can help students in understanding the Simple Past Tense Well. Therefore, the writer would like to try applying the Practice Theory Method in teaching The Simple Past Tense to the second year students of *SMP N 1 Pabedilan*. Meanwhile English teacher of *SMP N 1 Pabedilan* use Grammar Translation Method in teaching this matter. To make clearer, the writer would like drawing the skeleton of the framework of thinking diagram magically; that is a follow:

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                        ┌─────────────────┐
                        │    Teaching     │
                        │ Simple past tense│
                        └─────────────────┘
              ┌────────────────┘       └────────────────┐
    ┌──────────────────────┐              ┌──────────────────────┐
    │       Through        │              │       Through        │
    │ Grammar –Translation │              │ Practice – Theory    │
    │       method         │              │       Method         │
    │    (X1 Variable)     │              │    (X2 Variables)    │
    └──────────────────────┘              └──────────────────────┘
              │                                      │
        ┌───────────┐                          ┌───────────┐
        │  Student  │                          │  Student  │
        └───────────┘                          └───────────┘
              │                                      │
        ┌───────────┐                          ┌───────────┐
        │   Test    │                          │   Test    │
        └───────────┘                          └───────────┘
```

Students' Achievement
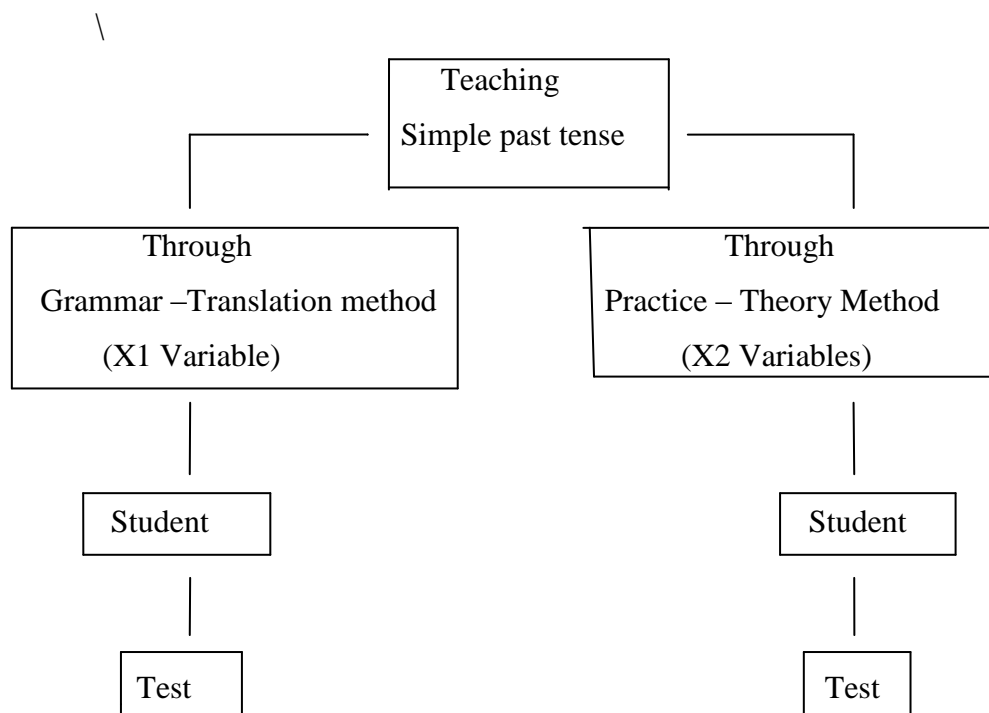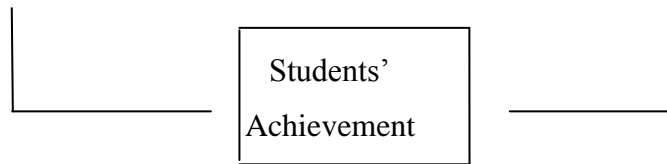
Frame 1.2
Frame of Thinking

From the table above, we can see that the Simple Past Tense is through two different Method, those are Grammar Translation Method and Practice Theory Method. Because both methods are different, so the writer assumes are also different. Therefore, the writer would like to know how far the effectiveness of those methods in helping students understands the Simple Past Tense.

G. The Hypothesis of The Research

To make the testing hypothesis more clearly in writing this thesis, the writer is following statistical hypothesis are follows:

H0 = Null Hypothesis: There is no positive and significant difference between Grammar Translation Method with Practice theory Method.

Ha = Alternative Hypothesis: there is positive and significant difference between Grammar Translation Method with Practice theory Method.

CHAPTER III
THEORITICAL FRAMEWORK

A. **The Objective of The Research**

The objective of the research is a comparative study between grammar translation methods with practice theory method in teaching simple past at the second year students of *SMP N I Pabedilan.*

B. **The Variables of The Research**

There are two variables of the research. The two variables are as follows:

1. X_1 variable

Students' achievement in learning the Simple Past Tense through Grammar Translation Method.

2. X_2 variable

Students' achievement in learning the Simple Past Tense through Practice Theory Method.

C. **The Place and Time of the Research**

1. Place

The location of this research is in *SMP N 1 Pabedilan* and the writer will only observe the second class year of *SMP N 1 Pabedilan.*

The research takes in class A and B at the second year students of *SMP N 1 Pabedilan.*

2. Time

The time that used in this research is an the time in the research's SK of the State for Islamic Studies (IAIN) as long as two months that from 10[th] September 2013 s/d 10[th] November 2013.

Table 3.1
The Schedule of the Research Activities

No	Activities	August		Sept				october			
		3	4	1	2	3	4	1	2	3	4
1.	Preparation	X	X								
2.	Guidance		X	X	X						
3.	Testing Instrument			X	X	X					
4.	Pre-Test					X					
5.	Experiment					X	X				
6.	Post-Test						X				
7.	Finding Data					X	X	X	X		
8.	Analyzing Data						X	X	X	X	
9.	Arranging Data							X	X	X	X

D. Population and Sample

1. Population

   Population is whole of the subject Research. In this research the writer would like to take the population of the second students of SMP *N 1 Pabedilan* consist of 8 classes those are 2A, 2B, 2C, 2D, 2E, 2F, 2G, and 2H. The total number of population comes to 1035 students.

2. Sample.

   According to Arikunto (1998: 177) said that: samples is part of population. Research sampling is part of population that taken as score of data and can deputizes all data

   After knowing the population of the research, the researcher determined the sample of the research. There are 40 students, and all of them will be taken as the sample. The technique used taking sample by using Census or Whole sampling.

Table 3.2
Number of Students at the Second year *SMP N 1 Pabedilan Cirebon*

Class	Male	Female	Total
2A	18	22	40
2B	18	22	40

E. Technique of Collecting Data.

In collecting data, the writer would like to use three ways, namely;

1. Observation

David R. suffer (1985:13) says that observation is a method in which the scientist tests the hypothesis by observing people as the engage in everyday activities in their natural habits. In this case the writer would like to observe the process of teaching and learning The Simple Past Tense the classroom.

2. Interview

Masri Singarimbun ans Sofian Effendi (1995:192) state that *"Wawancara yaitu mendapatkan informasi dengan cara bertanya langsung kepada responden"* (Interview is obtain the information by asking to the respondents directly). In this case the writer would like to interview the head master, the English teachers, the administrators, and the students of the school.

