

**TEACHING AND LEARNING SIMPLE PAST TENSE BY USING
FOLKTALES AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF
SMA NEGERI 1 SUMBEREJO TANGGAMUS
IN THE ACADEMIC YEAR 2016/2017**



(A Thesis)

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

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2016**

ABSTRACT

TEACHING AND LEARNING SIMPLE PAST TENSE BY USING FOLKTALES AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 1 SUMBEREJO TANGGAMUS IN 2016/2017 ACEDMIC YEAR

By :

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This research was about teaching and learning simple past tense by using folktales at the first semester of the eleventh grade of SMA Negeri1 SumberejoTanggamus in 2016/2017 academic year. The objectives of this research were to know teaching learning process of using folktales in teaching simple past tense, to know teacher's problem in learning process of using folktales in teaching simple past tense, and to know the students' problem in learning simple past tense of using folktales.

In this research, the writer used qualitative descriptive research method. The writer used purposive sampling technique to determine the sample. The writer chose class XI IPS 3 as sample which consisted of 32 students. In collecting the data the writer used three kinds of instrument, they were observation, interview, and questionnaire. The writer used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

The results of the research are as follows: The teacher had done the folktales yet still less effective. There were many weaknesses during the process of teaching and learning. Second, the problems faced by students were; students had difficulties to transforming regular/irregular verb to the past regular/irregular verb, students had difficulties in using was/were for the subject, students had difficulties in using time signal for past tense, students had difficulties in making simple past sentence in negative form. Third, the problem faced by the teacher were; the teacher had difficulty to calm and handle the students that seemed so noisy during teaching learning process, the students' motivation were still low.

Keyword: teaching simple past tense, folktales, qualitative descriptive research

DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge in this thesis.

Bandar Lampung, Oktober 2016
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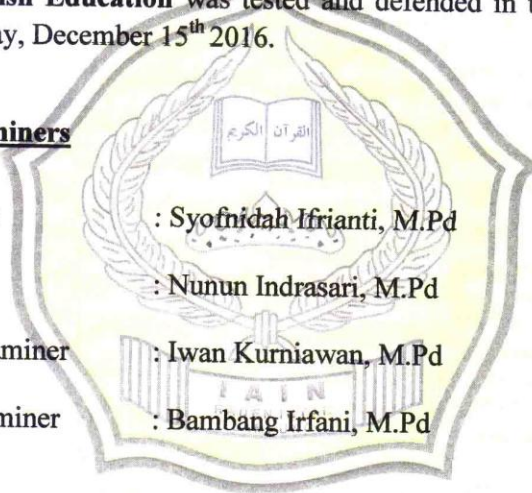
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MOTTO

كَذَلِكَ نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ مَا قَدْ سَبَقَ وَقَدْ آتَيْنَاكَ مِنْ لَدُنَّا ذِكْرًا ﴿٩٩﴾

Thus do We relate to thee some stories of what happened before: for We have sent thee a reminder from Us.¹ (Q.S Thaha: 99)

¹ Abdullah Yusuf Ali, *The Holly Qur'an, Text and Translation*, (India: MillatBook Centre, 2006), p.340

DEDICATION

Praise and gratitude be to Allah the Almighty for this abundant blessing for me, and from my deep heart and great love, this thesis is dedicated to:

1. The Greatest inspiration of my life, beloved father and mother, Mr. Wasito and Mrs. Manisem who always pray for my success. Thanks for all motivation and support.
2. My beloved brother and sister, Budi Setiawan and SeptiWidiyani who always supports and cheers me up until the finished of the thesis. Thanks for the support.
3. My beloved almamater and lecturers of IAIN RadenIntan Lampung. Thanks for having contributing for my self-development.

CURRICULUM VITAE

The writer's name is Tri Utami. She was born on September 27th, 1994 in MargoyosoTanggamus. She is the third child of Mr. Wasito and Mrs. Manisem. She has one sister, her name is SeptiWidiyani and one brother her name is Budi Setiawan.

