IMPROVING STUDENTS' ABILITY TO BUILD SIMPLE PAST TENSE IN NARRATIVE TEXT BY USING MAKE A MATCH STRATEGY AT MTS ISLAMIC NUSANTARA

THESIS

Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program

By:

FRILY NINDYA
NIM : 34.13.3.180

Advisor I   Advisor II

Dr. Hj. Siti zubaidah, M.Ag.   **Drs. Rustam, M.A.**
NIP.19540203 198203 2 001   **NIP. 19680920 199503 1 002**

DEPARTEMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017

Nomor : Istimewa   Medan, 3 Mei 2017

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Perihal : Skripsi   Bapak Dekan Fakultas Ilmu

An. FRILY NINDYA   Tarbiyah dan Keguruan

                                           UIN Sumatera Utara

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Nama : **Frily Nindya**

NIM : **34133180**

Jurusan : **Pendidikan Bahasa Inggris**

Judul : **Improving Students' Ability to Build Simple Past Tense in Narrative Text by Using Make A Match Strategy at MTs Islamic Nusantara**

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Wassalamu'alaikum Wr. Wb.

                                           Medan, 3 Mei 2017

Advisor I   **Advisor II**

Dr. Hj. Siti Zubaidah. M. Ag.   **Drs. Rustam, MA**

NIP. 19530723 1999203 2001   **NIP. 19680920 199503 1 002**

SURAT PENGESAHAN

Skripsi ini yang berjudul: **IMPROVING STUDENTS' ABILITY TO BUILD SIMPLE PAST TENSE IN NARRATIVE TEXT BY USING MAKEE A MATCH STRATEGY AT MTS ISLAMIC NUSANTARA,** disusun oleh : **FRILY NINDYA** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal:

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Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua   **Sekretaris**

Dr. Sholihatul Hamidah Daulay, M.Hum   **Maryati Salmiah, S.Pd., M.Hum.**
NIP. 19750622 200312 2 002   **NIP. 19820501 200901 2 012**

Anggota Penguji

1. **Dr. Hj. Siti Zubaidah. M. Ag.**   2. **Drs. Rustam, MA**
    NIP. 19530723 199203 2 001   **NIP. 19680920 199503 1 002**

3. **Drs. H.A.Ramadhan, MA**   4. **Dr. Sholihatul Hamidah Daulay,**
    S.Ag, M.Hum
    NIP. 19660115 199403 1 002   **NIP. 19750622 200312 2 002**

Mengetahui
Dekan Fakultas Tarbiyah dan Keguruan UIN SU

Dr. H. Amiruddin Siahaan M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama   : **Frily Nindya**

Nim   : 34133180

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : **Improving Students' Ability to Build Simple Past Tense in Narrative Text by Using Make A Match Strategy at MTs Islamic Nusantara**

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Medan, 3 Mei 2017

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<u>FRILY NINDYA</u>
NIM. 34133180

ABSTRACT
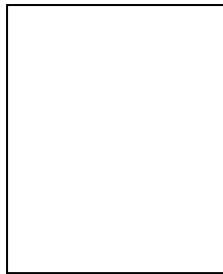
Name	: **Frily Nindya**
NIM	: **34.13.3.188**
Faculty	: **Tarbiyah and Teacher Training**
AdvisorI	: **Dr. Hj. Siti Zubaidah, M.Ag.**
AdvisorII	: **Drs. Rustam, M.A.**
Tittle	: **Improving Students' Ability to Build Simple Past Tense in Narrative Text by Using Make A Match Strategy at MTs Islamic Nusantara**

Skripsi, Medan : Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keywords: Improving, Simple Past Tense, Narrative Text, Make A Match

This research was Classroom Action Research, aimed to improve the students' ability to build simple past tensein narrative text by using make a match as strategy and to find out whether the students's ability be improved by using make a match strategy. The sample of this study was VIII A which consist of 29 students of MTS Islamic Nusantara in academic year 2016/2017. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

The result of data analysis showed that there was an improvement on the students' ability to build simple past tense in each cycle. The mean of students' score in pre test were 60.52, in the post test I were 70.52, and the post test II were 79.14. In the pre test there were 34.5% (10 of 29) students who passed minimum score achievement. In the post test I there were 55.2% (16 of 29 students) who passed minimum score achievement; The improvement from pre test to post test I were 16.52%. In post test II there were 82.5% (24 of 29 students) who passed minimum score achievement. The improvement from post test I to post test II were 14.26%. Based on the data, it was concluded the students' ability to build simple past tensse in narrative text improved by using make a match strategy.

Advisor I

Dr. Hj. Siti Zubaidah, M.Ag.

NIP. 19540203 198203 2 001

5. The principle of MTs Islamic Nusantara, M. Fahmi, S.Pd., and the English teacher Miss Rita Monika, S.Pd., and all of the students of VII A who helped me during the research.

6. Special my beloved parents, my super daddy M. Rusdi and my cool wonder mom Sumiati who always pray for me, give support, advice, motivation, helps, goodness, care, and all of thing that I need to finish my study.

7. My beloved grandmother Kasmi, my brothers Muhammad Wahyudi and Maudlin Zulfikar Triyono, my sister in law Dedek Febriana, my cute nephew Raja Tobi Abdillah Abqori, my lovely annoying niece Queensya Yuki Lailatun Nida, and all my families who always support me to finish this research.

8. My beloved friends as my oxy, Rina Husnifa Oxy, Mira Wahyuni Lubis Oxy, Rizka Sari Oxy, Hazalika Syahra Oxy, Nurul Adawiyah Oxy, and Dhita Syawaliyah Panggabean Oxy who have support me to finish this writing and accompany me to make great stories everytime and everywhere.

9. The new generation of oxy(gen) who always help me and be my solace, Dhanu Nugroho Susanto, Bayu Farabi Rambe, and Mr. M. Syafi'i.

10. My KKNmates in Sukasari, *Bang* Topik, *Bang* Kedol, Ikhwan, The Naive Helma, Fitri, Tami, Silmi, Azlina, *Adek* Nisa, annoying Icha, and my Sly third advisor Fitri Apriana who cheer me, hope Allah always bless and keep our brotherhood.

11. My friends in rent house, Fuza, Ayu, Vivi, *Kak* Dila, Lailan, Amel, and *Kak* Riza. Especially Yuyun who left me first to be a S.Pd.

12. My family in LKSM who always share the new knowledge and be my inspiration.

13. All of my classmates and especially my family in the same struggel PBI-6 stambuk 2013, thankyou so much for yoyour motivation until the end of my study.

14. And the last, Super Junior as my muse. Finally may Allah SWT always blesses us.

Medan, 6 June 2017

The Writer

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CHAPTER I

INTRODUCTION

A. Background of study

Simple past tense is one of the tenses that used in english . The simple past describes the actions or stituations that began and ended in past. The simple past tense commoly appears on the genre of the next such as narrative and recount text.

Based on the syllabus that used in MTs Islamic Nusantara, the students in the eighth grade have the standard competence and basic competense of School-Level Curriculum as follow :

1. Standard competence is expressing the meaning of short fucntional text and short essay in the recount and narrative from to interact with the environment.

2. Basic comptense is expressing the meaning and rethoric step in short essay using written language accurately, clearly and accptedly to interact with the environment in the recount and narrative form.

Basic on the standard and basic competence above, it is clear that the student at eighth grade are expected to comprehend the narrative and recount text. Actually both of that use simple past tense in their contruction of sentense. So the must master the simple past tense, because it can make them to be easier in comprehending both of the text.

However, unfortunately most of eighth grade students of MTs Islamic Nusantara are still difficult to understand simple past tense. Based on the

interview result with the students, I found that most of students have some problems in understanding of the simple past tense such as : first, they are still confused in distinguishing between verbs which are included in regular verb and are included in irregular verb. When they have found " write" verb, they are confused on what its verb "writed" or "wrote".

Second, they just know about the pattern of simple past tense but they still find difficult in applying it rules into make a sentence. For Example:

The Students writes: My father gives me a bycicle in my birthday last week.

It should be: My father gave me a bycicle in my birthday last week

The students writes: She writed a letter yesterday.

It should be: She Wrote a letter yesterday.

Third, they cannot use simple past tense appropriately in real communication. As in proved, when I asked them, "did you study English last night?" and they answered, " yes, I do".

Based on the interview with the teacher, I found the difficulties that faced by teacher is the differences of stundents' ability in understand the lesson. There are some students that can understand a lesson quickly and there are other students that slow in understand a lesson, so it make the teacher counfuse what should the teacher do next and how to solve it.

Based on the observation I found that the teacher taught simple past tense deductively, I think it is the reason why students get difficult in learning English. She presented the rule first, and she instructed to students to memorize them.

After that she gave examples based on rule. Hence it makes students passive and unmotivated to learn. Then the teacher gave tasks to them, whereas there are still students which have not understood it.

Therefore, to solves those students' problems in learning simple past tense, it is better to use the alternative way which is suitable and interesting for the students. Here, the teacher should create a good classroom atmosphere to avoid boredom. The Methodology that used by the teacher is not apporpriate yet in developing students' understanding of simple past tense. Consequently, I discusses with the teacher regarding of simple past tense. Consequently, I discusses with the teacher regarding the metodology. I try to give a solution to the teacher that all the problems hapened as esplained above can be solve by using make a match stategy. Bacause make a match is one the cooperative learning, so it will make students cannot only acquired the grammar rules more easly, but also make them actively participated in the process of acquiring targed the grammar ruler when they were asked to work out the rules for themselves.