Table 3.3
The Specification Table of Interview

NO.	The Specifications	The List of Questions

1.	Teaching and learning process	1. How long Mr. Udin thought English in SMP N 1 Pabedilan? 2. How many times the English lesson was given in a week? 3. Is there any difficult when Mr. Udin teaching English at the second year?
2.	Students' grammar skill	1. How far the students mastery English grammar? 2. What is students felt difficult on grammar in teaching English?
3.	Method of teaching which is used by the English teacher	1. What is the method that often used in teaching English? 2. Were you teaching English always related with lesson plan? 3. Have you ever been teaching English using Method?
4.	Using media in teaching English	1. What is method which is used in teaching English? 2. How about your opinion in using method in learning English?

Source: Udin Syaifudin (Teacher of *SMP N 1 Pabedilan 2013*).

3. Test

Riduwan (2002:30) says that *"test adalah serangkaian pertanyaan atau latihan yang di gunakan untuk mengukur keterampilan pengetahuan, intelegensi, kemampuan atau bakat yang di miliki oleh individu atau kelompok"* (Test is the question the series or practice used to measure the knowledge skills, intelligence, ability or talent possessed by individual or

group) in this case the writer would like to hand out a set of English test concerning the Simple Past Tense to the students of experiment classes to know their English mastery on The Simple Past Tense trough Grammar Translation Method and Practice Theory Method. The obtainers' data from the test are then analyzed to measure the effectiveness of teaching The Simple Past Tense through both methods.

F. Instrument Test of Research

In the research, data have the highest position, because data constitute describe of variable that is researched of functioning as a tool of proof hypothesis. Good or not the data is very determined quality or not a result of the research. Meanwhile, good or not the data is depending from good or not the instrument of collecting data. In this research the writer use four techniques of processing data as follows:

1. Validity Test

Suharsimi Arikunto (1995: 63) explains that "the meaning of validity is a measure that indicates the level of reliability or expertise of a measuring instrument". To measure the validity of it can be done by orienting the score item instrument with Pearson Product Moment formula, is:

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N.\sum x^2 - \left(\sum x\right)^2\right\}\left\{N.\sum y^2 - \left(\sum y\right)^2\right\}}}$$

Where:
rxy = Number of index correlation "r" product moment
N = Number of cases
$\sum xy$ = A number of time result between x score and y scor
$\sum x$ = A number of all x score
$\sum y$ = A number of all y score
$\sum x^2$ = The number of squares score items
$\sum y^2$ = Sum of squares total score
(Sudijono, 2006:196)

Subsequently interpreted by using the table value of "r" product moment: df = N-nr, at the level of significance of 5% with the criteria, namely:

If $r_{hitung} > r_{tabel}$ means valid, otherwise
If $r_{hitung} < r_{tabel}$ is not valid.

If the instrument is valid, then viewed the interpretation criteria of the index of correlation (r) as follows:

Between 0.800 to 1.000   : Very High
Between 0.600 to 0.799   : High
Between 0.400 to 0.599   : Moderately High
Between 0.200 to 0.399   : Low
Between 0.000 to 0.199   : Very Low (not valid)
(Sudijono, 2006:198)

2. Reliability Test

A test can reliable if the test gives result which consistent. A reliable measure in one that provides consistent and stable indication of the characteristic being investigated (Arikunto, 2009:87). To know reliability of testing instrument the writer uses *Kuder Richardson* (KR_{20}) formula is:

$$r^{11} = \left(\frac{n}{n\text{-}1} \right) \left(\frac{St^2 \quad \sum P_i q_i}{St^2} \right)$$

Where:
r^{11} = value of reliability
P_i = subjects who answered correctly to the item question- i
q_i = 1- qi
St^2 = total score of variance
(Arikunto, 2009:87)

Table 3.4
The Score of Realibility

Score	Reliabiltas
$0{,}00 < r < 0{,}20$	Very Low
$0{,}20 < r < 0{,}40$	Low
$0{,}40 < r < 0{,}70$	Sufficient
$0{,}70 < r < 0{,}90$	High
$0{,}90 < r < 1{,}00$	Very High

(Suherman, 1990 : 171)

3. Discriminatory Power

Discriminatory power is the competence of test to distinguish between the student who has high competence and the student who has low competence (Arikunto, 2009:211). To know the discriminatory power of testing instrument the writer uses the formula:

$$DP = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

Where:
JA : The number of tests included in the top group
JB : The number of tests included in under group
BA : The amount of top tests group that can answer correctly
BB : The amount of under tests group that can answer correctly
PA : The participant of tests included in the top group
PB : The participant of tests included in under group

4. Difficulty Index

Whiterington said that the achievement study has sufficient or yet degree of difficulty index can be known from size of mark that symbolize degree of difficulty of that item (Sudijono, 2003:371). To know the difficulty power of testing instrument the writer uses formula:

$$P = \frac{B}{J}$$

Where:
P = Level of difficulty
B = The amount of subject that can answer correctly
J = Total of Subject

Tabel 3.5
Rekapiulasi Instrument analysis

No.ITEM	Validitas	Tingkat kesukaran	Daya pembeda
1	0,786	0.89	0.72
2	0.700	0.78	0.62
3	0.738	0.78	0.79
4	0.809	0.33	0.79
5	0.795	0.56	0.79
6	0.807	0.23	0.75
7	0.753	0.67	0.75
8	0.762	0.89	0.62
9	0.662	0.78	0.72
10	0.590	-0.22	0.75
11	0.670	0.66	0.48
12	0.565	0.00	0.75
13	0.729	0.45	0.68
14	0.326	0.44	0.44
15	0.526	0.11	0.65
16	0.843	0.45	0.86
17	0.731	0.56	0.72

18	0.794	0.78	0.75
19	0.748	0.56	0.72
20	0.725	0.67	0.68
21	0.762	0.55	0.75
22	0.670	0.56	0.65
23	0.675	- 0.11	0.68
24	0.767	0.78	0.72
25	0.700	0.55	0.68
26	0.663	- 0.11	0.68
27	0.613	- 0.11	0.68
28	0.428	- 0.11	0.41
29	0.666	- 0.11	0.65
30	0.570	- 0.22	0.34
31	0.074	0.11	0.41
32	0.328	- 0.33	0.37
33	0.721	0.11	0.68
34	0.410	- 0.44	0.37
35	0.787	- 0.44	0.68
36	0.335	- 0.33	0.37
37	0.708	0.22	0.68
38	0.332	- 0.22	0.44
39	0.673	0.22	0.72
40	0.438	0.11	0.44
41.	0.721	0.55	0.72
42.	0,786	0.22	0.72

43.	0.428	0.22	0.62
44.	0.67	0.55	0.72
45.	0.410	0.11	0.72
46.	0.748	0.33	0.72
47.	0.438	0.23	0.62
48.	0.794	0.33	0.72
49.	0.326	0.66	0.72
50.	0.526	0.33	0.72
51.	0.613	0.33	0.48
52.	0.729	-0.44	0.44
53.	0.335	0.78	0.68
54.	0.721	0.56	0.72
55.	0.428	0.67	0.44
56.	0.762	0.55	0.65
57.	0.666	0.56	0.68
58.	0.074	-0.11	0.68
59.	0.328	0.33	0.65
60.	0.663	0.33	0.68

G. Data Analysis

1. Normality Test

Normality test of data are used to know whether the distribution of the data normally distributed or not. Normality test of data from written test such as pretest, posttest, and n-gain of each the following variables are known. In this study to test the normality of data use SPSS v.18.0 Kolmogorov-Smirnov test.