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First of all, all praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy and given to her during her study and in completing this final project. Then, the best wishes and salutations to be upon the great messenger prophet Muhammad Peace Be Upon Him

This thesis is presented to the English Education study program of IAIN RadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task her partial fulfillment of the requirement to obtain S1-degree. For that reason, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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Bandar Lampung, November 2016

The writer,

TRI UTAMI
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CHAPTER I INTRODUCTION

A. Background of the Problem

English, an international language, becomes more important nowadays. It has a special role in this life in education, economic, business, etc. According to Harmer, the language function is to state the purpose you wish to achieve when you say or write something.² Learning English a foreign language is not same as learning a mother tongue where the students have much time to use in daily life. In learning English, the students have to understand the four skill, they are listening, speaking, reading, and writing.

To support the achievement of the skills, the students should master vocabulary and grammar. Grammar is one of the important elements of language that should be known by the students who learn English because it is able to help the students in making sentences easily and correctly. This statement is supported by Brown stating that grammar is as a system of rules and governing the conventional arrangement relationship of words in sentences³. In English grammar, there are many elements that the students have to know. One of the elements in English grammar is tense. As Veit states that tense is frequently described as the property that relates to the time a

²Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 2007), p. 76

³H.Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2001), p. 362

verb's action is performed.⁴ It means that the time of the action is commonly expressed by the verb. Almost all verbs can show the differences between the past and present by a change in the verb form. Through tense, the students can identify when the time action occurs, and understand the correspondence between the form of the verb and their concept of time.

Then, the word “tense” stands for a verb used to express a time relation, an activity, or states. It was or would be progress over a period of time. Such as:

- a) In general, the simple present express events or situation that exist always, usually, habitually, they exist now have existed in the past and probably in the future.

For example: I watch television every day.

- b) Simple past form is at one particular time in the past, this happened. It began and ended in the past.

For Example: I watched television last night.

- c) Simple future form, is at one particular time in the future, this will happen

For example: I will watch television tonight.⁵

⁴Richard Veit, *Discovering English Grammar*, (Boston: Houghtan Mifflin Company, 1986), p.149

⁵ Betty Schramper Azhar, *Understanding and Using English Grammar*, 2nd Edition, (Prentice Hall Regents: Binarupa Aksara,1989), p. 2

One of them is simple past tense. Simple past tense is the most common tenses in English. Simple past tense indicated action that occurred in the past and did not extend to the present. It started in the past and ended in the past. The simple past tense is formed by using the simple past form of the verb. Firstly, for the regular verb, the past form is formed by add-ED to the verb⁶. The examples are played, opened. Secondly, for irregular verb is formed by irregular ways, for example eat/ate, buy/bought, sit/sat etc. and non verb using to be was or were.

In Indonesia there is no tense system, so it make many students have considerable difficulty with English tense system. Usually students who study tenses in this case is the simple past tense, face some difficulties.

Peterson said:

The English tense system is quite complicated, but the most common problem is how to form tenses. The biggest problem is deciding which tense to use in a given situation. In order to choose correctly and easily, the students must understand the meaning of the tense itself, its time picture or time line. He or she must know what kind of activities and states can be described by certain verbs. Certain verbs are limited in their usage, and this can present problems too.⁷

From the statement above, the writer concludes there are some difficulties in learning tense, especially simple past tense: First, the form of simple past tense itself. Second, the time or the situation of the tense. Third, the verb forms of simple past tense (both regular and irregular).

⁶*Ibid*, p.18

⁷Patricia Wilson Peterson, *Changing Time Changing Tenses*, (Jakarta: PT BPK Agung Mulia, 1985), p. iii

In teaching foreign language, many technique or media that we can use, one of them is folktales. According to The American Heritage Dictionary of the English Language defined folktales as “a story or legend forming part of an oral tradition.”⁸ All of the folktale’s forms are narratives in writing or oral form, it has come to be handed down through the years from generation to generation. Frequently the story is taken from the people, recorded in a literary document, carried across continents or preserved through centuries, and then retold to a humble entertainer who added it to his repertory. From the statement above the teacher can use folktales to teach simple past tense. Folktales can make the students not feel bored in learning English especially simple past tense. Because almost of the students like folktales so make their learning enjoyable and not boring.