Make a match is learning model that invites students to look for an answer from a question or a spouse of a concept through a card game pairs within the time limit specified.[1] And another theory, make a match is one conceptual approach that teaches students understand the consept of a lesson actively, creatively, effectively, interactively, and fun for the stundents, so the lesson is easy to understand and survive in the cognitive structure of students.[2]

Based on the explanation above, I would like to conduct the Classroom Action Research about the effort to improve students' undertanding of simple past

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[1] Kokom Komalasari, *Pembelejaran Kontekstual*, (Bandung : Refika Aditama, 2010), p.85.

[2] Miftahul Huda, *Coorperative Learning*, (Yogyakarta : Pustaka Belajar,2012), p.135.

tense in narrative text using make a match strategy with entitled " Improving students ' Ability to Build Simple Past Tense in Narative Text by Using Make A Match Strategy at MTs Islamic Nusantara".

B. Identification of the Problem

Based on the background above, the formulation of the problem is taken is as follows :

1. Students still confused in distinguishing between verbs which are include in regular verb and are included in irregular verb.

2. Students still difficult in applying simple past tense rules into make a sentence.

3. Students cannot use simple past tense appropriately in real communication.

4. Students have differences ability in understand the lesson.

5. Teacher taught simple past tense deductively.

C. Research Questions

Based on the background of the problem above, the boundary problem in this study are:

1. How the prosess of make a match strategy improve students' ability using simple past tense in narrative text ?

2. Can make a match strategy improve students' simple past tense in narrative text mastery ?

D. Purpose of Research

This study aims to :

1. To know the process of make a match strategy improve students' ability using simple past tense in narrative text.

2. To know the improvement of students' simple past tense in narrative text mastery by using make a match strategy.

E. Significances of the Research

1. Theoritically

   The benefits of research are as follows :

   a. This research are expected can add some information about writing that can used by the teacher to develope their teaching method. Hopefully, it can give inspritation to the teacher to make some variationin teaching English, so the students would not fell bored with the lesson.

   b. This reseach are expected can be a useful research for another research.

2. Practically

   a. For the students :

      1) Increase student' ability in learning simple past tense in narrative text.

      2) Improve students to be more active in learnig.

   b. For the teacher

      This research is expect to give an alternative way of teaching simpel past tense in narrative text to student.

   c. For MTS Islamic Nusantara

The school should give the best teaching planing to make better progress achievement of English and make teaching learning proccess more effective.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

In this chapter I try to give clear description of theoretical framework which covers the general concept of simple past tense, narrative text, and make a match strategy.

1. Simple Past Tense

Past tense is used to locate a situation time in the past time sphere and in doing so create a past domain. The past time sphere is conceived of as disconnected from the present time sphere (which comprises the pre-present), the (punctual) present, and the post-present.[3]

The simple past tense is used to describe things that happened in the past or things that were true in the past. The things that happened in the past may be singel repeated or habitual actions. The simple past tense always describes even that have been carried out or completed in the past.[4]

The simple past tense, sometimes called the preterit, is the past tense of modern English. it used to describe events in the past. It may combine with either or both of two aspects, the perfect and progressive. The simple past is used to talk about activities or situations that began and ended in the past.[5]

From the several statement above, it can be concluded that the simple past tense describes an action which happened in time before the present time and is no

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[3] Reenat Declerck, *The Grammar of the English Tense System,* (New York: Mouton de Gruyter. 2006), p. 195.

[4] Geoge Davidson, *verbd and Tenses,* (Learners Publishing, 2003), p. 208

[5] Betty S. Azar, *Fundamental of English Grammar,* (New York: Longman, 2003) p. 25.

longer happening. Simple pat tense is also used if the happened completely in the past even the time is not mentioned.

The simple past tense also can find in holy Qur'an. The usage of this verse describes a certain change which happens in one's life.[6]

Change in the other's life to a better one. That is Huud verse/ 90 Allah says..

وَاسْتَغْفِرُوا رَبَّكُمْ ثُمَّ تُوبُوا إِلَيْهِ ۚ إِنَّ رَبِّي رَحِيمٌ وَدُودٌ

Meaning:

"...and ask you lord forgiveness, and repent to him, my Lord is merciful and loving."[7]

From verse above, we should remember what we have done in the past time, if we have mistake we should ask forgiveness to Allah and to be better in the future.

There are some formulas in the simple past tense:

a. Affirmative statements

To make an affirmative statements, the verbb other than be, we use the following formula:

$$S + V2 + (O/Adv)$$

Example : I went to Korea last month.

b. Negative statements

To make a negative statements, the verb other than be, we use the following formula:

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[6] Rina Sari, *Pembelajaran Bahasa Inggris Pendekatan Qurani* (Malang: UIN Malang Press, 2007), p. 34

[7] Holy Quran, Huud, 11:90.

$$S + DID + NOT + V_1 + (O/Adv)$$

Example: I didn't watch TV yesterday

c. Interrogative statements

1) To make the interrogative statement of verb other than be, we put did before the subject, the formula is:

$$DID + S + V_1 + (O/Adv)$$

2) To make interrogative negative form of verb other than be based on this formula:

$$DID + NOT + S + V_1 + (O/Adv)$$

Example: Didn't you study English lesson last night?

Didn't she bring the umbrella? [8]

Here is the pattern of past tense of verb "be" as following:[9]

a. Affirmative statements

$$S + WAS/WERE + Substantive (Adverbial of Phrase)$$

Example: She was at home last night

Mr. Bean was a doctor two years ago

Some students was absent last Friday

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (she and Mr. Bean); one of them is plural noun (some students) used.

b. Negative statements

[8] A. Faidlal Rahman Ali, *Cara Cepat Belajar 16 Tenses,* (Yogyakarta: Pustama Widyatama, 2007) p. 73-74.

[9] McGraw-Hill, *Interaction 1 Grammar,* (New York: McGraw-Hill Companies, Inc., 2002), p. 117.

> S + WAS/WERE + NOT + Substantive (Adverbial of Phrase)

Exammple: I was not in my room last night

We were not hungry for dinner yesterday

c. Interrogative statements

> WAS/WERE + S + Substantive (Adverbial of Phrase)

or

> WASN'T/WEREN'T + S + Substantive (Adverbial of Phrase)

Example: Was Mario at home last night?

Were they in the farewell party last week?

Wasn't the dog fed this afternoon?

Weren't those sofas expensive?

The examples above, show that the use of "was" is used for the pronouns I, she, he, it, that, and this, however, the be "were" is used for pronouns you, we, these, and those. The use of "was" only for the singular noun and the use of "were" only for the plural noun. Furthermore, the negative statement use "not" after the verb be in the sentence. Meanwhile, the contraction for "was not" is "wasn't", the contraction for "were not" is weren't". The contraction is used to make the sentence easier in written or utterance.

Since the simple past tense referse to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some examples expression for the past:

Last night   10 minutes ago   yesterday

Last Sunday	an hour ago	yesterday morning
Last week	a week ago	yesterday afternoon
Last month	a month ago	the day before yesterday
Last year	two years ago	in 1990[10]

Simple past tense is clasified into two types, they are simple past tense in regulsr verb and irregular verb. The example of regular verb and irregular verb can be seen in the following table.

Table 2.1.

The Example of Regular Verb[11]

No.	The Infinitive	The Simple Past
1.	live	liv**ed**
2.	start	start**ed**
3.	die	di**ed**
4.	visit	visit**ed**
5.	play	play**ed**
6.	watch	watch**ed**
7.	phone	phon**ed**
8.	marry	marri**ed**

Table 2.2.

The Example of Irregular Verb[12]

No.	The Infinitive	The Simple Past

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[10] http://www.learnamericanenglishonline.com. Accesed on 5 June 2017.
[11] http://myenglishpages.com/site_php_files/grammar-lesson-simple-past. accesed on 5 June 2017.
[12] http://www.learnamericanenglishonline.com. Accesed on 5 June 2017.

1.	be	was/were
2.	write	wrote
3.	come	came
4.	do	did
5.	meet	met
6.	speak	spoke

Martin parrot in *Grammar for English Teachers* explains the use of the simple past tense:

a) Finish periods of time:

The simple past is one of the tenses we we use to refer to complete events, states or actions. We choose the past simple when we consider that the event, stare or action took place within a finished period time.

b) Precise detail

c) Time anchor

In telling stories and describing what happened in the past we use the past simple as a 'time anchor' to estabilish the key 'time frame' of events. We also use the past simple to describe the key events that move story forward.[13]

Another function of simple past tense is:

a) To describe an action finished in the past

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[13] Martin Parrot, *Grammar for English Teacher* (Cambridge: Cambridge University Press, 2004), p. 185-186.

Example: The president visited some South East Asian Countries last June.

b) To interrupt an action which was in progress in the past

Example: My child was sleeping when the electricity suddenly died.[14]

2. Narrative Text

Narrative text is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.[15] In narrative text are expected to understand about the context and to find the moral value of the story. There are many types of of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story, etc.

Anderson said, narrative is a text that tells a story and in doing to entertains audience.[16] Similarly, Alan Meyers argues that narrative is telling a story and to be interesting. For readers to respond to some event in your life as if it were their own.[17]

On the other hand, in narrative text can be presented as written or spoken texts who told the story is called narrator. If narrator is one of the characters in the story is said to be told in the first person and the person outside from the story is called third person character.