2. **Homogenety Test**

   Homogenety test to know two or more groups data sample come from populations having the same variance. In this research, the homogenity test performedusing SPSS v.18.0 with Shampiro-Wilk or Klomogorov-Smirnov.

H. **The Technique of Analysis Data**

a. **Quantitative Data Analysis**

   To find out the quantitative data, the writer analyzes the data based on the result of the test on grammar translation method, which are taught practice theory method.

These data analyzes by using t-test formula as follow:

$$T_O = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where   :
To   = t-observed
X_1 = mean of students' grammar translation method
X_2 = mean of students' practice theory method
SD_1 = standard deviation of X_1 variable
SD_2 = standard deviation of X_2 variable
N_1 = number of students class 8A (X_1 variable)
N_2 = number of students class 8A (X_2 variable)
DF   = degree of freedom = (N1+N2)-2
(Arkunto, 1992: 261)

From the result calculation above, the value of 't' can be determined by using the table of 't-value' with significance 5%of degree of freedom. To make the testing more clearly the following statistic hypothesis is used:

H1   : There   is no positive and significant different between grammar translation method with practice theory method

Ha   : There is positive and significant different between grammar translation method with practice theory method

b. Quantitative category

Arikunto (2000: 245) explains that there are quantitative categories that can be used group the students based on their achievement. It is taken from the instruction book of academic activity of IKIP Yogtakarta.

Table 3.6
Quantitative category

Number Of 100	Number of 10	IKIP	The Letter	Explanation
80-100	8.0-10.0	8.1-10	A	Very good
66-79	6.6-8.0	6.6-8.0	B	Good
56-65	5.6-6.5	5.5-6.5	C	Enough
40-55	4.0-5.5	4.1-5.5	D	Poor
30-39	3.0-3.9	0-4.0	E	Very poor

Source : Arikunto (2000:245)

CHAPTER IV

RESEARCH FINDINGS

A. The Objective Condition of SMP N 1 Pabedilan Cirebon

1. Historical Background of the Establishment of SMP N 1 Pabedilan Cirebon

SMP N 1 Pabedilan Cirebon was establish on september 9th, 1968. First headmaster of SMP N 1 Pabedilan is Suama Maryono, A.Md replaced by Drs. Edi Santoso S.Pd, MMPd But the headmaster was changed again with Drs. H. Ucup Hernawan M.Pd up to now.

2. The Location of SMP N 1 Pabedilan Cirebon

SMP N 1 Pabedilan Cirebon is located at Jl. Mayjen Sutoyo No.159 Desa Pabedilan kulon Kecamatan Pabedilan Kabupaten Cirebon. The schools near with highway, fields, trains resident houses and other school such as senior high school, junior high school and vocational school.

3. Vission and Mission of SMP N 1 Pabedilan Cirebon

    a. Vission

The realization students of SMP N 1 Pabedilan Cirebon pious, accomplished with science and technology, and faith.

    b. Mission

1. The improve the quality of education quality
2. The increasing the activity and creativity of the students through the implementation of the performance improvement of education.
3. The improve the quality of religious practice and habituation respect for other faiths.

4. The improve the quality and quantity of facilities and infrastructure supporting educational innovation.

4. The Objectives Condition of the Students of SMP N 1 Pabedilan Cirebon

The students are persons who received knowledge that are taught by the teachers. In teaching and learning process, there should be teachers, and students in order to teaching and learning process can effective. After the writer did observation directly in SMP N 1 Pabedilan Cirebon, the writer obtains the data about the number of the students in SMP N 1 Pabedilan Cirebon in the school year 2011/2012, the total number of the students of SMP N 1 Pabedilan Cirebon 1035. The number of the students is divided into 3 grades; they are grade VII, VIII and IX. The number of grade VII is 363, female students and male students. The number of VIII is 362, female students and male students. Meanwhile, the number of grade IX is 31o, female and male students. Here is the students' condition that the writer founded after observation.

Table 4.1
The Number of Students of SMP N 1 Pabedilan Cirebon

Class	Number of Classes	Students		
		Male	Female	Total
VII	9	172	191	363
VIII	9	179	183	362
XI	9	153	157	310
Total	27	504	531	1035

5. The Objective Condition of the Teachers of SMP N 1 Pabedilan Cirebon

A teacher is an important element of the school, because she/he handles the teaching and learning process. The teachers do not only transfer the knowledge or just to teach students but they also become model of character for their students to get good education and behavior.

Based on the statement above, that a teacher is very urgent in the field of education who carries out the process of teaching and learning for the students at school, the school and the personality of its instrument increasing the condition of learning activities. The teacher as educator is the factor that determines the success of certain education effort. The objective condition of names, position, education and subject of the teachers to more clearly see table **4.2** appendix.

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Based on table **4.2** the number of teachers at *SMP N 1 Pabedilan Cirebon* there are 41 teachers, there are 40 teacher of education degree (S1) and there are 1 teachers master the background education of English (S2), of 41 teachers at *SMP N 1 Pabedilan Cirebon* there are 4 English teacher, 6 Math teacher, 3 Indonesian teachers, 5 teachers of Natural Science Education (IPA), 2 Sports teacher, 2 teachers of Jurisprudence (Fiqih), 2 Arabic teachers, 2 teachers of Islamic Religious Education (PAI), 2 teachers of Citizenship Education (PKN), 3 teachers of Islamic Civilization (SPI), 2 teachers of Qur'an and Hadith, 2 moral creed (akidah akhlak) teachers, and 1 teacher as curruculum.

6. The Objective Condition of the School Fasilities of SMP N 1 Pabedilan

In the school needed facilities and infrastructure to support learning and teaching process. Without facilities and infrastructure in the school the process of learning and teaching will not be going properly, because there are no supports that can make it run well, comfort. To be teachers and students can teach and study to have spirit and effectively. Based on observation done by the writer, facilities of *SMP N 1 Pabedilan* are good. To know the completely about the objective condition of *SMP N 1 Pabedilan Cirebon*, it can be seen at the table below.

Table 4.3
The Objective Condition of the School Facilities of SMP N 1
Pabedilan

No.	The Kinds of Facility	Quantity	Condition
1.	Headmasters Room	1	Good
2.	Classroom	27	Good
3	Teacher's Room	2	Good
4.	Administrative Office	1	Good
5.	Lab. Computer Room	1	Good
6.	Lab. Natural Sciences Room	1	Good
7.	Library	1	Good
8.	Counseling Room	1	Good
9.	Health Room	1	Good
10.	Cooperative Room	1	Good
11.	Scout Hall Room	1	Good
12.	Mosque	1	Good
13.	Art room	1	Good
14.	Store Room,	2	Good
15.	Students Toilet	11	Good

Based on the above table facilities of *SMP N 1 Pabedilan* are good condition. Including headmaster room, Administrative Office, Lab. Computer Room, Lab. Natural Sciences Room, Library, Counseling Room, Health Room, Cooperative Room, Scout Hall Room, Mosque and Art room each of which has one rooms. Then the teacher's room and store room each have 2 rooms. Meanwhile classroom have 27 rooms and students toilets have 11 rooms. To recognize the geographical location of *SMP N 1 Pabedilan Cirebon* more clearly.