Based on the preliminary research which the writer conducted at SMP Negeri 1 Sumberejo on February 8th 2016, the writer found that the teaching and learning simple past tense by using folktales had been applied by the teacher, namely William Martein S.Pd at eleventh grade. Folktales is effective in teaching grammar, especially for simple past tense because folktales is kind of narrative text. Narrative text is the text using tenses simple past tense. But the teaching process by using folktales was less satisfied and the students’ score were still under criteria minimum mastery in SMA Negeri 1 Sumberejo.

⁸*The American Heritage Dictionary of English Language*, 4th Ed, (Boston: Houghton Mifflin Company, 2000), p.682

From the result of interview of the teacher and the students, the writer found that the most of the students at eleventh grade of SMA Negeri 1 Sumberejo still found difficulties in learning grammar especially in simple past tense. The students were bored and lazy if the teacher explained to them about something which was related to the simple past tense. There were many students were lack of motivation in learning simple past tense. Students had difficulty using simple past tense. Mr. William Martein, S.Pd as an English teacher said that the students' ability in simple past tense is still low⁹.

There were some factors made low students in learning outcome in English, as the student was lack in learning simple past tense because some from student assumed learning simple past tense was difficult, then the students was low in vocabulary, they also did not practice the lesson in daily life out of school. Beside that almost all of the students still difficulty applied the pattern of simple past tense, and difficulties in change the sentences from positive to negative or interrogative form. This condition also made the students feel difficulties in learning simple past tense.

⁹ William Martein, *Interview to the English Teacher (on February 8th, 2016), unpublished*

Based on the background of the problem above, the writer was interested in conducting a research about teaching simple past tense by using folktales. The writer concerned to observe the process of teaching simple past tense, found out more obstacles faced by both teachers and students through entitled, Teaching and Learning Simple Past Tense by Using Folktales at Eleventh Grade of SMA Negeri 1 Sumberejo Tanggamus.

B. Identification of the Problem

Based on the background above, the writer identified the problems as follows:

1. The students had difficulties in simple past tense
2. The students had less motivation in learning simple past tense
3. Many students were lack in vocabulary and they assume learning simple past tense

C. Limitation of the Problem

Based on the identification of this research, the writer focused on teaching and learning simple past tense by using folktales at the first semester in the eleventh grade of SMA Negeri 1 Sumberejo Tanggamus in the academic year of 2016/2017.

D. Formulation of the Problem

Based on the identification and limitation of the research, the writer formulated the problems as follows:

1. How was the process of teaching simple past tense by using folktale at the eleventh grade of SMA Negeri 1 Sumberejo?
2. What were the students' problems in learning simple past tense by using folktales?
3. What were the teacher's problems in applying folktales in teaching simple past tense?

E. Objective of the Research

Based on the formulation of the problem above, the objective of the research were as follows:

1. To know and described the process of teaching and learning simple past tense by using folktales.
2. To know and described the students' problem in learning simple past tense by using folktales.
3. To know teacher's problem in teaching simple past tense by using folktales.

F. Significance of the Research

After doing this research the writer hopes it has significances as follows:

1. For the students

Through folktales, it was hope that the students were more interesting and motivated in learning English, so that their English simple past tense developed and it gave positive effect on their English achievement.

2. For the teacher

By using folktales in teaching simple past tense, the teacher could improve his/her creativity in teaching process, so that the goal in teaching and learning the lesson could be achieved.

3. For the school

It is expected that this research could provide useful input improving the quality of learning in the school.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students and teacher at SMA Negeri 1 Sumberejo

2. The object of the research

The object of the research was teaching and learning simple past tense by using folktales

3. The place of the research

The research was conducted at SMA Negeri 1 Sumberejo

4. The time of the research

The research conducted at first semester in 2016/2017 academic year

CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

English is an international language in the world. It has a big influence in human life in the world. English has a very important position almost in every aspect of our life. According to Murcia the goal of teaching English as a second language or foreign language would be for the learning to gain the ability to communication in the target language.¹⁰ Based on the statement it could be said that the students are expected to use or to communicate the language. Learning English as a foreign language refers to a conscious process of acquiring the language.