[14] Rahmah Fithriani, *English Grammar* (Bandung: Ciptapustaka Media Perintis, 2010), p.112.

[15] Tahan Dwi Permana and Zuhri Fairus, (*The Implementation of Picture Series as Media in Teaching Writing a Narrative Text of the Tenth Grades of SeniorHigh School.* Retain, 2013), p.2.

[16] Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra: Macmillan, 2003), p.3.

[17] Alan Meyers, *Gateway to Academic Writing,* (New York: Pearson Education, Inc., 2005), p.52.

From these statements it can be inferred that narrative text is concerning with a story. The story includes some events which were presented to amuse the readers or listeners. So, written narrative text is aimed to entertain the readers.

The purpose of narrative is to present a view of the world that entertains or informs the reader or listening.[18] Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers' interest. Therefore, narrative is a kind of text which make the reader enjoy and interest with the story and to teach or inform the reader narrative the reader more than enjoy to read kinds of story that them feel amuse and make them laughing.

Narrative have been describe as having several common components including a setting, plot (series of episodes based on goals attempts, outcomes), resolution or story ending.[19]

According to Anderson the steps for constructing a narrative text are:

a. Orientation

The storyteller tells the reader who is in the story, when the story is happening, where the action is happening and what happening from the story.

b. Complication

The story teller tells about conflict or crises arisen and will begin chains of events that influences of the story will be happen.

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[18] Mark Anderson, *Text Type in English 2* (South Yara: Macmillan, 2003), p.6.
[19] Gery A. Coffman and Melissa Reed, *The True Story of Narrative Text from Theory to Practice,* (2010), p.1. http://www.emporia.edu/teach /ncate/CoffmanandReed.pdf. accessed on 15 Jan 2017.

c. Sequence of events

How the characters of the story react and what the character do something to the conflict or crises happen.

d. Resolution

The characters of the story solve the conflict or crises in the complication.

e. Coda (moral value)

The message will be learning from the story.

The following grammatical features in narrative including:

a. Nouns that identify the specific characters and places in the story. Example: a beautiful princess, in the garden.

b. Adjectives that provide accurate descriptions of the characters and settings. Example: a nice princess who lived in the palace.

c. Verbs and show the action that occur in the story. Example: say, walk, sleep, etc.

d. Time words (simple past tense) that connect events, telling when they occurred. Example: once upon a time, two days ago, etc.

There are several types 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 performed in a conversational mode. The examples of legends in narrative

text are: Sangkuriang, Malin Kundang, The Story of Toba Lake, etc.

b. Fable

A fable is s short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being. The examples 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 are fairies, goblin, elves, trolls drawers and usually magic or enchantments. The example of fairy tales 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 Earth by Jules Verne, Starship Trooper by Robert Heinlein.

The example of narrative text:

Romeo and Juliet

In Verona city, Italy, lived two great families that were the Capulet and Montague families. They were two families which feud each other. This hostility had been going on since long. They often got into a fight between families.

One day, the family leader of Capulet celebrated his daughter' 17th birthday named Juliet. Juliet is a beautiful girl. Juliet's father made a huge party at the same time to introduce Valiant Paris to Juliet, a young man which became her parents' choice. On the night of party, Romeo who's an ordinary young man from Montage saw the party. Romeo suddenly wanted to get into the party. Then he entered into the Capulet family party secretly.

Romeo came and blended in the party. Then he saw a very beautiful woman. He was fascinated by her beauty. With courage, Romeo acquainted with the girl who turns out to Juliet. Since the meeting Romeo and Juliet were madly in love. They both always meet silently until eventually become lovers. They kept the relationship secret from their families. This is done because they knew this relationship would have resisted even Romeo would be punished by her family.

One day, there was a fight between Mercutio from Montage families with Tybalt from Capulet. This fight caused Mercutio dead. It made Romeo very angry because Mercutio's good friend of Romeo. Romeo then went to avenge the death of his friend and killed tybalt. This incident made the relationship between Montage and Capulet family heated up. Even the two families would fight each other. However, this was not happened because they

hold in a peace treaty. On condition that Romeo should be punished, he should go and not allowed to return to Verona forever.

As a result of his actions Romeo parted with Juliet. Juliet was very upset with this situation. Then marriage proposal from Valiant Paris came that cannot be rejected by her parents. They were both forced Juliet to get married as soon as possible. Juliet could not resist. He tried to tell Romeo that she will foil this wedding through her friend. Juliet sent a letter to Romeo that she would try to thwart this marriage by pretending to be dead and she asked Romeo to pick her up after 3 days of obituary false.

With the help of her friend, she drank a poison that promoted her dormant for 3 days. This plan worked and eventually the marriage can be canceled. Juliet's friend was trying to contact Romeo to give the letter to him. But she could not reach Romeo so that the letter was not up to Romeo.

Romeo who are outside Verona heard about their marriage. He went to Verona to thwart the wedding. And when he arrived to Verona, Romeo found his girlfriend has died. Then Romeo went to Juliet's tomb to regret this incident. She felt guilty for leaving Juliet. Because of his great love, Romeo was suicide by taking a position right next to his girlfriend who had lying there. When the effect of sleeping pills was gone, Juliet came to, she saw Romeo dead beside her. Juliet was very sad. Then she followed Romeo by stabbing a knife in her heart. Finally they were both dead by bringing their love which is very big.[20]

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[20] http://www.belajarbahasainggrisku.com/2015/01/contoh-narrative-text-romeo-and-juliet-dalam-bahasa-inggris-dan-artinya. accessed on 5 June 2017.

3. Cooperative Learning Strategy

Cooperative learning is technique of grouping which the students focused on team work to reach the learning goal together in a small group that commonly consists of 4-5 persons.[21]

In cooperative learning contexts students do not learn in what may be called a compositional vacuum; they are members of a class and a small group. Cooperative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups. In addition, there is a large cluster of cooperative learning models aimed at cognitive development. Sometimes cooperative learning is directed at both the social and the cognitive side of human development.[22]

The holy Quran also mentions about learning strategy in *Sura* Al-Maidah verses 2.

$$ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ $$

Meaning:

"And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty."[23]

Also in *hadith*

$$ الْمُؤْمِنُ لِلْمُؤْمِنِ كَالْبُنْيَانِ يَشُدُّ بَعْضُهُ بَعْضًا $$

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[21] Rusman, *Model-model Pembelajaran* (Jakarta: Raja Grafindo Persada, 2011), p.204.
[22] Robyn M. Gillies and Adrian F. Ashman, *Co-operative Learning* (New York: RoutledgeFalmer, 2005), p.54.
[23] HolyQuran. Al-Maidah, 5:2.

Meaning:

"Believers with other believers are like a building, partially reinforcing some others." (Shahih Muslim, No.4684)[24]

Cooperative learning is learning model that have many types and kinds in the learning process. Kinds of cooperative learning as follows: think pair share, numbered head together, inside outside circle, jigsaw, paired storytelling, jigsaw, and make a match.[25] In this thesis I choose make a match strategy in my research.

Make a match is one of the cooperative learning methods develop and introduced by Curran in1994. The basic principle of make a match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere.[26]

Cooperative learning method divided into four, it is STAD method (Student Teams Achievement Divisions), Jigsaw method, Group Investigation method and structural method. Based on the several methods, make a match is the part of structural method that concern with this structure:

a. Special structure designed to effect the effect

b. Student interaction pattern. Such structures have a common goal such as to improve the mastery of academic content and teaching social skill.[27]

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[24] https://www.hidayatullah.com/kajian/oase-iman/read/2014/12/14/35062/tujuh-perumpamaan-orang-mukmin.html

[25] Anita Lie, *Cooperative Learning* (Jakarta: Gramedia, 2002), p.55.

[26] Ratna Zawil, *Using Make a Match to Teach Vocabulary,* p.316. (English Educatin Journal).

[27] Sugianto, *Model-model Pembelajaran Inovatif* (Surakarta: Yuma Pustaka, 2010), p.44.

Make a match is one of the teaching techniques which can be used in cooperative learning. The make a match techniques is a kind of game where students have to find their partner. In this technique, the students are divided into two groups, group A and group B. Each of the students in each group get one card. The students in group A get the topic cards while the students in group B get the simple description cards. After they find their matches, they have to report it to the teacher and the last step is the teacher will ask them to compose sentences based on the words they got on their chards.[28]

Advantages of make a match strategy:

a. The excitement will grow in the learning process (let them grow)

b. Cooperation among the students realized the dynamic

c. The emergence of mutual cooperation dynamic are evenly distributed throughout the students

d. Being able to create an atmosphere of active learning

e. Delivered learning materials more attractive for students

f. Able to improve the students learning outcomes reached a level of completeness in the classical learning.

Weakness of the make a match strategy:

a. Need guidance for the teachers to do activities

b. Limited time available to students do not get to much play in the learning process

c. Teachers need to prepare adequate materials and equipment.

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[28] Arifah, M., & Kusumarasdyati, *The Effectiveness of Make A Match Technique for Teaching Writing Descriptive Text to the Seventh Grades of SMPN 1 Karangbinangun Lamongan,* (UNESA, 2013). Retrieved from ejournal.unesa.co.id/article/3061/article.pdf.