7. The Objective Condition of Staff and Administration

The staffs are group of people who have duties to handle school administration and help to carry out education. This school has a problem about the lack of staff. It can be caused by a financial problem, so this school makes use of the teachers are staff besides teaching in the classroom. But there are somes staffs that are pure as staff. Their names are Tasdik. A,Md., Eet Susana Hartaty, Rohayati, Koswahidin, Muhamad sugandi, Edi, Didi Carsidi , Rasidi,

8. **The Teaching and Learning English Process of** *SMP N 1 Pabedilan Cirebon*

A teacher is someone (male/female) having knowledge and science formally through the institute of education and is then appointed by the government or the foundation of the educational institution to deliver his/her knowledge and science to the other persons, say, the students in the process of teaching and learning at school. Without the existence or the presence of a teacher in the class, the process of teaching and learning cannot go well or it can be said that it is not the process of teaching and learning.

A teacher who has a sense of responsibility he/she of course will always be present in the process of teaching and learning in the class. Moreover, for an English teacher, he/she will be demanded his/her knowledge about English and his/her competence in using English in every language event. He/she is not only a teacher but also supposed to be a model for his/her students in using English. And it must be admitted that to be able to speak English fluently and accurately as the native-speakers of English do is not an easy thing. Accordingly, a wise teacher who has broad perspectives will never stop improving his or her knowledge of English.

In teaching and learning process, the teacher didn't use method especially in teaching simple past tense. Where grammar is important element in learning English. The teacher only uses students' worksheet book in teaching English. Besides that, the facilities in the classroom still traditional, such as blackboard and chalk in teaching learning process. Therefore, the researcher would like to use method in teaching grammar especially simple past tense. According to some experts that method to learning the simple past tense skill.

English is absolutely one of the school subjects which is given in four periods for two meetings a week. Each period consists of 45 minutes. So, in a week English is given for 180 minutes or exactly 3 hours in each

class. But in one semester and possibly also in one month, usually the total number of periods is not full. Such a thing is caused by the existence of national holidays, the Islamic great days, the school meeting and so forth.

Generally, when starting the process of teaching and learning, the teacher gives greeting, orders the chairman of the class to lead the pray before the process of teaching and learning, asks about the students' condition, and the checks up the attendance list. The teacher starts the lesson by asking some questions about the teaching material which has been previously taught. Then it is continued by explaining the new teaching material before giving the students the exercises. After that she gives the chance to the students ask about the teaching material which they have not understood. And the next activity, the teacher summarizes the teaching material and gives work to the students before ending up the process of teaching and learning.

B. Instrument Test

1. Validity Test

Based on the explanation of test on chapter 3, the researcher was doing test to the second year students of *SMP N 1 Gebang*. Before giving test to the students, the researcher was doing instrument test on the students who has received the material, they are the second yea students of *SMP N 1 Pabedilan*. The test was followed by 40 students. The form of test is multiple choice which consist of 40 items. The result of testing instrument then analyzed by using Pearson Product Moment formula to know the validity and reliability, here are the results of testing instrument:

To find out of validity of test, the writer measures the coefficient of validity with Pearson Product Moment formula.

Table 4.4
The Result of Validity Test of Testing Instrument

No	Correlation (r_{xy})	The Level of Significance	Validity	Note
1.	0,786	Very Significance	Valid	Used
2.	0.700	Very Significance	Valid	Used
3.	0.738	Very Significance	Valid	Used
4.	0.809	Very Significance	Valid	Used
5.	0.795	Significance	Valid	Used
6.	0.807	Very Significance	Valid	Used
7.	0.753	Significance	Valid	Used
8.	0.762	Very Significance	Valid	Used
9.	0.662	Very Significance	Valid	Used
10.	0.590	Significance	Valid	Used
11.	0.670	Significance	Valid	Used
12.	0.565	Significance	Valid	Used
13.	0.729	Significance	Valid	Used
14.	0.326	-	Invalid	Unused
15.	0.526	-	Invalid	Unused
16.	0.843	Significance	Valid	Used
17.	0.731	Significance	Valid	Used
18.	0.794	Significance	Valid	Used
19.	0.748	Significance	Valid	Used
20.	0.725	Significance	Valid	Used

21.	0.762	Significance	Valid	Used
22.	0.670	Significance	Valid	Used
23.	0.675	Significance	Valid	Used
24.	0.767	Significance	Valid	Used
25.	0.700	Significance	Valid	Used
26.	0.663	Significance	Valid	Used
27.	0.613	-	Invalid	Unused
28.	0.428	-	Invalid	Unused
29.	0.666	Significance	Valid	Used
30.	0.570	Very Significance	Valid	Used
31.	0.074	-	Invalid	Unused
32.	0.328	-	Invalid	Unused
33.	0.721	Significance	Valid	Used
34.	0.410	-	Invalid	Unused
35.	0.787	Very Significance	Valid	Used
36.	0.335	-	Invalid	Unused
37.	0.708	Significance	Valid	Used
38.	0.332	-	Invalid	Unused
39.	0.673	Very Significance	Valid	Used
40.	0.438	-	Invalid	Unused
41.	0.721	Significance	Valid	Used
42.	0,786	Very Significance	Valid	Used
43.	0.428	-	Invalid	Unused
44.	0.67	Significance	Valid	Used

45.	0.410	-	Invalid	Unused
46.	0.748	Significance	Valid	Used
47.	0.438	**-**	Invalid	Unused
48.	0.794	Significance	Valid	Used
49.	0.326	-	Invalid	Unused
50.	0.526	-	Invalid	Unused
51.	0.613	-	Invalid	Unused
52.	0.729	Significance	Valid	Used
53.	0.335	-	Invalid	Unused
54.	0.721	Significance	Valid	Used
55.	0.428	-	Invalid	Unused
56.	0.762	Very Significance	Valid	Used
57.	0.666	Significance	Valid	Used
58.	0.074	-	Invalid	Unused
59.	0.328	-	Invalid	Unused
60.	0.663	Significance	Valid	Used

Source: By Researcher

From the table above can be known that there are 20 items are invalid are 14,15,27,28,31,32,34,36,38,40,43,45,47, 49,50,51,53,55,58,59. Items are valid, they are 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11,12,13,16,17,18, 19, 20,21,22,23,24,25,,26,29,30, 33, 35, 37, 39,41,42,44,46,48,42,54,56,57,60. Therefore, the writer was doing instrument test once more.

2. Reliability Test

To find out of reliability of testing instrument, the writer uses *Kuder Richardson* (KR$_{20}$) formula as follows:

Table 4.5
The Result of Reliability Test

Correlation (r_{xy})	The Reliability
0.54	Sufficient

Source: By Researcher

From the table above can be known that the test has sufficient reliable.