In learning English as a foreign language, it was very difficult because it has different characteristic from our mother tongue. Although students had study it for a long time but their English were still low not only in speaking and writing but also in listening and reading. In this case, the teacher must be able to give motivation and create the good ways in teaching to make students easy to understand the material.

According to Brown teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something, teaching also meant giving instruction guiding in study of something,

¹⁰ Marianne Celce Murcia, *Teaching English As A Second Language*, 3rd Edition (California: California Publisher, 1984), p. 3

providing with knowledge, and causing to know or understand.¹¹ It meant that teaching was a process that should be done by teacher based on the experiences, knowledge and material preparation. Teacher of English should be able to create a real situation that can be used to support learning and teaching process in order that the students were able to use English naturally for communication.

From the statements above the writer can conclude that English was one of subjects that important in our life. In teaching learning English as foreign language the importance was how the teacher was able to deliver the material clearly, happily, and carefully. The students would enjoy studying either in the classroom or outside the class. The teaching learning process would run well and the students would get many opportunities to learn and improve their knowledge about English. It was also hoped that at the end of teaching English as a foreign language activities students would understand the subject that is taught.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English setting of the students are not the native speakers. The process should be done by teacher based on the experience, knowledge and material preparation that aims teaching can be reached. In addition, teacher should notice needs of te students who use English as foreign language which has not familiar with English itself. So

¹¹ H.Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), p. 8

teacher is hoped to choose and use strategy or technique and the material in teaching English wisely and appropriate for the students.

B. Concept of Grammar

1. Definition of Grammar

Grammar was an important part of language teaching. Because without grammar the sentences was not perfect. Grammar attempts to explain why the following sentences were acceptable. It meant that every language had it is own grammar that is different from other language. This case Brown stated “grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence”.¹² It meant grammar itself contains many of structure and rule of arrangement of words in sentences that would be enable us to produce grammatical sentences.

According to Harmer, “the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the language”.¹³ It meant grammar that if people knew grammar well, they could know the classes of words, the function and relations between sentences. In addition, language function was a first one tool communication which can communicate with written and oral, it needed knowledge of grammar in order to know the meaning of sentence on the text. Of course, after one had some vocabularies he/she had

¹² H. Douglas Brown, *Teaching by Principles an Interactive Approuch to Language Pedagogy*, (San Fransisco: Longman 2001), p.362

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman 2001), p.12

understood the grammar. The precise of grammar if had some vocabularies can be use well if it was arranged by a good grammatical.

Based on the ideas above, it can be concluded that grammar was knowledge about the rules of language. It explained how to combine words or a little bit of words in order to make something understanding or meaningful sentences both written and speaker. Grammar was a combination of each element in a language that should be organized by produce good sentences in order to make the meaning of the sentence can be understood. It was very important as the basic of language, because if students knew the grammar well students would know the sentence was correctly arranged.

2. Scope of Grammar

Grammar was a way of describing how the structure of our language works to create meaning within texts. The role of grammar becomes more important when we had to speak or write in a foreign language. When we spoke or wrote, we had to produce utterances or writing and at the same time try to get our message understanding so that we can get the intended response.

In essence, grammar was the analysis of language elements that convey meaning. These elements include sounds (phonetics and phonology), individual words (the lexicon), the constituent meaningful elements of words (morphology), the arrangement of words into phrases, clauses, and sentences (syntax), accent and stress

(prosody), and the appropriate overall application of all these things in a given situation (pragmatics).¹⁴ Beside that grammar also had one of the important thing that was called tense. In English, tense was important to be learnt. If we knew tenses, it could be sure we knew all the grammar in English because all the grammar that we learn was inseparable from the word, so tense and grammar had a relation.