Procedure of make a match strategy, there are:

a. Teachers set up some cards that contain some concept of review session, otherwise the part of card about question and the card other answer.

b. Each student receives a one-card hand.

c. Each student think of an answer or a question of the card held.

d. Each student seeking a partner who has card that matches the card (about the answer)

e. Any students who can matches his card before the deadline given points.

f. After one round of cards, shuffled again so that each student get a different card than before.

g. So forth

h. Conclusion or closing[29]

B. Related Study

1. Nisa Adarisa (2009), the students of Department English Education, Faculty Teacher Training, Siliwangi University has done the research about make a match strategy for her thesis under the title "The Influence of Using Make A Match Technique on the Students' Simple Past Tense Mastery (An Experimental Study at The Eighth Grade of SMPN 1 Karangtengah, Garut)". The subject of this research is 35 students of class VII B. The finding of this research is the improvement students' score from the pretest 55,9%, the post test cycle 1 65,9% and cycle 2 83,2%. It

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[29] Hanafiah and Suhan, *Konsep Strategi Pembelajaran* (Bandung: Refika Aditama, 2009), p.46.

means the make a match strategy can improve students' ability in writing simple past tense.

2. Nur Siti Alifah (2014), the students of English Education Department, Teacher Training and Education Faculty, Muria Kudus University has done the research about make a match strategy for his thesis under the title "The Ability of Identifying the Forms of Irregular Verb of Simple Past Tense of The Eighth Grade Students of MTsN Bawu Jepara in The Academic Year 2013/2014 Taught by Using Make A Match Technique". The subject of this research is 40 students. The finding of this research is the improvement students' score from the pretest has mean 56 and then has mean 67,05. It is mean that make a match can improve students' ability in identifying irregular verb of Simple past tense.

C. Conceptual Framework

Grammar is a essential task in teaching English, but some students said that grammar is the bored subject in learning English. By using fun strategy in the class teaching grammar, students can more active learning grammar.

To obtain more sufficient results in teaching, the teacher often apply various teaching technique and strategies that can improve the students' grammar ability. One of alternative ways that is predict to be good to reach the goals in teaching grammar is apply cooperative learning strategy. One of the cooperative learning strategy is make a match. Make a match provide contribute to the teaching and learning process especially in teaching simple

past tense. It contributes the students' participant in search the answer of some questions about simple past tense.

Cooperative learning models make a match type is a model of group learning which invites students understand the concept through a card game partner. This game has specified limited time and it happened in a fun learning environment.

Teaching grammar simple past tense trough make a match strategy makes the classroom more enjoyable and productive both students and teacher. Teacher did not get difficulty in teaching simple past tense because the students enjoy the teaching learning process. And the students found it easier in learning simple past tense. Furthermore, make a match strategy is helping the students to searching for the answer of some questions about simple past tense and it helps the teacher to the achieve the goals in study English. This strategy is designed to avoid the students fell bored. Therefore, it is expected that by using make a match in teaching and learning, it will improve the students' ability in simple past tense.

Table of Conceptual Framework

Problem: students bored to learn grammar

$\downarrow$

Make A Match Strategy

$\downarrow$

1. Fun learning environment 2. Classroom more enjoyable and productive 3. Teacher did not get difficult in teaching 4. Help students to search the answer of questions about simple past tense
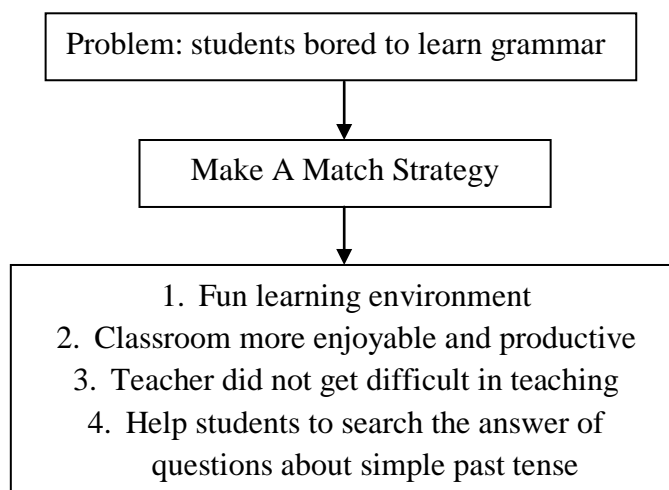
D. Hypothesis

Ha: There is improvement in students' ability to build up simple past tense in narrative text by using make a match strategy.

Ho: There is not improvement in students' ability to build up simple past tense in narrative text by using make a match strategy.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriate of certain activities and procedures.[30] Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.[31]

Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.[32] Kemmis and Mc. Teggart add in Nunan's book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by

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[30] Jeremy Harmer, *he Practice of English Language Teaching* (England: Longman, 2003), p.344.

[31] Syamsudin AR and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa* (Bandung: PT. Remaja Rosdakarya, 2006), p.161.

[32] Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT. Bumi Aksara, 2008), p.104.

these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.[33]

From all the definitions above, I concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc. with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. That is the reason why I choose classroom action research because it is different from other types of research, it focused on individual or small group professional practice. Action research tries to take an action and effect positive educational change in the specific school environment that was studied. And I think this research will be more effective to improve students' ability in simple past tense.

1. Characteristic of Classroom Action Research

Kemish and Mc. Teggart in Nunan's book argue that there are three defining characteristic of action research, they are:

a. It is carried out by practitioners (for our purpose, classroom teachers) rather than outside researcher.

b. It is collaborative.

c. It is aimed at changing things.[34]

2. Aim of Classroom Action Research

There are many possible reasons for conducting a classroom action research, as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as

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[33] David Nunan, *Research Method in Language Learning* (Cambridge: Cambridge University Press, 1993), p.18.
[34] *Ibid,* p.17.

teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types.

Action research is regularly done to improve a learning process. With this research the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching writing especially in grammar.

3. Procedures of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consist of planning, action, observation, and reflective. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.[35]

Before I conducting the cycle in action, she will do an initial observation at first. Then I did some procedures and steps as follows:

Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher indeed to find out:

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[35] Jeremy Harmer, *The Practice of English…*, p.345.

1) Data collected such as documentation includes the number of the students, students' list, and the course plan.

2) Observe the class.

3) Identify the problem.

Based on the observation, I can identify the problem of teaching learning process second semester at MTs Islamic Nusantara. The problem of this research is students' grammar understanding was still low. So research plans the action to improve it.

b. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning

Planning an action research by focusing on who, what, when, where, and how the action will done.

2) Action

The planning strategy will be applied in teaching learning process.

3) Observation

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher discuss about the result of observation, what the problem faced, when teaching learning process

and look for good solution to solve the problem. In this phase, the researcher observe and takes notes during teaching learning process.

   c. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, I could observe the activity that results any process, the progress happened, and also about the positive and negative sides.[36]

B. Subject of the Study

The subject of this study was the grade VIII of MTs Islamic Nusantara on academic year of 2016/2017. There are two classes for class eight in this school, it is class VIII A and class VIII B. The number of students in class eight is 47. In this research I choose class VIII A as my sample of research. I choose this subject, because it is recommended by the English teacher. According to the teacher, she asserted the eighth grade class has the lowest grammar skill than another class, especially in understanding of the simple past tense.

Table 3.1

Population and Sample

Population and Sample	Class	Student	Total
Population	VIII	57	57
Sample	VIII A	29	29

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[36] Sharsimi Arikunto, *Penelitian Tindakan Kelas…*, p.75-80.

Table 3.2

Gender of Sample

Gender	Class	Student
Male	VIII A	24
Female	VIII A	5

C. Place and Time of Research

The place of the research is in MTs Islamic Nusantara which is located on Dusun VII Paya Lombang, Tebing Tinggi, Serdang Bedagai. I choose this school because this school is close to my house and easy access to get to the school.

I conducted this classroom action research (CAR) on April 2017 until May 2017.

D. Procedure of the Study

This research used a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.[37] There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II.

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[37] Rochiati Wiriatmaja, *Metode Penelitian Tindakan Kelas,* (Bandung: PT. Remaja Rosadkarya, 2005), p.13.
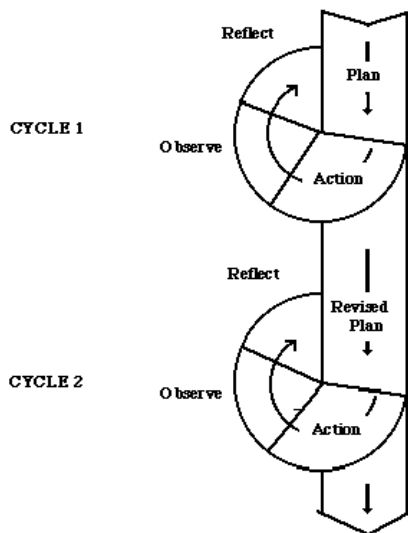
Figure 3.1

Action Research Cycle

The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students activity in writing class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in writing.

2. Cycle 1

The researcher uses debate technique in teaching writing. The topic was expressing agreement and disagreement. The procedure as follows:

a. Planning

1) Arranging lesson plan

2) Preparing the media related to the material

3) Preparing teaching material

4) Preparing checklist observation

5) Making the test material.

b. Action

1) Teacher explains the material

2) Teacher introduces debate technique to the students

3) Teacher asks students to make group and conduct debate based on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in debate

2) The students' response during the teaching and learning process

3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem

2) Arranging lesson plan

3) Preparing the media related to the material

4) Prepare teaching material

5) Prepare checklist observation

6) Make the test material.

b. Action

1) Teacher explain the material

2) Teacher introduces debate technique to the students

3) Teacher asks students to make group and conduct debate based on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in debate

2) The students' response during the teaching and learning process

3) The students' writing skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

E. Technique of Collecting Data

The classroom action research needs the data to support the investigation. There are two kinds of data which is used in this research, qualitative data and quantitative data. I use the interview, diary note, and observation technique to get the qualitative data, and using pretest and post test to get the quantitative data.