3. Discriminatory power

   To find out of discriminatory power of testing instrument, the writes uses formula:

$$DP = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

And the result of discriminatory power as follows:

Table 4.6
The Result of Discriminatory Power of Testing Instrument

No	Upper	Lower	Index of DP	Criteria
1.	9	1	0.89	Very Good
2.	9	2	0.78	Very Good
3.	9	2	0.78	Very Good
4.	8	5	0.33	Sufficient
5.	9	4	0.56	Sufficient
6.	9	7	0.23	Poor
7.	9	3	0.67	Good

8.	9	1	0.89	Very Good
9.	9	2	0.78	Very Good
10.	5	7	- 0.22	Poor
11.	7	1	0.66	Good
12.	8	8	0.00	Poor
13.	9	5	0.45	Good
14.	7	3	0.44	Good
15.	8	7	0.11	Poor
16.	9	5	0.45	Good
17.	9	4	0.56	Good
18.	9	2	0.78	Very Good
19.	9	4	0.56	Good
20.	9	3	0.67	Good
21.	8	3	0.55	Good
22.	9	4	0.56	Good
23.	6	7	0.11	Poor
24.	9	2	0.78	Very Good
25.	8	3	0.55	Good
26.	7	9	-0.11	Poor
27.	5	6	-0.11	Poor
28.	3	4	-0.11	Poor
29.	4	5	-0.11	Poor
30.	3	5	-0.11	Poor
31.	5	4	0.11	Poor
32.	3	6	0.33	Sufficient
33.	6	5	0.11	Poor
34.	3	7	-0.44	Poor
35.	3	7	-0.44	Poor
36.	3	6	-0.33	Poor
37.	6	4	0.22	Sufficient
38.	3	5	0.22	Sufficient
39.	7	5	0.22	Sufficient
40.	5	3	0.11	Poor
41.	8	3	0.55	Good
42.	6	4	0.22	Sufficient
43.	3	5	0.22	Sufficient
44.	8	3	0.55	Good
45.	5	3	0.11	Poor
46.	3	6	0.33	Sufficient
47.	9	7	0.23	Poor
48.	3	6	0.33	Sufficient
49.	7	1	0.66	Good
50.	3	6	0.33	Sufficient
51.	8	5	0.33	Sufficient

52.	3	7	-0.44	Poor
53.	9	2	0.78	Very Good
54.	9	4	0.56	Good
55.	9	3	0.67	Good
56.	8	3	0.55	Good
57	9	4	0.56	Good
58.	3	4	-0.11	Poor
59.	3	6	0.33	Sufficient
60.	3	6	0.33	Sufficient

Source: By Researcher

4. Difficulty Index

To find out of difficulty index of testing instrument, the writer uses

formula as follows:

Table 4.7
The Result of Difficulty Index of Testing Instrument

No	The Total Correct	The Level of Difficulty	Interpretation
1.	21	0.72	Easy
2.	18	0.62	Medium
3.	24	0.72	Easy
4.	24	0.72	Easy
5.	24	0.72	Easy
6.	24	0.72	Easy
7.	22	0.75	Easy
8.	18	0.62	Medium
9.	21	0.72	Medium
10.	22	0.75	Easy
11.	14	0.48	Medium
12.	24	0.72	Easy
13.	24	0.72	Easy
14.	14	0.44	Medium
15.	19	0.65	Medium
16.	25	0.86	Easy
17.	24	0.72	Easy
18.	22	0.75	Easy
19.	21	0.72	Easy
20.	20	0.68	Easy
21.	22	0.75	Easy
22.	19	0.65	Medium

23.	20	0.68	Medium
24.	24	0.72	Easy
25.	20	0.68	Medium
26.	20	0.68	Easy
27.	20	0.68	Easy
28.	12	0.41	Medium
29.	19	0.65	Easy
30.	10	0.34	Medium
31.	12	0.41	Medium
32.	11	0.37	Medium
33.	20	0.68	Easy
34.	11	0.37	Medium
35.	24	0.72	Easy
36.	11	0.37	Medium
37.	20	0.68	Easy
38.	13	0.44	Medium
39.	21	0.72	Easy
40.	13	0.44	Medium
41.	24	0.72	Easy
42.	24	0.72	Easy
43.	18	0.62	Medium
44.	24	0.72	Easy
45.	24	0.72	Easy
46.	24	0.72	Easy
47.	18	0.62	Medium
48.	21	0.72	Medium
49.	24	0.72	Easy
50.	24	0.72	Easy
51.	14	0.48	Medium
52.	13	0.44	Medium
53.	20	0.68	Easy
54.	21	0.72	Easy
55.	14	0.44	Medium
56.	19	0.65	Medium
57.	20	0.68	Easy
58.	20	0.68	Medium
59.	19	0.65	Medium
60.	20	0.68	Medium

Source: By Researcher

From the table above can be known that there are 31 items number

must be repaired they are:

1,3,4,5,6,7,10,12,13,16,17,18,19,20,21,24,26,33,35,37,39,41,42,44,45,46,49,50,53,54,57.

5. The students' achievement in learning the simple past tense through grammar translation method (X1 variable)

To know how far the students have understood and mastered the material. The writer has tested 40 students of VIII A through grammar translation method. The results of the test achieved by students who are trough grammar translation method (X_1 variable) are explained on the following table:

Table 4.8
The results students' achievement in learning the simple past tense through grammar translation method (X_1 variable)

NO	NAME	Sex		Score
		Male	Female	
1	Aas riyani	-	F	8
2	Abdul Aziz	M	-	7.5
3	Abdurahman Mufti	M	-	7
4	Anita Damayanti	-	F	8
5	Apri Kurniawan	-	F	6.5
6	Ayu Sintia	-	F	7
7	Candiyanto	M	-	8.5
8	Cory Mega Risjian	-	F	6.5
9	Dewi Tiara	-	F	7.5
10	Elhani Wulaningsih	-	F	8
11	Endang Sudiyanto	M	-	7
12	Feri Maulana	M	-	6.5
13	Fiena Rizka	M	-	8.5
14	Ilham Pamungkas	M	-	6.5
15	Inayah	-	F	7
16	Jheni Melani Putri	-	F	8
17	Karwi	-	F	6.5
18	Khumairoh	-	F	9
19	Lispi Septiani	-	F	6
20	Maulana Ishak	M	-	7.5
21	Melania	-	F	7
22	Muhamad Rahmat	M	-	6

23	Muhammad Akbar	M	-	8.5
24	Nadia Ainun Safii	-	F	6
25	Nauval Syadilah	-	F	7.5
26	Nita Alpiyani	-	F	6
27	Nurhalimah	-	F	8.5
28	Nurul Ida Umaya	-	F	6
29	Rantinah	-	F	7.5
30	Reza Nurmahendra	M	-	6
31	Rika	-	F	8
32	Riyanti Komalasari	-	F	6.5
33	Rizki Andrean	M		9
34	Sakinah	-	F	8
35	Septian Muhamad Rizy	M	-	7.5
36	Siti Asipa Nurjanah	-	F	6
37	Siti Hayun Nafiah	-	F	8.5
38	Siti Wiganti Umroh	-	F	6.5
39	Sutrisno	M	-	7
40	Tia Novitri	-	F	8
	$N_1 = 40$			291

Note: M　　: Male

　　　F　　: Female

From the table above, we know the students who get score:

- 6　are 7　student　　= 6 x 7　　= 42
- 6.5 are 7 students　　= 6.5 x 7　= 45.5
- 7　are 6 students　　= 7 x 6　　= 42
- 7.5 are 6 students　　= 7.5 x 6　= 45
- 8　are 7 students　　= 8 x 7　　= 56
- 8.5 are 5 students　　= 8.5 x 5　= 42.5
- 9　are 2 students　　= 9 x 2　　= 18

Total 40 students　　　　　　　= 291

Mean score of the students' achievement in learning the simple past tense through grammar translation method class are calculated by using the formula of below:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Mean of mean score
$\sum$ = Sum (or add)
x = Score
N = Number of score or number of student

Mean score of the students' achievement in learning the simple past tense through grammar translation method (X_1 variable) of class VIII A Is:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x}_1 = \frac{291}{40}$$

$$= 7.3$$

So the mean of *X* variable about using simple past tense through grammar translation method is 7.3

The total score of students' response on using simple past tense at the eighth grade students of *SMP N 1 Pabedilan Cirebon* Is 291. The average score of each student is 291: 40 = 7.3. It is categorized good. The application of simple past tense as method in learning English Grammar Translatiom Method is good; they were enthusiastic when they are learning by using simple past tense. It is they have never done before, simple past tense for them is the new method in the process of teaching and learning English.

