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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

Hosted by :

- Faculty of Teacher Training and Education
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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015
Bandar Lampung University (UBL)
Lampung, Indonesia

PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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SIMPLE PAST TENSE OF THE FIRST GRADE STUDENTS OF SMP NEGERI 1 SEPUTIH BANYAK IN ACADEMIC YEAR OF 2014/2015

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ABSTRACT - In teaching grammar, especially simple past tense, the teachers must have more ability on how to teach it. They can use kinds of methods and medium to support their teaching-learning process. One of the media which can be used in the class is short video. The use of short video as a media in learning a material can give any influence. The researcher conducted this research to find out whether there was any influence of using short video as a media in learning simple past tense. This research used experimental research as the research method. The subject of the research were the students of the first grade students of class VII.D(30 students) and class VII.E (30 students) of SMP Negeri 1Seputih Banyak in academic year of 2014/2015. To collect the data, the researcher gave pre-test to those two classes to measure the students' initial understanding about simple past tense before teaching learning process. After teaching learning process had been given, the students of both classes were tested again by given post-test to find the final result. The result of this research shows that using video as a media gives positive influence in learning simple past tense. It can be proved by the result of t-value which is 9.28. It shows that t-value is higher than the p-value at significance 5% is 2.00 and at significance 1% is 2.66. Therefore, it can be concluded that using short video gives positive influence in learning simple past tense. In other words, using short video helps the students to improve their understanding about simple past tense.

keywords: simple past tense, experimental research, video as a media

1. INTRODUCTION

As a foreign language, English is important to learn. Due to English is a universal language to communicate, it has been included in Indonesian Education Curriculum. Students from primary school to college were in demand to be able to use English well. For simplicity we study these four skills: listening, speaking, reading, and writing, we need to learn the base first, the grammar. Harmer, (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. stated that as a part of language, grammar, especially tense, is a very important thing in studying English. The words tense stands for a verb form or series of verb form used to express time relation. Tenses may indicate whether an action, an activity, or a state is in the past, present or future time.

At school, junior high students will begin to be taught to communicate an experience they had in the past both orally or written. "My holiday" is the theme which is often used as a learning topic. To be able to do the work related to that theme the students must be able to master past tense, because it relates to the past. In the past tense form, the verb must be changed into past form, understanding the past tense would make students know which word has to be changed into its past form and know what the word change is. If students have a sufficient understanding of the past tense, then it will be easier for them to do the exercises or something that they have to do by teacher's order. Besides, in some texts as narrative, recount and spoof, the type of the texts is the text that uses past tense as the language of communication.

There will be a lot of learning materials about the text that uses past tense as its grammatical feature such as fable, legend, folklore, and fairy tales. Good understanding of simple past tense will greatly assist students to understand those texts. It would also facilitate them in answering questions related to the text.

Sulistiyorini (2013) stated that students have assumed that learning grammar is the most difficult subject to learn. It is because English grammar is different from Indonesian grammar. Students feel hard to memorize the grammars formula and it has become a scourge for students before entering the classroom. As the grammar is considered difficult, it will worsen the situation, and learning conditions. Moreover, tenses in the form of the past tense, have a change in the verb, thus, if the students do not master past tense well, it will be difficult for them to understand the text that uses the past tense. It would also be difficult for them to answer the questions that need a good understanding about the past tense. In this study, the researcher tries to introduce a way to solve these problems by using a media that will attract students' attention. With the interesting method, hopefully, it can make students more focus and eager to heed the lessons. If the teachers have got the students attention, then it will help them to deliver the subject matter. One of the interesting media is to use visual audio or video media. Using visual audio or video as media is helpful because the video is a media which show pictures and sounds. While in the class, students who usually saw the teacher and the blackboard, now they can see something new and more diverse as they can also listen to the sound of the video.

Video as a media is expected to help students to get better understanding about the material being taught. Most teachers teach tenses with boring traditional way. Whereas to understand the material and answer the questions that use the past tense as the language of communication, students are required to have a sufficient understanding about past tense then they will be able to understand and answer the question correctly.

Therefore, researcher wanted to find new ways for a more interesting way to learn grammar by using video as a media. This research is discussing whether by using video as media it can give good influence to student in learning English grammar or not

2. STATISTICAL MODEL AND ANALYSIS

This study is focused on the use of short video media as a learning medium. The design of this research is there are two classes selected by cluster random sampling, one class is as experimental class and another is as control class. Each class is given a pretest to see students' initial understanding about simple past. Furthermore, in the learning process, the experimental class were treated by using short video media as a medium of learning while the control class does not use video media as a learning tool. In this research, the method which is used to collect the data is test. The test is a series of questions or exercises and other tools which is used to measure the skills, knowledge, intelligence, ability or talent possessed by an individual or class (Ibid as a cited in A'mal, 2011). In this research to analyze the data, the researcher uses t-test formula. T-test formula is used to analyze the students' learning result. The steps are, the first is giving the pre-test and the second is calculating the score in order to know students' initial understanding about simple past tense before they are taught by using different media. The post-test is to prove the different score between two classes. To calculate those two tests the writer used t-Test formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Explanation:

- Mx = Mean of the group x score
- My = Mean of the group y score
- x = Deviation of the individual score from y
- y = Deviation of the individual score from x
- Nx = Number of students in class x
- Ny = Number of students in class y