3. Procedure of Teaching Grammar

There were general steps for teaching grammar:

- a. Give a rule that is concerned with a specific area of grammar to the student
- b. Explain the rule providing at least one example
- c. Make students memorize the rule
- d. Ask the student memorize the rule
- e. Ask the students to give example depending on their understanding
- f. Correct the example.¹⁵

C. Concept of Tenses

In English, tense was very important matter, because all occurrence, event, or action, which was in a sentence must as according to time of happening. Some people who

¹⁴Richard V. Teschner and Eston E. Evan, *Analyzing the Grammar of English*, 3rd Edition (Washington D.C: Georgetown University Press, 2007), p. 3

¹⁵Abdeslamb Outaleb, *The Deductive/Inductive Approach to Teaching Grammar*, (University Mohammed V de Rabat, 2015), Journal pp. 10-11, available at: https://www.Academia.edu/15731373/The_Deductive_Inductive_approaches_to_teaching_grammar_Morocan_EFL_university_students_attitude, accessed on April, 20th 2016

learn English felt difficult in understanding about tenses. However, it should be pointed out that time in relation to action was a concept that exist in the mind of the speaker, reader, or listener.

The word “tense” derived ultimately from the Latin word “tempus” meaning “time”.¹⁶ Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment of speaking. According Frank, tense is special verb ending or accompanying auxiliary verb signal the time an event takes place.¹⁷ Almost all verbs can show the differences between the present, past, and future changing in the verb form.

Based on explanation above, the writer concluded tense was verb form or series of verb forms used to express a time relation. Tense many also indicate whether an action, activity or state was past, present or future form.

Tense divided into twelve kinds. They are : simple present, simple past, simple future, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive.

Table 2

¹⁶Jhon Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge Unversity Press, 1995), p.312

¹⁷ Marcella Frank, *Modern English A practical Reference Guide*, (London: Prentic- Hall, Inc,1992), p. 47

Tenses in English¹⁸

Present tense	Past tense	Future tense
a. Simple present tense b. Present progressive tense c. Present perfect tense d. Present perfect progressive tense.	a. Simple past tense b. Past progressive tense c. Past perfect tense d. Past perfect progressive tense	a. Simple future tense b. Future continuous tense c. Future perfect tense d. Future perfect continuous tense e. Past future tense f. Past future progressive tense g. Past future perfect tense h. Past future perfect continuous tense

Source: Betty Schramper Azar, Understanding and Using English Grammar 2nd Edition

1. Present Tense

a. Simple Present Tense

The simple present expresses daily habits or usual activities, as in (a) and (b). The simple present expresses general statements of fact, as in (c) and (d). In sum, the simple present is used for events or situation that exist always, usually, or habitually in the past, present, and future.

- (a) Ann *takes* a shower every day.
- (b) I usually *read* the newspaper in the morning.
- (c) Babies *cry*.
- (d) Birds *fly*.¹⁹

b. Present Progressive

The Present Progressive expresses an activity that is in progress (is occurring, is happening) right now. The events is in progress at the time the speaker is saying

¹⁸Betty Schramper Azhar, *Understanding and Using English Grammar*, 2nd Ed, (Jakarta: Binarupa Aksara, 1993), p. 6

¹⁹Betty Schramper Azhar, *Fundamentals of English Grammar*, 3rd Ed, (New York: Longman, 2003), p.3

the sentence. The event began in the past, is in progress now, and will probably continue into the future. Form: am, is, are + -ing.

- a) Ann can't come to the phone right now because she *is taking* a shower.
- b) *I am reading* my grammar book right now.
- c) Jimmy and Susie are babies. They *are crying*. I can hear them right now. Maybe they are hungry.²⁰

c. Present Perfect Tense

The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. If there is specific mention of time, the simple past is used: they moved into a new apartment last month. Notice in the examples: the adverbs ever, never, already, yet, still and just are frequently used with the present perfect.

- (a) They *have moved* into a new apartment.
- (b) *Have you ever visited* Mexico?
- (c) I *have never seen* snow.
- (d) I *have already seen* that movie.²¹

d. Present Perfect Progressive

This tense is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words, such as for, since, all morning, all day, all week.

- (a) I *have been sitting* here since seven o'clock.
- (b) I *have been sitting* here for two hours.

²⁰*Ibid.* p.9

²¹ Betty Schramper Azhar, *Op Cit.* 1993, p.29

- (c) You *have been studying* for five straight hours. Why don't you take a break?
(d) It *has been raining* all day. It is still raining right now.²²

2. Past Tense

a. Simple Past Tense

The simple past indicates that an activity or situation began and ended at a particular time in the past.