1. Interview

Before implementing classroom action research (CAR), I ask the teacher to know what the problem that happened in teaching learning English process. In this occasion, I interview the English teacher about her problem in teaching English, her students' difficulty in learning English and her teaching

method that is used in teaching learning process. In conducting the interview I use structured interview in order to be more efficient in getting data, because it can be focused on the things that is mentioned in the interview sheet.

2. Diary Note

Diary note were use to write down the situation when teaching and learning process was done. The diary notes were useful for knowing all students' activities, students' difficult, and student interest during the teaching and learning process.

3. Observation

I carried out two sessions of the observation. First, when I tried to find and to understand what problem should be solved immediately. The method of this observation is real-time observation. It means that the observation is observed and analyzed as the teaching learning actually happened without using any electronic means of recalling the data. This is done by simply taking notes. Second, the observation was held during the CAR. In this classroom observation, the object of the observation was students' activities in English teaching learning.

4. Test

The test is used to know how far the students' understanding of simple past tense before conducting the research and after conducting the research. In this research, I conduct the written test in form of fill in the blank. There are three kinds of test, pretest, post test I, and post test II. Pretest was done before the classroom action research (CAR), while post test I conducted

on the end of cycle 1. Also post test 2 will be given to the students on the final cycle 2.

F. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data I got the data from observing the teaching learning process, and the result of the students' test. In processing the data I used descriptive analysis. It was explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process in improving writing skill.

Meanwhile, to answer the research question I analyzed the data from the test. After knowing the students' individual score I analyzed the average of students' score used mean formula to know and to check students' improvement in writing. The formula is as follow:

$$M = \frac{\Sigma x}{N} x$$

Where:

M: The mean of the students

Σx: The total score

N: The number of the students

The researcher gets score from the two cycles conducted in the research. The mean of score from cycle I would be compared with the mean of cycle II. It was to know how far the progress of students in this research.

To calculate the percentage of students' score who passed minimum score achievement/ KKM (75) using this formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where:

P: The class percentage

R: Total percentage score

T: The number of students

   To calculate the students' percentage of improvement score from pretest to post test in cycle 1 and cycle 2 as follows:

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

Which:

P: Percentage of students' improvement

y: Pretest result

y1: Post test I result

$$P = \frac{y2-y}{y} \text{ x } 100\%$$

Which:

P: Percentage of students' improvement

y: Pretest result

y2: Post test II result

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data

The present study was an action based research aimed at improving the grammar mastery especially simple past tense in narrative text through make a match strategy at eighth grade students of MTs Islamic Nusantara in academic year 2016/2017. This research was conducted in two kinds of data collection, such as: qualitative and quantitative data. The quantitative data showed students' result on the pretest and posttest. The qualitative data were collected from the observation during the treatments from questionnaire at the end of cycle I. this questionnaire purposed to know the students' responds toward the treatment given by the researcher to them; moreover, it purposed to continue the cycle I into cycle II.

The data required in the present classroom action research need to be analyzed in order to the students' achievement after having taught by the researcher. There were three kinds of instrument used to gather the data of the present classroom action study, such as pretest, post test and interview to eighth grade students of MTs Islamic Nusantara.

B. Data Analysis

The data were analyzed into two data, they were quantitative and qualitative data:

1. Quantitative Data

The quantitative data were taken from the test result which was carried out in the teaching and learning process. In the researcher conducted

the action research cycle. In the first meeting, I did the observation in the class, the students were taught by using make a match strategy and given test at the end of learning process. The result of the students' score in every cycle can be seen in the following table (see Table 4.1).

Table 4.1

Students' Simple Past Tense in Narrative Text Score of Pretest and Posttest

No.	Name	Pretest	Posttest I	Posttest II
1.	Anggun Pardianti	75*	80*	85*
2.	Arimbi Vitamara	45	60	75*
3.	Bella Tri Murni	75*	75*	80*
4.	Dedi Setiawan	25	45	60
5.	Dina Novita	60	75*	80*
6.	Ervina Utami	70	75*	80*
7.	Kholifahtul Utami	90*	90*	95*
8.	Lailan Br. Damanik	90*	90*	95*
9.	M. fachri Ramadhan	25	45	60
10.	Mahendra Pratama	20	45	60
11.	Mahtita Rizky	70	75*	80*
12.	Muhammad Rizky	25	45	60
13.	Muthia Sudarsih	55	65	75*
14.	Muti Pratiwi	50	65	75*
15.	Nurhajijah	70	75*	85*
16.	Nurmawati	80*	85*	90*
17.	Nurwita Sari	85*	90*	90*

18.	Queen Haifa Nazibuah Asmar	50	65	85*
19.	Reni Hartini	65	75*	80*
20.	Septia Cahya	70	80*	85*
21.	Shinta Rahayu	80*	85*	90*
22.	Siti Rahayu	55	70	75*
23.	Sri Bela Ananda	60	70	75*
24.	Sri Nurmala	80*	85*	90*
25.	Suriyani	75*	75*	80*
26.	Surya Ade Darma	20	45	60
27.	Tuti Nurbiani	85*	85*	90*
28.	Wanda Pratiwi	55	65	80*
29.	Yulia	50	65	80*
	Total	**1755**	**2045**	**2295**
	Mean	**60,5**	**70,1**	**79,1**

*The students who passed the minimum score achievement/ KKM (75)

From table 4.1, it can be seen that the mean of the students' score in simple past tense in narrative text kept increasing where in the pretest the mean was only 60,5 in cycle 1 test, the mean was improved and became 74,1 and then in the cycle 2 test, the mean was improved again and became 79,1. It proved that the students' ability at simple past tense in narrative text score was improved after the students taught by make a match strategy.

The first test score was taken from the pretest. The two tests were conducted one test for cycle 1 and the other for cycle 2. As presented in table 4.1, the students' score from the first test until the last test. I gave the students

score for the ability at simple past tense in narrative text kept increasing. The students' score in the post test I was higher than the pretest, and post test II was higher than cycle 1 test.

The improvement of the students' score from pretest until post test II is presented in table 4.1. From the result of the score, it can be concluded that the students' grammar especially simple past tense mastery had been improved. It could be prove from their score which has been improved from the pretest to post test I, and post test I to post test II. All of them had been improved because of teaching learning process, and they were always curious and paid attention. Overall, they did really enjoy and serious when teaching and learning process was going on.

Increasing of students' simple past tense mastery in narrative text score by make a match strategy can also be seen from the mean of the students in every test. To find out the mean in every test, I applied the following formula:

$$M = \frac{\Sigma x}{N} x$$

Where:

M: The mean of the students

Σx: The total score

N: The number of the students

1. In the pretest, the total score of the students was 1755 and the number of the students was 29, so, the mean is $M = \frac{\Sigma x}{N} = \frac{1755}{29} = 60,52$

2. The post test I the total score of the students was 2045 and the number of the students was 29, so, the mean is $M = \frac{\Sigma x}{N} = \frac{2045}{29} = 70,52$

3. The post test II the total score of the students was 2295 and the number of the students was 29, so, the mean is $M = \frac{\Sigma x}{N} = \frac{2295}{29} = 79,14$

From the data above, the mean of students' grammar score in pretest before implementing classroom action research (CAR) or using make a match strategy is 60,52. In post test I the mean of students' score is 70,52. It means that there are some students' improvement in conducting the action by using make a match strategy from the pretest mean score. In post test II the mean of students' score is 79,14.

The mean of the students' score in post test I is higher than the pretest, and the mean of the students in post test II is higher than post test II. So, it can be said that the students' past tense mastery increased through make a match strategy.

Based on the data analysis, it can be concluded that all the students got the improvement on their score. There were high improvement and also low score from the pretest to post test I and from post test I to post test II.

To calculate the percentage of students' score who passed minimum score achievement (75) using this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The class percentage

R: Total percentage score

T: The number of students

The percentage of the student simple past tense in narrative text mastery improvement through make a match strategy score who passed minimum score achievement can be seen as follows:

1. $P = \frac{R}{T}$ x 100% $= \frac{10}{29}$ x 100% $= 34,5\%$

2. $P = \frac{R}{T}$ x 100% $= \frac{16}{29}$ x 100% $= 55,2\%$

3. $P = \frac{R}{T}$ x 100% $= \frac{24}{29}$ x 100% $= 82,8\%$

Table 4.2

The Percentage of Students' Score who Passed Minimum Score Achievement

Test	Percentage	Number of Students
Pre-test	34,5%	10
Post-test I	55,2%	16
Post-test II	82,8%	24

The result shows the improvement of the students score from the pretest to post test II. In pretest only 34,5% or 10 students who can passed the minimum score achievement and 19 students still bellows minimum score achievement. In post test I there were 55,2% or 16 students who can passed the minimum score achievement and 13 students still bellows the minimum score achievement, it means that there were improvement in students' grammar mastery from pretest to post test I. in post test II there were 82,8 or 24 students passed minimum score achievement and 5 students who still bellows the minimum score achievement, it showed that students' mastery increased from

post test I to post test II. It means that the use of make a match strategy to improve students' simple past tense mastery in narrative text can be said to have achieved it is target objective.