3. RESULT AND DISCUSSION

To calculate t-value, it is needed the mean score (My), (Mx) and the sum square of deviation score (Σy²), (Σx²) from both class experimental class and control class. After all scores have been calculated then t-value can be calculated. To gain the variance of both scores, the formula and the calculation of t-Test for two group design is presented below in figure below:

Calculation of t-Test

$$t = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{|3 - 19.7|}{\sqrt{\left(\frac{718 + 5568.7}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{16.7}{\sqrt{\left(\frac{6286.7}{58}\right) \left(\frac{2}{60}\right)}}$$

$$t = \frac{16.7}{\sqrt{(108.3)(0.03)}}$$

$$t = \frac{16.7}{\sqrt{(3.249)}}$$

$$t = \frac{16.7}{1.8}$$

$$t = 9.28$$

From the computation above, it shows that the formula of t-Test for two group design is t equals Mx 3 minus My 19.7 divided by the root from the bracket Σx² 718 plus Σy² 5568.7 divided by Nx 30 plus Ny 30 minus 2 times in the bracket 1 divided by Nx 30 plus 1 divided by Ny 30. After that, the result of 3 minus 19.7 is |-16.7| it is mean 16.7 and in the bracket 718 plus 5568.7 divided by 30 plus 30 minus 2 and the result is 108.3. Therefore, 16.7 divided by the root from in the bracket 108.3 time the bracket 0,03 get the result of 16.7 divided by the root of 3.294. Therefore, the root of 3.294 is 1.8. So, t equals 16.7 divided by 1.8 and the result of t is 9.28.

After calculating t-value, the researcher calculated the number degree of freedom. Degree of freedom is the number of values in the final calculation of a statistic that are free to vary. The function of degree of comparison is to find out whether the hypothesis is rejected or accepted. The formula is the degree of freedom (df) equals the number of the students in control class (Nx) plus the number of the students in experimental class (Ny) minus the number of variable (2). The statistical calculation of the degree of freedom is in figure below:

Calculation of the Degree of Freedom

$$df = (Nx + Ny - 2)$$

$$df = (30 + 30 - 2)$$

$$df = 58$$

Based on the calculation above, the formula is the degree of freedom (df) equals the number of the students in control class (Nx) that is 30 plus the number of the students in experimental class (Ny) that is 30 minus the number of variable, that is 2. The result of the calculation of the degree of freedom is 58. In degree of significance 5% from 58 in t-table is

2.00 and for 1% from 58 in t-table is 2.66. From the calculation above the result of t-value is 9.28. Because the result of t-value is higher than t-table ($9.28 > 2.66 > 2.00$), it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

In the experimental class which used video media in learning activities, its average score is higher than the control class which does not use video media in learning activities. Learning outcomes achieved by students are influenced by internal and external factors, in this case the influence by external factor is the use of media in learning. This fact is in line with studies carried out in many countries, the positive influence of video media is that audiovisual can improve knowledge, foster a desire or motivation to obtain further information and knowledge, improve vocabulary, terms, and proficiency in verbal and nonverbal, increase the power of imagination and creativity of learners, improve critical thinking of students faced with the reality of the image of two worlds; and spark interest in reading and learning motivation of learners (Warsita, 2008 as a cited in A'mal, 2011).

In comparison with the use of printed media which was applied in this study, where the results show that the score is lower than the score in the experimental class. It is possibly because the students feel bored with the monotone learning situation. There is nothing new in the class which can attract students to study more.

The implementation of using short videos can improve the students' understanding in learning simple past tense. The improvement can be examined from the results of the students' answers tests in the pre-test and post-test. The result of the research in this study is the mean score of the post-test from the experimental class is higher (59) than the mean score of the post-test from control class (36.4). From the explanation above, the researcher can conclude that the use of video as a media gives good influence in the learning simple past tense.

Based on the result of the calculation, it can be seen that the students' understanding on simple past tense in the experimental class after the treatment is significantly improved. It is showed in degree of significance 5% from 58 in t-table is 2.00 and for 1% from 58 in t-table is 2.66 and the t-value is 9.28. It means that the p-value is lower than the t-value. It is found that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Learning simple past tense by using short video as a media is more effective than learning simple past tense by using printed media as used in control class. So, there is good influence of using short video in learning simple past tense.

4. CONCLUSION

The students' simple past tense understanding of class which is taught by using video (experimental class) shows significant improvement. As the finding result shows in pre-test to post-test mean of experiment class (39.3 to 59). The students in experimental class are

more enthusiastic and more interested in the teaching learning process because the teacher used video as a media when teacher was explaining the materials. From the video, the students can understand well about the form of simple past tense. They got new vocabularies, learnt about how to construct a sentence grammatically and how to pronounce a word directly from the video. They were not only giving their attention and feedbacks for the materials but also answer the teacher's question well.

From the analysis result, the researcher finds that there is an improvement score of students' simple past tense understanding in class which is not taught by using video as a media (control class) but the improvement is not as significant improvement as in class which is taught by using video as a media (experimental class) during the learning process. It can be proved by pre-test to post-test mean of control class (33.4 to 36.4). It could happen possibly because the teacher used traditional method and printed media when teacher was explaining the materials, so, most of the students were in their own business because they feel bored in the classroom. The students were not enthusiastic during the learning process.

Based on the result of t-value calculation, it shows that the score of t-value is higher than the score of t-table. From the result, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that the use of video as a media give good influence in the learning simple past tense.

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