- (a) I walked to mosque yesterday
(b) He lived in London for ten years, but now he is living in China.
(c) I bought a new bag three days ago.²³

b. Past Progressive

The past progressive expresses an activity that was in progress (was occurring, was happening) at a point of time in the past (e.g., at 6:10) or at the time of another action (e.g., when Tome came.) In (c): eating was in progress at 6:10; eating was in progress when Tome came. Form: was, were + -ing.

- (a) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M. I *was eating* dinner when Tom came.
(b) I went to bed at 10:00. The phone rang at 11:00. I *was sleeping* when the phone rang.²⁴

c. Past Perfect Tense

The past perfect expresses an activity that was completed before another activity or time in the past.

²²*Ibid*, p.36

²³*Ibid*, p.24

²⁴ Betty Schramper Azhar, *Op.Cit.* 2003. p.39

- (a) My parents *had* already *eaten* by the time I got home.
- (b) Until yesterday, *I had* never *heard* about it.
- (c) The thief simply walked in. Someone *had forgotten* to lock the door. ²⁵

d. Past Perfect Progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past.

- (a) The police *had been looking* for the criminal for two years before they caught him.
- (b) The patient had been waiting in the emergency room for almost an hour before a doctor finally treated her. ²⁶

3. Future Tense

a. Simple Future Tense

Will or *be going to* is used to express future time. In speech, *going to* is often pronounced “gonna”.

- (a) He will finish his work tomorrow
- (b) He is going to finish his work tomorrow. ²⁷

b. Future Progressive

The future progressive expresses an activity that will be in progress at a time in the future. The progressive form of *be going to*: *be going to* + *be* + *-ing*. Sometimes there is little or no difference between the future progressive and the simple future,

²⁵ Betty Schramper Azhar, *Op. Cit.* 1993. p. 39

²⁶ *Ibid.* p. 39

²⁷ *Ibid.* p. 44

especially when the future event will occur at an indefinite time in the future, as in (d) and (e).

- (a) I will begin to study at seven. You will come at eight. I *will be studying* when you come.
- (b) Right now I am sitting in class. At this same time tomorrow, I *will be sitting* in class.
- (c) Don't call me at nine because I won't be home. I *am going to be studying* at the library.
- (d) Don't get impatient. She *will be coming* soon.
- (e) Don't get impatient. She *will come* soon.²⁸

c. Future Perfect

The future perfect expresses an activity that will be completed before another time or event in the future. (Note: *by the time* introduces a time clause; the simple present is used in a time clause).

- (a) I will graduate in June. I will see you in July. By the time I see you, I will have graduated.
- (b) I will have finished my homework by the time I go out on a date tonight.²⁹

d. Future Perfect Progressive

The future perfect progressive emphasizes the duration of an activity that will be in progress before another time or event in the future. Sometimes the future perfect

²⁸*Ibid.* p. 51

²⁹*Ibid.* p. 53

and the future perfect progressive have the same meaning. Also, notice that the activity expressed by either of these two tenses may begin in the past.

- (a) I will go to bed at ten P.M. Ed will get home at midnight. At midnight I will be sleeping. I *will have been sleeping* for two hours by the time Ed gets home.
- (b) When professor Jones retires next month, he *will have taught* for 45 years.
- (c) When professor Jones retires next month, he *will have been teaching* for 45 years.³⁰

Those are the tenses in English, but in this research the writer just focuses on simple past tense. Because, simple past tense is quite difficult, to make simple past sentence students should know how to transforming basic form verb to the past form verb. Besides, simple past tense is one of tenses that is important to be mastered by the students. Simple past tense is used to understand kinds of text such as narrative and recount text. Wrong perception of simple past tense will affect the students' ability in understanding those kinds of text.

D. Concept of Simple Past Tense

Simple past tense has many definitions that given by grammarians. There are some definitions which have same opinion. Nowadays, simple past tense is defined as “indicates an activity or situation begun and ended at a particular time in the past.”³¹

It means that past tense refers to an activity that occurs in definite time in the past.