6. **The students' achievement in learning the simple past tense through Practice theory method (X_2 variable)**

   To know how far the students have understood and mastered the material, the writer has tested 40 students of VIII B through by using practice theory method. The results of the test achieved by students who are trough Practice theory method (X_2 variable) are explained on the following table:

Table 4.9
The students' achievement in learning the simple past tense through Practice theory method (X_2 Variable)

NO	NAMA	Sex		Score
		Male	Female	
1	A. Faujan Malik	M	-	6.5
2	Ahmad Tohidin	M	-	6
3	Anisa Putri Salsabila	-	F	7
4	Ayu Putri Yuliani	-	F	8
5	Canda Ardi Fernaf	M	-	7.5
6	Devi Lusiana	-	F	5
7	Dwi Putri Wira	-	F	7.5
8	Eka Ratnasari	-	F	6.5
9	Feby Oktaviani. G	-	F	8
10	Fida Sari	-	F	5.5
11	Ihza Alfan Assidiq	-	F	8
12	Inaas Nufauziyah	-	F	7.5
13	Izzatul Fikriyah	-	F	6
14	Kamaluddin	M	-	7.5
15	Kholilah	-	F	7
16	Lily Alviana Ahza	-	F	6.5
17	Masuki	M	-	7
18	Maya Nirmalina	-	F	8
19	Muhammad Jafar Sidik	M	-	5
20	Muhammad Aef. S	M	-	7.5
21	Muhammad Yusuf Ega.	M	-	6.5
22	Mutmaenah	-	F	6
23	Nining	-	F	7
24	Nur Raudatul Zanah	-	F	6.5
25	Nurul Fajriati	-	F	8
26	Ranti	-	F	7
27	Ratini	-	F	5.5

28	Reza Hadi Romansyah	M	-	8
29	Ria Khoeriyah	-	F	6.5
30	Risna Nuriyah	-	F	7
31	Riziq Fauzi	-	F	6
32	Roy Sugianto	M	-	7.5
33	Selamet Afrian	M	-	6.5
34	Siska Komalasari	-	F	8
35	Siti Aisah	-	F	5.5
36	Siti Sayyidatun Nisya	-	F	7
37	Suryana	M	-	6.5
38	Tati Rosita	-	F	7
39	Thopan Geopani	M	-	6
40.	Maya ratnasari	-	F	6.5
	$N_2 = 40$			272

Note: M   : Male

F   : Female

From the table above, we know the students who get score:

- 5 are 2 students   = 5 x 2   = 10
- 5.5 are 3 student   = 5.5 x 3 = 16.5
- 6 are 5 students   = 6 x 5   = 30
- 6.5 are 9 students   = 6.5 x 8 = 58.5
- 7 are 8 students   = 7 x 8   = 56
- 7.5 are 6 students   = 7,5 x 6 = 45
- 8 are 7 students   = 8 x 7   = 56

Total 40 students   272

Mean score of the students' achievement in learning the simple past tense through grammar translation method class are calculated by using the formula of below:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Mean of mean score
$\sum$ = Sum (or add)
x = Score
N = Number of score or number of student

Mean score of the students' achievement in learning the simple past tense through Practice theory method (X_2 variable) of class VIII B Is:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x}1 = \frac{272}{40}$$

$$= 6.8$$

According to computation of mean of score above we can see that the mean score of Simple Past Tense Through Grammar Translation Method is 7,3 and the mean score of Simple Past Tense Through Practice Theory Method is 6.8 or 7.3>6.8 it means that the means score of Simple Past Tense Through Grammar Translation Method is higher than Simple Past Tense Through Practice Theory Method.

After knowing the use of the students' achievement in learning Simple pats Test tense thought Grammar Translation method as x_1 variable and the students' achievement in learning Simple pats Test tense thought Practice Theory Method as x_2 variable, the writer continue to compare between them. The writer used "t-test" formula to analyze the data in order to get research findings.

7. **The Comparison between students' achievement in learning the Simple Past Tense through Grammar Translation Method and Practice Theory Method.**

After knowing the data students' achievement in learning the Simple Past Tense through Grammar Translation Method as X_1 variable and students' achievement in learning the simple past tense trough

practice theory method as X_2 variable, the writer will be continue to compare between them.

The writer used "t-test" formula to analyze the data in order to get research findings. The writer has done the steps as follow:

a. The technique of Analysis Data

The first step must be done by the writer is to prepare the input data. The input data are get from the test has been presented by the writer to students' achievement in learning the Simple Past Tense through Grammar Translation Method and students' achievement in learning the simple past tense trough practice theory method. The scores and mean score achieved by both of classes are calculated. The writer illustrates them on the table below:

Table 4.10
The techniques of Analysis data

Variable	Number of Students	Mean score	Standard Deviation
X_1 variable	N_1	$\bar{x}_1$	Sd_1
X_2 variable	N_2	$\bar{x}_2$	Sd_2

Where:

X_1 variable : Students' achievement in learning the Simple Past Tense through Grammar Translation Method

X_2 variable : Students' achievement in learning the Simple Past Tense through Practice Theory Method

N_1 : The numbers of students of X_1 variable

N_2 : The numbers of students of X_2 variable

$\bar{x}_1$: Mean or mean score of X_1 variable

$\bar{x}_2$: Mean or mean score of X_2 variable

Sd_1 : Standard deviation of X_1 variable

Sd_2 : Standard deviation of X_1 variable

The standard deviation provides a sort of average of the differences of all score the mean; let us look again the formula of now to obtain the mean score. Recall that $\bar{x}$ was the symbol that X symbolized the score that indicated that something should be added up, and that N was the number of subject (students).