To calculate the students' percentage of improvement score from pretest too post test I as follow:

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

Which:

P: Percentage of students' improvement

y: Pretest result

y1: Post test I result

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$P = \frac{70,52-60,52}{60,52} \text{ x } 100\%$$

$$P = \frac{10}{60,52} \text{ x } 100\%$$

$$P = 16,52\%$$

Based on the computation above, it could be seen that the percentage of the students' improvement in understanding of the simple pat tense in narrative text from pretest to post test I was 16,52%. It can be concluded that the students' score in the cycle I has improved 16,52% from the students' in the pretest.

To calculate the students' percentage of improvement score from pretest to post test II as follow:

$$P = \frac{y2-y}{y} \text{ x } 100\%$$

Which:

P: Percentage of students' improvement

y: Pretest result

y2: Post test II result

$$P = \frac{y2-y}{y} \text{ x } 100\%$$

$$P = \frac{79,14-60,52}{60,52} \text{ x } 100\%$$

$$P = \frac{18,62}{60,52} \text{ x } 100\%$$

$$P = 30,77\%$$

From the computation above, it could be known that the students' score in the post test II improved 30,77% from the pretest and improved 14,26% from the post test I.

2. Qualitative Data

The qualitative data were taken considered from diary note, observation sheet, interview and photography. Both teacher and student behaviors during teaching and learning process in classroom were evaluated in the qualitative data.

a. Diary Note

Diary note were use to write down the situation when teaching and learning process was done. The diary notes were useful for knowing all students activities, students' difficult, and student interest during the teaching and learning process. The teaching and learning process could be seen from the following pictures. The explanation of the diary notes where shown in Appendix.

Figure 4.1

Learning Process

Figure 4.2

Learning Process

b. Observation

Observation sheet was used to measure the level of students' activities during teaching learning process. The observation was focused on situation of teaching learning process by using make a match strategy was applied students activities and behavior students mastery in learning simple past tense and interaction between teacher and students.

From the observation sheet, I was noted that students were active and enthusiastic in learning simple past tense in narrative text by using make a match strategy. Although, in first meeting they still had low understanding about simple past tense, make a match strategy created good environment in teaching learning process which made the students to discuss actively and independent study, and then they can improve their simple past tense mastery in the next meeting. The explanation of the explanation of the observation where shown in Appendix.

Figure 4.3

Class Environment during

Make A Match Strategy

Make a match strategy created a good environment and joyful activities in teaching learning process which made the students focused in learning simple past tense. The following picture will shown the class environment during make a match strategy.

Figure 4.4

Class Environment during

Make A Match Strategy

c. Interview

Based on the interview were done between the teacher and I, and the students and I. it was found that the teacher had problems in teaching grammar, because the students lack in grammar mastery that why some of the students were not interested in studying English grammar. They said that learn English grammar was difficult because the teacher took the materials only from the English book, and the teacher taught them deductively. The teacher also asked the students to read the text book and memorized the pattern of a tense. It made them got bored to learn English especially

grammar mastery. The complete interview transcription was shown in Appendix.

C. Research Findings

The finding of the study indicates that the use of make a match in the teaching of grammar especially simple past tense is effective and subsequently influences performance. This finding suggests that the use of make a match strategy may have contributed to the improvement of students' ability in understanding grammar.

It was showed from the mean of pretest which was 60,5, after directed make a match strategy was applied in the first cycle, there was an improvement of the result of the students mean which was 70,5 and for the second cycle after reflection on the first cycle there was improvement of students mean which was 79,1.

The total percentage of improvement from the pretest to post test I to post test II was about 82,8%. It can be concluded that teaching English grammar by using make a match strategy can improve the students' grammar understanding.

D. Discussion

Make a match strategy was applied to increase the students' mastery at simple past tense. Make a match strategy was one of the many strategies that could make the students easier in learning English especially in grammar.

This research had proved the effectiveness of applying make a match strategy in table 4.1, the students' score from orientation test, cycle I test and

cycle II test. It was because the teacher controlled the class better. The class become enjoyable and also provided more interesting activity in cycle II.

Students' data in cycle II showed that the mean of students' score was higher that the mean of the students' score in cycle I test and also better that orientation test. In the last test of cycle II, all of the 29 students got the score above 60, and the higher score is 95. There were 82,8% students passed the minimum score achievement.

This improvement not only happened in the mean of students' score but also the expression, interest and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active an enthusiast during teaching and learning process.

From the explanation above, it could be stated that make a match strategy has significant effect on learning English. Especially it is in increasing the students' grammar achievement. Finally, it could be concluded that there was an increasing of students' ability to understanding simple past tense of the eighth grade students at MTs Islamic Nusantara by using make a match strategy. It can be seen from the students' score achievement in every test increased. From the observation result, it showed that the students were motivated, active, and interested in learning simple past tense in the classroom. The last, in interview result it could be seen that students' skill in understanding of simple past tense has improved than before in which suitable with interview result with the English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the whole result and analysis about to the strategy of teaching were collected through the administration of the diary notes, observation sheet and the data of students' score test. The mean of the students' score in the last meeting of each topic showed that the highest score were achieved by the students' score had been achieved in the highest point when students had been taugh after cycle 1 and cycle 2. So, it can be said that the students' grammar mastery by using make a match strategy increased in each topic (in the first cycle from 60.5 became 70.5, and in the second cycle from 70.5 became 79.1)

B. Suggestion

The results of the research of the study show that the use of the make a match strategy can contribute to the environment of the students' grammar mastery. In line with conclusion, some suggestion directed to:

1. English Teacher

The English teacher suggest to use make a match strategy or the other cooperative learning strategy to stiulate students learning environment more interest and can make students easier to understand the lesson that teacher gave.

2. Other Researcher

Make a match strategy can be applied in other tenses. For example in simple present tense, students will be interested if the context of the text

that they learn is familiar with their real life. Hopefully, there will be further research to implement the make a match learning strategy in other kinds of tenses and in other population.

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APPENDIX I

<div align="center">

LESSON PLAN
(CYCLE 1)

</div>

Name of school   : MTs Islamic Nusantara
Subject   : English
Class   : VIII A
Topic   : Simple Past Tense in Narrative Text
Time Allocation   : 2 X 40 minutes

A. Standard Competence: To comprehend the meaning in a short narrative text in daily context.

B. Basic: To comprehend the meaning and the function of text in daily context.

C. Goals of Learning: 1. To identify simple past tense in narrative text.
2. To analyze simple past tense in narrative text.
3. To complete a text use simple past tense.

D. Indicator: 1. Students are able to identify simple past tense in narrative text.
2. Students are able to analyze simple past tense in narrative text.
3. Students are able to complete a narrative text use simple past tense.

E. Material: Simple Past Tense
The simple past tense indicates that activities began and ended at the particular time in the past, the form is:

1. Positive: S + V2 + O, or
                    S + Was/Were + O

2. Negative: S + Did + Not + V1 + O, or
                    S + Was/Were + Not + O

3. Interrogative: Did + S + V1 + O, or
                    Was/Were + S + O

Time signal that used in the past tense are such: yesterday, two weeks ago, once upon a time, etc.

F. Activity

No	Learning Activities	Time Duration
1.	Opening : 1. Teacher greets the students 2. Teacher and students pray together 3. Teacher check out the students' attendance list 4. Teacher gives brainstorm to the students	10 minutes
2.	Main Activities: 1. Teacher explains to the students about past tense 2. Teacher sits the students into three groups, every student take a card. 3. Teacher gives instruction for student to match the card with their friend. 4. Teacher ask the students to shows their answer with their couple	60 minutes
3.	Closing: 1. To conclude the lesson 2. Teachers asks the students to be more serious in learning process 3. Teacher closes the class	10 minutes

G. Methods of Learning: Cooperative Learning Make A Match

H. Media/Instrument: Question card, answer card, and board marker

I. Sources of Learning: Packet book, internet, magazine, etc.

J. Assessment: Do the exercise write down the names of animation picture that had been studied earlier.

Knowing,

Head Master	English Teacher	Researcher

M. Fahmi, S.Pd. **Rita Monika, S.Pd.** **Frily Nindya**

NIM: 34133180

LESSON PLAN

Name of school   : MTs Islamic Nusantara

Subject   : English

Class   : VIII A

Topic   : Simple Past Tense in Narrative Text

Time Allocation   : 2 X 40 minutes

A. Standard Competence: To comprehend the meaning in a short narrative text in daily context.

B. Basic: To comprehend the meaning and the function of text in daily context.

C. Goals of Learning:
1. To identify simple past tense in narrative text.
2. To analyze simple past tense in narrative text.
3. To complete a text use simple past tense.

D. Indicator:
1. Students are able to identify simple past tense in narrative text.
2. Students are able to analyze simple past tense in narrative text.
3. Students are able to complete a narrative text use simple past tense.

E. Material: simple past tense in narrative text

Example:

Mouse and Frog

Once, there was a mouse which made of close friendship with a frog.

One day, the frog said to the mouse, "let's bind ourselves together a string so we may never get separated". The mouse agreed. Both tied themselves together leg to leg. It went quite well on land. When they came to a small pool, it was tragic for the mouse.

In the end, the frog kept swimming across the small pool dragging the mouse with him. Soon, the mouse drowned and floated on the surface of the pool.