It is in line with Frank who says that the simple past tense represents definite time,

³⁰*Ibid.* p. 53

³¹*Ibid.* p. 24

whether a time word is given or not.³² So, simple past tense talks about an action or situation that happened in the past whether there is the time signal or not.

In addition, Cowan states that simple past tense frequently occurs with expressions that indicate a specific point in time where the action was carried out.³³ Furthermore, simple past tense refers to a complete an activity or state that happened or that was true at a certain point or at a certain period of time in the past.

In another source, Murcia and Larsen explained that the core meaning of the past tense adds is a sense of remoteness. The simple past tense is used when the speaker conceptualizes a complete event factually, but as remote in some way.”³⁴ This explanation has the same meaning with the earlier definitions above, that is talk about a complete action or event occurred in the past, the remoteness here comes in the feeling that the action or event is over.

Moreover, according to Seaton and Mew, they point out “simple past tense is used to talk about things that happened in the past.”³⁵ This definition in line with Leech and Svartvik, they said that simple past tense is used when the past happening is related

³²Marcella Frank, *Op.Cit.* p.73

³³Ron Cowan, *The Teacher's Grammar of English*, (Cambridge: Cambridge University Press, 2008), p. 359

³⁴Marriane Celce Murcia, *Op.Cit.* p. 114

³⁵Anne Seaton and Y H.Mew, *Basic English Grammar for English Language Learner*, (Irvine: Saddleback Education Publishing, 2007), p. 98

to a definite time in the past.³⁶ In other words, simple past tense used to express event or activity that happened in the definite time in the past time.

From the several statements above, the writer may concluded that simple past tense is used to talk about an action, situation or event that occurs at a definite time in the past time, simple past tense is a verb form. Generally, simple past tense is use to indicate activities or situations that happened at a particular time in the past, although time signal is given or not experience.

1. Form of Simple Past Tense

Simple past tense is form by adding –d or -ed for regular verbs, and for irregular verbs is form with irregular ways. Some grammarians have explanation about the form of simple past tense. According to Veit, “the simple past is formed by adding –d or –ed to the present form, examples: talk/talked, bake/baked, and need/needed. In contrast, irregular (or strong) verbs form the past is irregular ways: do/did, have/had, take/took, and get/got. Linking verbs are even less regular, with multiple forms in both present tense (am, are, is) and past tense (was, were).”³⁷ It means that regular form in simple past tense is formed by adding suffix d/ed and in form it uses verb past to identify the form. In normated sentences, past tense uses to be was/were as a

³⁶Geoffrey Leech and Jan Svartivik, *A Communicative Grammar of English*, (Harlow: Pearson Education Limited, 2002), p. 69

³⁷Richard Veit, *Discovering English Grammar*,(Boston: Houghton Mifflin Company,1986), p.150

predicate.

a. The definition of simple past tense

Simple past tense is tense indicates that an activity or situation began and ended at a particular time in the past.³⁸

b. The formula of simple past tense

The formula in Simple Past Tense contains three parts: affirmative, negative, and interrogative. Based on the statement above the writer can formulate it as follows:

**Table 3
Form of Simple Past Tense**

VERBAL SENTENCES		NOMINAL SENTENCES
Positive form (+)	<p>S + V2 +O</p> <p>Example:</p> <ol style="list-style-type: none"> 1. She worked Yesterday 2. She went to your house yesterday 3. She made cake last night 	<p>I,She, He,It + was +C They, We, You + were+C</p> <p>Example:</p> <ol style="list-style-type: none"> 1. She was busy yesterday 2. They were busy yesterday
Negative form (-)	<p>S + did not + V1+O</p> <p>Example:</p> <ol style="list-style-type: none"> 1. He didn't work yesterday 2. They didn't go to your house yesterday 3. She didn't make cake last night 	<p>I, She, He, it+ Was not (wasn't) +C They, We, you + Were not (weren't) +C</p> <p>Example:</p> <ol style="list-style-type: none"> 1. She was not busy yesterday 2. They were not busy yesterday
Interrogative form	<p>Did + S + V1 +O+?</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Did he work yesterday? 	<p>Was + I,She, He, It +C+? Were + they, We, you +C+?</p> <p>Example:</p>