The formula for standard deviation (Sd) is:

$$Sd = \frac{\sqrt{\sum(x-\bar{x})^2}}{N}$$

The standard deviation of data above two variables (X_1) variable and (X_2) variable are explained on the following table:

b. Students' achievement in learning the Simple Past Tense through Grammar Translation Method

Table 4.11
The Standard Deviation (Sd) of Grammar Translation Method
Class (VIII A, X_1)

NO	Students Code	X_1	$\overline{x}_1$	$(X_1 - \overline{x}_1)$	$(X_1 - \overline{x}_1)^2$
1.	S-01	8	7.3	0.1	0.49
2.	S-02	7.5	7.3	0.2	0.04
3.	S-03	7	7.3	-0.3	0.09
4.	S-04	8	7.3	0.7	0.49
5.	S-05	6.5	7.3	-0.8	0.69
6.	S-06	7	7.3	-0.3	0.09
7.	S-07	8.5	7.3	1.1	1.44
8	S-08	6.5	7.3	-0.8	0.64
9.	S-09	7.5	7.3	0.2	0.04
10.	S-10	8	7.3	0.7	0.49
11.	S-11	7	7.3	-0.3	0.09
12.	S-12	6.5	7.3	-0.8	0.64
13.	S-13	8.5	7.3	1.23	1.44
14.	S-14	6.5	7.3	-0.8	0.64
15.	S-15	7	7.3	-0.3	0.09

16.	S-16	8	7.3	0.7	0.49
17.	S-17	6.5	7.3	-0.8	0.64
18.	S-18	9	7.3	1.7	2.89
19.	S-19	6	7.3	-1.3	1.69
20.	S-20	7.5	7.3	0.2	0.04
21.	S-21	7	7.3	0.3	0.09
22.	S-22	6	7.3	-1.3	1.69
23.	S-23	8.5	7.3	1.2	1.44
24.	S-24	6	7.3	-1.3	1.69
25.	S-25	7.5	7.3	0.2	0.04
26.	S-26	6	7.3	-1.3	1.69
27.	S-27	8.5	7.3	1.2	1.44
28.	S-28	6	7.3	-1.3	1.69
29.	S-29	7.5	7.3	0.2	0.04
30.	S-30	6	7.3	-1.3	1.69
31.	S-31	8	7.3	0.7	0.49
32.	S-32	6.5	7.3	-0.8	0.64
33.	S-33	9	7.3	1.7	1.7
34.	S-34	8	7.3	0.7	0.49
35.	S-35	7.5	7.3	0.2	0.04
36.	S-36	6	7.3	-1.3	1.69
37.	S-37	8.5	7.3	1.2	1.44
38.	S-38	6.5	7.3	-0.8	0.64
39.	S-39	7	7.3	-0.3	0.09
40.	S-40	8	7.3	0.7	0.49
					33.5

$$\text{Sd} = \frac{\sqrt{\sum(x-\bar{x})^2}}{N}$$

$$= \frac{\sqrt{33.5}}{40}$$

$$= \sqrt{0.81}$$

$$= 0.915$$

c. Students' achievement in learning the Simple Past Tense through Practice Theory Method

Table 4.12
The standard deviation (Sd) of practice theory method class
(VIII B,X$_2$)

NO	Students Code	X$_1$	$\overline{\overline{x}}_1$	(X$_1$-$\overline{\overline{x}}_1$)	(X$_1$-$\overline{\overline{x}}_1$)^2
1.	S-01	6.5	6.8	-0.3	0.09
2.	S-02	6	6.8	-0.8	0.64
3.	S-03	7	6.8	0.2	0.04
4.	S-04	8	6.8	1.2	1.44
5.	S-05	7.5	6.8	0.7	0.49
6.	S-06	5	6.8	-1.8	3.24
7.	S-07	7.5	6.8	0.7	0.49
8	S-08	6.5	6.8	-0.3	3.24
9.	S-09	8	6.8	1.2	0.49
10.	S-10	5.5	6.8	-1.3	0.09
11.	S-11	8	6.8	1.2	1.44
12.	S-12	7.5	6.8	0.7	0.69
13.	S-13	6	6.8	-0.8	0.64
14.	S-14	7.5	6.8	0.7	0.49
15.	S-15	7	6.8	0.2	0.04
16.	S-16	6.5	6.8	-0.3	0.09
17.	S-17	7	6.8	0.2	0.04
18.	S-18	8	6.8	1.2	1.44
19.	S-19	5	6.8	-1.8	3.24
20.	S-20	7.5	6.8	0.7	0.49
21.	S-21	6.5	6.8	-0.3	0.09
22.	S-22	6	6.8	-0.8	1.64
23.	S-23	7	6.8	0.2	0.04
24.	S-24	6.5	6.8	-0.3	0.09
25.	S-25	8	6.8	1.2	1.44
26.	S-26	7	6.8	0.2	0.04
27.	S-27	5.5	6.8	-1.3	1.69
28.	S-28	8	6.8	1.2	1.44
29.	S-29	6.5	6.8	-0.3	0.09
30.	S-30	7	6.8	0.2	0.04
31.	S-31	6	6.8	-0.8	0.64
32.	S-32	7.5	6.8	0.7	0.49
33.	S-33	6.5	6.8	-0.3	0.09
34.	S-34	8	6.8	1.2	1.44
35.	S-35	5.5	6.8	-1.3	1.69
36.	S-36	7	6.8	0.2	0.04
37.	S-37	6.5	6.8	-0.3	0.09
38.	S-38	7	6.8	0.2	0.04

39.	S-39	6	6.8	-0.8	0.64
40.	S-40	6.5	6.8	-0.3	0.09
					28.9

$$Sd = \frac{\sqrt{\sum(x-\bar{x})^2}}{N}$$

$$= \frac{\sqrt{28.9}}{40}$$

$$= \sqrt{0.722}$$

$$= 0.85$$

d. Testing Hypothesis

   After getting the data about mean score and standard deviation (Sd) of grammar translation method class and practice theory method class, the writer uses t-test formula to know whether there is a significant comparison between two variables above.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{sd_1^2}{N} + \frac{sd_2^2}{N^2}}}$$

$$= \frac{7.3 - 6.8}{\sqrt{\frac{0.915^2}{40} + \frac{0.85^2}{40}}}$$

$$= \frac{0,5}{\sqrt{\frac{0.837}{40} + \frac{0.7225}{40}}}$$

$$= \frac{0.5}{\sqrt{0.837 + 0.7225}}$$

$$= \frac{0.5}{\sqrt{0.03898}}$$

$$= \frac{0.5}{0.197}$$

$$= 2.5$$

Its mean the variable A is rejected. Meanwhile, the value of degree of freedom (df) is as follows:

df $= (N_1+N_2)$-2

$= (40+40)$-2

$= 78$

According to the calculation using t-test above, we can know the result of value of t-observed (t_o) is 2.5 and the degree of freedom is (df) is 78 with the significance 5% (1.99), it means that $t_{observed}$ is bigger than t_{table} or t-observed > t-table. It means that there is a positive and significant difference between Grammar Translation Method with Practice theory Method.

C. Data Analysis

1. Homogeneity Test

In this thesis, the writer use Test of homogenity with SPSS 16 method. As know the title "A Comparative Study Between Grammar translation Method With Practice theory Method in teaching simple past tense At The Second Students Of SMP N 1 Pabedilan Cirebon.

Table 4.13
Test of Homogeneity of Variances

Grammar translation Method with Practice theory Method

Levene Statistic	df1	df2	Sig.

Levene Statistic	df1	df2	Sig.
2.328	6	16	.083

Criteria of test:

a. If the value *prob./significances/p-value<0.05*. Therefore the data are heterogenic.
b. If the value *prob./significances/p-value>0.05*. Therefore the data are homogeny.

As the table above, homogeneity test with levene test, get the value are significances, because the value more than 0.05. Its mean the data are homogeny.

2. Normality Test

Testing Normality is to know what the data are normal or no. where the function of testing normality is to analysis of test hypothesis. In this thesis, the writer use test of normality with SPSS 16 method (Test of Kolmogrov-Smirnov and Shapiro-Wilk).

Table 4.14
Tests of Normality

|	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Unstandardized Residual	.168	40	.078	.866	40	.004

Criteria of test:

a. If the value *prob./significances/p-value<0.05*. Therefore the data are abnormal.

b. If the value *prob./significances/p-value>0.05*. Therefore the data are Normal.

As the table above, Testing Normality with the Statistic SPSS 16, (*Test of Kolmogrov-Smirnov and Shapiro-Wilk*) are get 0.04. Its mean the data are Abnormal.