F. Activity

No	Learning Activities	Time Duration
1.	Opening : 1. Teacher greets the students 2. Teacher and students pray together 3. Teacher check out the students' attendance list 4. Teacher gives brainstorm to the students	10 minutes
2.	Main Activities: 1. Teacher explains to the students about past tense 2. Teacher sits the students into three groups, every student take a card 3. Teacher gives instruction for student to match the card with their friend. 4. Teacher ask the students to shows their couple.	60 minutes
3.	Closing: 1. To conclude the lesson 2. Teachers asks the students to be more serious in learning process 3. Teacher closes the class	10 minutes

G. Methods of Learning: Lecturing

H. Media/Instrument: Animation Picture, board marker, and Plano Paper

I. Sources of Learning: Packet book, internet, magazine, etc.

J. Assessment: Fill in the blank to complete a narrative text use simple past tense had been studied earlier

Knowing,

Head Master	English Teacher	Researcher
M. Fahmi, S.Pd.	Rita Monika, S.Pd.	Frily Nindya
		NIM: 34133180

LESSON PLAN
(CYCLE 2)

Name of school   : MTs Islamic Nusantara

Subject   : English

Class   : VIII A

Topic   : Simple Past Tense in Narrative Text

Time Allocation   : 2 X 40 minutes

E. Standard Competence: To comprehend the meaning in a short narrative text in daily context.

F. Basic: To comprehend the meaning and the function of text in daily context.

G. Goals of Learning: 1. To identify simple past tense in narrative text.

2. To analyze simple past tense in narrative text.

3. To complete a text use simple past tense.

D. Indicator: 1. Students are able to identify simple past tense in narrative text.

2. Students are able to analyze simple past tense in narrative text.

3. Students are able to complete a narrative text use simple past tense.

E. Material: Simple Past Tense

The simple past tense indicates that activities began and ended at the particular time in the past, the form is:

1. Positive: S + V2 + O, or

               S + Was/Were + O

2. Negative: S + Did + Not + V1 + O, or

               S + Was/Were + Not + O

3. Interrogative: Did + S + V1 + O, or

               Was/Were + S + O

Time signal that used in the past tense are such: yesterday, two weeks ago, once upon a time, etc.

F. Activity

No	Learning Activities	Time Duration
1.	Opening : 5. Teacher greets the students 6. Teacher and students pray together 7. Teacher check out the students' attendance list 8. Teacher gives brainstorm to the students	10 minutes
2.	Main Activities: 5. Teacher explains to the students about past tense 6. Teacher sits the students into three groups, every student take a card. 7. Teacher gives instruction for student to match the card with their friend. 8. Teacher ask the students to shows their answer with their couple	60 minutes
3.	Closing: 4. To conclude the lesson 5. Teachers asks the students to be more serious in learning process 6. Teacher closes the class	10 minutes

G. Methods of Learning: Cooperative Learning Make A Match

H. Media/Instrument: Question card, answer card, and board marker

I. Sources of Learning: Packet book, internet, magazine, etc.

 J. Assessment: Do the exercise write down the names of animation picture that had been studied earlier.

Knowing,

Head Master	English Teacher	Researcher

M. Fahmi, S.Pd.	**Rita Monika, S.Pd.**	**Frily Nindya**
		NIM: 34133180

LESSON PLAN

Name of school : MTs Islamic Nusantara

Subject : English

Class : VIII A

Topic : Simple Past Tense in Narrative Text

Time Allocation : 2 X 40 minutes

H. Standard Competence: To comprehend the meaning in a short narrative text in daily context.

I. Basic: To comprehend the meaning and the function of text in daily context.

J. Goals of Learning: 1. To identify simple past tense in narrative text.

2. To analyze simple past tense in narrative text.

3. To complete a text use simple past tense.

D. Indicator: 1. Students are able to identify simple past tense in narrative text.

2. Students are able to analyze simple past tense in narrative text.

3. Students are able to complete a narrative text use simple past tense.

E. Material: Simple past tense in narrative text

Example:

Mouse and Frog

Once, there was a mouse which made of close friendship with a frog.

One day, the frog said to the mouse, "let's bind ourselves together a string so we may never get separated". The mouse agreed. Both tied themselves together leg to leg. It went quite well on land. When they came to a small pool, it was tragic for the mouse.

In the end, the frog kept swimming across the small pool dragging the mouse with him. Soon, the mouse drowned and floated on the surface of the pool.

F. Activity

No	Learning Activities	Time Duration
1.	Opening : 5. Teacher greets the students 6. Teacher and students pray together 7. Teacher check out the students' attendance list 8. Teacher gives brainstorm to the students	10 minutes
2.	Main Activities: 5. Teacher explains to the students about past tense 6. Teacher sits the students into three groups, every student take a card 7. Teacher gives instruction for student to match the card with their friend. 8. Teacher ask the students to shows their couple.	60 minutes
3.	Closing: 4. To conclude the lesson 5. Teachers asks the students to be more serious in learning process 6. Teacher closes the class	10 minutes

G. Methods of Learning: Lecturing

H. Media/Instrument: Animation Picture, board marker, and Plano Paper

I. Sources of Learning: Packet book, internet, magazine, etc.

J. Assessment: Fill in the blank to complete a narrative text use simple past tense had been studied earlier

Knowing,

Head Master	English Teacher	Researcher
M. Fahmi, S.Pd.	Rita Monika, S.Pd.	Frily Nindya
		NIM: 34133180

APPENDIX II

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		yes	no	yes	no
The researcher as the teacher	• The teacher explains about simple past tense	√			√
	• The teacher gave chance for students to ask about past tense	√		√	
	• The teacher observes students' activities and behavior while teaching learning process runs	√		√	
	• The teacher motivates students to show their best in past tense	√		√	
Students	• Students listen and pay attention to the teacher explaining simple past tense	√		√	
	• Students deliver questions when the teacher gives them a chance	√		√	
	• Students ask the teacher about simple past tense	√			√
	• Some of students are still confused and do not know what to do	√			√
	• All of students come to follow the test	√		√	
	• Students use dictionary to help them find difficult word	√		√	
	• All of students use dictionary when they are studying in the class	√			√
	• Students give good response to the activities in the classroom	√		√	
	• Students are interesting to the teacher	√		√	

	instruction and explanation				
	• Students always get out and get in during learning and teaching process	√		√	
	• Students always play in the classroom	√		√	
Situation	• The classroom is comfortable	√		√	
	• The classroom is far from crowd	√		√	
	• The classroom is noisy	√		√	
	• The classroom has media such as whiteboard, marker, and duster.	√		√	

APPENDIX III

DIARY NOTES

First Meeting (Tuesday, 18 April 2017)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The researcher made discussion with students. The students answered in *Bahasa*. They could not speak English well because they did not have much have vocabulary. To find the ability oof students before the use of make a match strategy appliied, the researcher gave an orientation test.

Second Meeting (Saturday, 22 April 2017)

During the teaching and learning process, the students gave good response. When the teacher explained make a match strategy and the step, all of them paid attention and listened the teacher in front of the class. While the teacher asked them to applied the make a match strategy some of thrm still confused. Moreover, when they were asked to do exercise, all of them were so spirit even though most of them seemed not serious because they often spoke to their friends.

Third Meeting (Tuesday, 25 April 2017)

The teacher gave the students test. In doing the test, some of them were uncertain to do the test, while the others looked so optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the question, but they still exited in this morning.

Fourth Meeting (Saturday, 29 April 2017)

During the teaching and learning process, the students participated or gave good response. They more active asked about the lesson. They were looked so excited with the new topic that the teacher gave. They study with new narrative story in make a match strategy.

Fifth Meeting (Tuesday, 2 May 2017)

To make students mastery simple past tense matery, the teacher still using make a match strategy with new narrative text. The students still optimistic to applied make a match strategy. Some students can answer the question quickly and found the pair of question card and answer card.

Sixth Meeting (Saturday, 6 May 2017)

In this last meeting, teacher reviewed the lesson include the entire topic which has been discussed. Teacher done the reviewed of study so that the students could recalled what had been learnt before the test gave to them. Then, the teacher gave the simple past tense test in narrative text that consisted of 20 item for each students. They have only 45 minutes to do the test. They were very confident to answer the test by themselves. At the end, the researcher thanked to them for their attention during teaching learning process.

The Transcription of Interview for the Classroom Action Research Data

(Before CAR)

R: Researcher

T: Teacher

R: Selama Miss mengajar bahasa Inggris masalah apa yang menjadi kendala

dalam proses pembelajaran bahasa Inggris di kelas?

T: Banyak masalah yang terjadi, karena bahasa Inggris bukan bahasa sehari-

sehari, jadi para murid biasanya masih mengalami banyak kesulitan

terutama dalam struktur bahasa inggris.

R: Dalam bahasa Inggris terdapat 4 skill yaitu reading, writing, listening, dan

speaking, menurut Miss skill mana yang paling sulit dipahami siswa?

T: Menurut Miss grammar ya, karena masih banyak siswa yang belum bisa

mengidentifikasi penulisan kata kerja jika berada dalam kondisi waktu

lampau, mereka juga mengalami kesulitan dalam membedakan

penggunaannya.

R: Dalam grammar memilikibeberapa aspek, aspek apa yang paling sulit

dimengerti oleh murid?

T: Simple past tense, karena mereka masih mengalami kesulitan dalam

membedakan regular dan irregular verb, bahkan dalam pembuatan

affirmative, negative dan interrogative dalam simple past tense. Mereka

juga belum mengerti penggunaan simple past tense dalam komunikasi sehari-hari. Padahal Miss sudah sering menyuruh mereka untuk menghafal rumusnya, tapi ketika Miss suruh membuat contoh kalimat mereka masih kebuingungan.