Images of Testing Normality

Normal Q-Q Plot of Unstandardized Residual

Detrended Normal Q-Q Plot of Unstandardized Residual
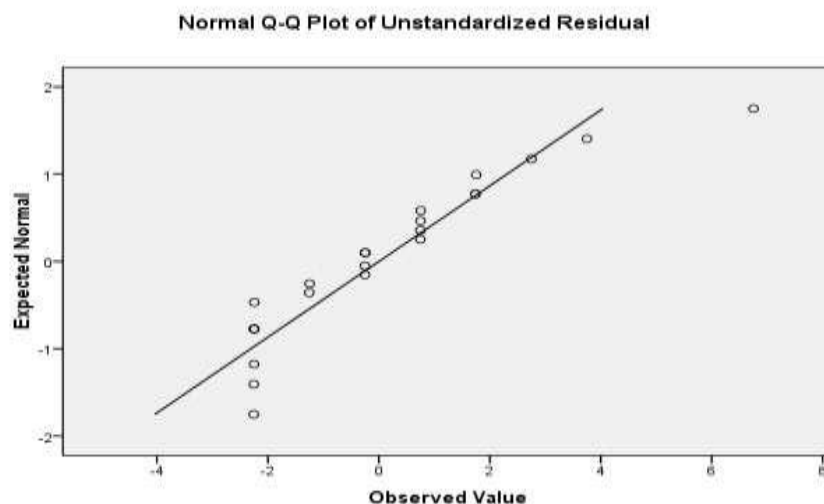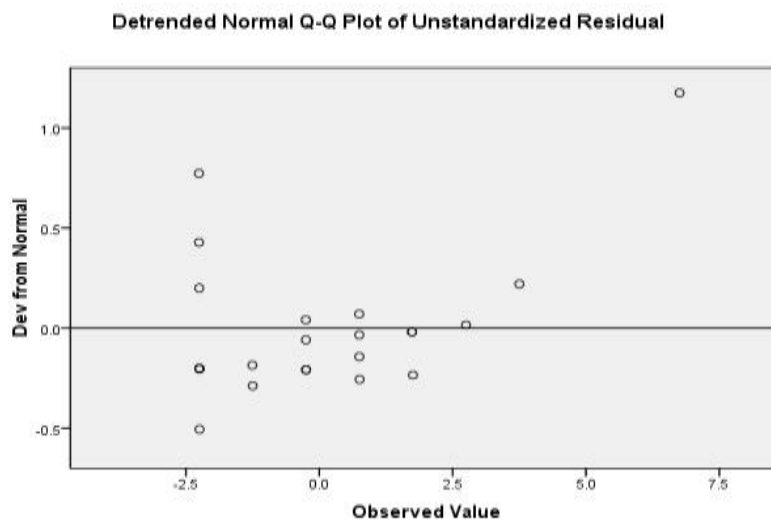
Interpretation output test of normality with Normal QQ plot to translation test with electric dictionary and Detrained Normal QQ plot to translation test with Book dictionary, so can we conclude that the data is abnormal.

According to the calculation using t-test above, we can know the result of value of t-observed (t_o) is 2.5 and T_{table} of 78 students (df = n-2 or 80-2= 78) the with the significance 5% (1.99), it means that $t_{observed}$ is bigger than t_{table} or t-observed > t-table. So can be concluded that H_o is rejected and H_a is accepted or there is a positive and significant difference between Grammar Translation Method with Practice theory Method.

D. Discussion

Based on the result of the research in *SMP N 1 Pabedilan Cirebon* obtained the data that students' achievement in learning simple past tense through grammar translation method and the average score of the test simple past tense by using Grammar Translation Method is 7.3 While students' achievement in learning simple past tense through Practice theory Method and the average score of the test simple past tense by using Practice theory Method is 6.8. It means that there is a significant increase on students' Simple Past Tense achievement. But the result suggests that teaching English

increase students' achievement in learning simple past tense through grammar translation method is better than through Practice theory Method. Meanwhile, based on the research of Brown (1994:152) motivation refer to the choices people make as to what experiences or goals they will approach or avoid and the Grammat Translation Method and Practice theory Method of effort they will exert in that respect. It showed that motivation was inner emotion, desire, or impuls to reach goal or want as own experiences.

Based on the statement above, in motivation there are energy and direction of behavior from person or clues in context to reach the goal. The writer concludes that motivation is the energy and direction of a person behavior in the learning process that drives on doing particular action in order to achieve goals by using Method. Furthermore, in researching which was done by William Francis Mackey (1974: 138) that the method used has often been said to be the cause of success or failure in language teaching;. For it is ultimately the method that determines what how of the language instruction.

Meanwhile, according to Victoria Neufeldt (1988: 854) defines method as a way of doing something; mode; procedure; process; a regular, orderly, definite procedure or way of teaching; investigating, etc. Based on both definitions above, can be said that method is the important thing to make or to deliver something, so that something delivered can be accepted by the target; in this case is student.

After we know the meaning of method, now the writer would like to describe what Grammar Translation Method is according to William Francis Mackey (1974: 153) Grammar Translation Method is simply a combination of the activities of Grammar and Translation. The grammar translation method very good and the teacher say who use grammar translation methods state that there are two fundamental objectives in learning a foreign language. First, students should be able to read and appreciate foreign language literature. To do this, students need to learn grammar and vocabulary. Second, students should use language as form of mental discipline.

The Practice Theory Method is derived from the word practice, Theory and Method. The term of method has been described previously. The following is definition practice and theory according to A.S. Hornby (1995: 905) Practice (N) is regularly repeated exercise or training done in order to improve one's skill at something. Theory (N) is a set of properly argued ideas intended to explain facts or events.

From about definition above, the writer infers that Practice Theory method is a teaching method that combines between practices and theory in one time in which it aims in order to the students can masters easily the lesson taught by the teacher in the class. From the definition above, it is obvious that in the Practice Theory Method, there are a lot of aspects which can be given to the students in one time, such as listening, speaking, analyzing and practicing by those aspects, the writer assume that this method can help students in understanding the Simple Past Tense Well.

Based on the anslysis of T-test above, we can now the results of value of t-observerd (t_o) is 2.5 and T_{table} of 78 students (df = n-2 or 80-2= 78) the with the significant 5% (1.99), it means that $t_{observed}$ is bigger than t_{table} or t-observed > t-table. It means that there is a positive and significant difference between Grammar Translation Method with Practice theory Method.

CHAPTER V
CONCLUSION

A. Conclusion

After the writer has done the research concludes the observation, interview, and test than analyzes data, the writer would like describe the conclusion.

1. The result of the Students' achievement in learning the Simple Past Tense through Grammar Translation Method based on the test given to the students of second year VIII A of *SMP N 1 Pabedilan – Cirebon* is categorized good with the mean score 7.3 it is generally considered as a significant score.

2. The result of the Students' achievement in learning the Simple Past Tense through Practice theory Method based on the test given to the students of second year VIII B of *SMP N 1 Pabedilan – Cirebon* is categorized not good with the mean score 6.8 it is based on the mean score 6.8.

3. The Comparison between students' achievement in learning the Simple Past Tense through Grammar Translation Method with Practice Theory Method is positive and significant its proved by mark of testing hypothesis the result of $t_{observed}$ is 2,5 and t_{able} 1.99 that the null hypothesis is rejected and the research hypothesis is accepted.

B. Suggestion

The results of the research show that total physical response technique can increase Students' achievement in learning the Simple Past Tense. Thus, Practice theory Method can be adjusted at school. Considering the advantages and disadvantage of this research, the researcher would like to give some suggestions to be betterment of the use of Practice theory Method in teaching simple past tense for the following researcher and for the teacher

1. For the teacher who would like to apply this method, preparation before teaching is very important because it can determine the success teaching learning process. Hence, as facilitator, teacher should be ready to answer every question students asked, however, have to control the activity in groups, so there would not be too much noise.

2. For the next researcher who would like to conduct a researcher with the same topic, applying this technique to see the improvement in speaking ability would be an interesting idea.

   Hopefully, this research paper could be useful for the teacher of English and for any part who like to apply Practice theory Method in the classroom.

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