R: Bagaimana cara Miss mengajar simple past tense pada siswa?

T: Miss lebih sering pakai grammar translation method, karena menurut Miss metode menghafal rumus dan vocabulary bisa meningkatkan pemahaman siswa pada simple past tense.

R: Menurut Miss kendala apa yang menyebabkan mereka sulit dalam memahami simple past tense?

T: Sebenernya sebagian dari mereka ada yang sudah hafal rumusnya tapi ketika disuruh membuat contoh kalimat mereka sering menggunnakan kata kerja bentuk simple present tense. Karena mereka belum bisa mengidentifikasi kata kerja dalam bentuk simple past tense.

R: Dari semua kelas yang Miss ajar, kelas manakah yang paling susah memahami simple past tense yang perlu ditingkatkan melalui penelitian tindakan kelas?

T: Kelas VIII A, karena di kelas ini masih banyak siswa yang memperoleh nilai rendah dan tidak bisa mencapai KKM.

R: Berapa KKM untuk mata pelajaran bahasa Inggris?

T: Nilai KKM bahasa Inggris 75.

R: Dalam penelitian ini bagaimana pendapat Miss tentang strategi make a match (mencari pasangan)?

T: Saya belum pernah dengar sebelumnya, tapi jika mendengar dari namanya sepertinya akan bagus jika diterapkan karena seperti game.

APPENDIX V

The Transcription of Interview for the Classroom Action Research Data

(After CAR)

R: Researcher

T: Teacher

R: Bagaimana kondisi siswa dalam pembelajaran simple past tense setelah menggunakan strategy make a match?

T: Setelah mereka diajar dengan menggunakan strategy make a match, mereka menjadi lebih aktif dan tanggap dalam belajar, seperti dalam mengungkap pendapat, merespon pendapat serta dalam menjawab pertanyaan yang diajukan kepada mereka.

R: Bagaimana perkembangan kemampuan siswa dalam memahami simple past tense setelah menggunakan strategi make a match?

T: Kemampuan mereka mengalami kemajuan yang pesat, mereka tidak hanya bisa mengidentifikasi kata kerja mana yang termasuk kedalam irregular verb dan regular verb, mereka juga sudah bisa mengetahui penggunaan simple past tense secara tepat. Selain itu mereka sudah bisa menerapkan rumus-rumus yang telah dihafal sebelumnya kedalam kalimat affirmative, negative, dan interrogative, sehingga mereka bisa menggunakannya sesuai dengan situasi yang terjadi di masa lampau dalam komunikasi sehari-hari.

R: Bagaimana pendapat Miss mengenai strategi make a match ini ketika diaplikasikan pada pembelajaran simple past tense dalam teks naratif kepada para siswa?

T: Menurut saya strategi ini bagus dan efektif ketika diterapkan pada siswa. Meski awalnya diantara mereka masih ada yang tidak merespon namun lama kelamaan mereka tertarik juga. Selain itu, dengan menggunakan startegi yang bentuknya sama seperti games mereka menjjadi antusias. Karena muriid-murid saya menyukai games, mereka akan menjadi sangat aktif jika diberi games.

R: Apakah Miss merasa terdorong untuk menggunakan strategi ini di kelas ketika mengajar simple past tense?

T: Tentu saja, setelah strategi diterapkan pada mereka dan membuat hasil nilai siswa meningkat, tentunya saya ingin menerapkan strategi ini kepada para siswa.

APPENDIX VI

PRE TEST

Change the word in the parentheses with the correct simple past tense!

Flock of Doves

Once upon a time, there 1. …… (be) a flock of a doves that 2. …… (fly) in search of food led by their king. They 3. …… (have) flown a long distance and 4. …… (be) very tired. The smallest dove 5. …… (pick) up speed and 6. …… (find) some rice scattered beneath a banyan tree. So all the doves landed and 7. … (begin) to eat.

Suddenly a net fell over them and they 8. …. (be) all trapped. They 9. …... (see) a hunter approaching carrying. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He 10. ……… (advise) all the doves to fly up together carrying the net with them.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter 11. …… (look) up in astonishment. He 12. …… (try) to follow them, but they were flying high over hills and valleys. They flew to a hill near a city of temples where they 13. ……. (live) a mouse who 14. ….. (can) help them. He 15. …… (be) a faithful friend of the dove king.

The mouse 16. ….. (agree) saying that he 17. ….. (will) set the king free first. The king 18. ……… (insist) that he first free his subject and the king last. The mouse 19. …… (understand) the king's feeling and complied with his wishes. He began to cut the net anfd one by one all the doves 20. ….. (be) freed including the dove king.

APPENDIX VII

POST TEST I

Change the word in the parentheses with the correct simple past tense!

The Rabbit and the Turtle

One day a rabbit 1. ….. (be) boasting about how fast he could run. He 2. …… (be) laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle 3. ….. (challenge) him to a race. The rabbit 4. ….. (think) this was a good joke and 5. ….. (accept) the challenge. The fox was to be the umpire of the race. As the race 6. …… (begin), the rabbit 7……. (race) way ahead of the turtle, just like everyone thought.

The rabbit 8. ….. (get) to the halfway point and 9. ….. (can) not see the turtle anywhere. He was hot and tired and 10. ….. (decide) to stop and take a short nap. All this time the turtle 11. ….. (keep) walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, rabbit 12. ….. (sleep) longer than he had thought and woke up. He could not see the turtle anywhere! He 13. ….. (go) at full-speed to the finish line but 14. …… (find) the turtle there waiting for him.

Story of Lion and His Fear

There was a lion who 15. ….. (fear) nothing except the crowing of cocks. A chill 16. ….. (will) go down his spine whenever he 17. …… (hear) a cock crowing.

One day, he confused his fear to the elephant, who was greatly amused. "How can the crowing of a cock hurt you?" he 18. ….. (ask) the lion. "Think about it!

Just then a mosquito 19. …… (begin) circling the elephant's head. "If it gets into my ear I'm doomed!" he shrieked, failing at the insect with his trunk. Now it 20. …… (be) the lion's turn to feel amused.

APPENDIX VIII

POST TEST II

Change the word in the parentheses with the correct simple past tense!

Mouse and Frog

Once, there was a mouse which 1. …… (make) of close friendship with a frog.

One day, the frog said the mouse, "let's bind ourselves together with a string so we may never get 2. ….. (separate)". The mouse 3. …… (agree). Both tied themselves together leg to leg. It went quite well on land. When they 4. …… (come) to a small pool, it was a tragic for the mouse.

In the end, the frog kept swimming across the small pool dragging the mouse with him. Soon, the mouse 5. …… (drown) and 6. …… (float) on the surface of the pool.

The Little Mouse

Once upon a time, there 7. ….. (be) a Baby Mouse and Mother Mouse. They 8. …… (live) in a hole in the a big warm house with losts of cheese to eat.

Then, one day, Mother Mouse 9. …… (decide) to take Baby Mouse outside of their home. Waiting outside for them 10. …… (be) a huge ginger tomcat, licking it's lips and waiting to eat them both up.

"Mother, Mother! What should we do?" 11. …… (cry) Baby Mouse, clinging to his mother's tail. Mother Mouse 12. …… (pause), staring up into the beady eyes of the hungry cat. But she 13. ….. (be negative) scared, because she

14. ….. (know) exactly how to deal with big, scary cats. She 15. …… (open) her mouth and took in a deep breath.

"woof! Woof! Bark bark bark!" She 16. …… (shout), and the cat 17. …… (run) away as fast as he 18. ….. (can).

"Wow, Mother! That 19. …… (be) amazing!" Baby Mouse 20. …… (say) to his mother, smiling happily.

"And that, my child, is why it is always best to have a second language."

BIOGRAPHY

Name   : FRILY NINDYA
NIM   : 34.13.3.1800
Department   : English Education
Faculty   : Faculty of Tarbiyah and Teachers' Training
Place/ Date of Birth : Paya Lombang, 29 April 1995
Address/ Email : Jl. Tuamang Gg. Irama No. 9
                  Frilynindya44@gmail.com
Phone Number   : 082276411699
Advisor I   : Dr. Hj. Siti Zubaidah, M.Ag.
Advisor II   : Drs. Rustam, M.A.
Title   : Improving Students' Ability to Build Simple Past Tense in
                  Narrative Text by Using Make A Match Strategy at MTs
                  Islamic Nusatara
Motto   : Succes is when you can help each other

      This research was Classroom Action Research, aimed to improve the stuudents' simple past tense mastery in narrative text by using make a match as strategy and to find out wether the students' ability be improved by using make a match as strategy. The sample of this study was VIII A wich consist of 29 students of MTs Islamic Nusantara. This research was done in two cycle. Each cycle consist of four steps namely, planning, action, observing, and reflection.

      The result of data analysis showed that there was an improvement on the students' simple past tense masstery in each cycle. The mean of students scores in pretest were 60.52, in the post test I were 70.52, and the post test II were 79.14. in the pretest there were 34.5% (10 of 29 students) who got score ≥75. In the post test I there were 55.2% (16 of 29 students) who got score ≥75. The improvement from pretest to post test I were 16.52%. in post test II there were 82.2% (24 of 29 students) who got score ≥75. The improvement from post test I to post test II were 14.26%. Based on the data, it was concluded that students' ability to build simple past tense in narrative text impved by using make a match strategy.