³⁸Betty Schramper Azar, *Op.Cit.* 2003, p.24

(?)	2. Did they go to your house yesterday? 3. Did she make cake last night?	1. Was she busy yesterday? 2. Were they busy yesterday
Short answer Question	Yes + I, she, he, it, they, we, you + did No + I, she, he, it, they, we, you + didnot (didn't)	Yes,I-She-He-it was No, I-She-He-it was not Yes, They-we-you were No, I-She-He-it were not

Source: Betty Schramper Azar, *Fundamental of English Grammar 3rd Edition*

Almost all the sentences using Verb, include simple past tense. The verb divided into 2 form there are regular verb and irregular verb. Here is the explanation about regular and irregular verbs, according to Murphy :

1) Regular verbs

The simple past and past participle of regular verbs end in-ed. For example:
clean (base form)- cleaned (simple past)-cleaned (past participle).

2) Irregular verbs

a) With some irregular verbs, all three forms (base form, simple past, and past participle) are the same. For example : *hit*

b) With other irregular verbs, the simple past is the same as the past participle

(but different from the base form). For example : *tell-told*.

With other irregular verbs all three forms are different. For example : break-broke-broken.³⁹

Table 4
Irregular Verb⁴⁰

Present	Past	Present	Past
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³⁹Raymond Murphy, *English Grammar in Use with Answer*, (Cambridge: Cambridge University Press, 1985), p.192

⁴⁰Howard Sergeant, *Basic English Grammar for English Language Learner*, (United State Saddleback: Educational Publishing, 2007), p. 67

Fall	Fell	Meet	Met
Feed	Fed	Ring	Rang
Feel	Felt	Run	Ran
Fly	Flew	See	Saw
Go	Went	Sell	Sold
Get	Got	Sleep	Slept
Give	Gave	Speak	Spoke
Grow	Grew	Teach	Taught
Have	Had	Tell	Told
Hold	Held	Understand	Understood
Know	Knew	Win	Won

Source: Basic English Grammar for English Language Learner

Frank stated that “the simple past tense is made by adding -ed in regular verbs, internal change in regular verb (subject + verb + -ed) or (irregular past form). It is often accompanied by such explanations of definite past time as yesterday, last week, two hours ago, this morning, etc. and irregular verbs which must be learned and memorize in this case.”⁴¹ It is in line with Cowan, who said that “the form of simple past tense as “simple past tense is represented by the –ed inflection on regular verbs and by other changes in the case of irregular verbs.”⁴² It can be said that the simple past tense is formed by adding -d/-ed for regular verbs. And for irregular verbs there is no rule on it and must be learned and mastered by the students.

Seaton and Mew point out “the simple past tense is usually formed by adding –ed to the verb, example : jumped, laughed. The simple past form of some verbs does not

⁴¹Marcella Frank, *Op.Cit.* p.49

⁴² Ron Cowan, *Op.Cit.* p.358

end in –ed, such verbs are called irregular verbs.”⁴³

2. Use of Simple Past Tense

Simple past tense had some uses or function. According to Murcia and Freeman, the use simple past tense bellow:

- a. A definite single complete event/action in the past :

Example : I *attended* a meeting of that committee last week.

Word “attended” the meaning is the writer come to meeting last week, the meeting only once.

- b. Habitual or repeated action/event in the past :

Example : It *snowed* almost every weekend last winter.

Word “every weekend” in the sentences refer to a something repeat.

- c. An event with duration that applied in the past with the implication that is no longer applies in the present.

Example : Professor Nelson taught at Yale for 30 years.⁴⁴

Based on explanation above the writer takes conclusion that the simple past tense can be used in three form of the event, that were first when the event only happened once in the past. Second, if the event happened repeated in the past or habitual in past because habitual is action which is done by someone one more. But the event also ended in the past and not happened in now or future. And last, if the event have duration in the past for example job of President, teacher etc.

⁴³Anne Seaton and Y H.Mew, *Op.Cit.* p.100

⁴⁴Marriane Celce Murcia, 1984. *Op.Cit.* p.114

In addition, Frank explained that the use of simple past tense may refer to:

a. *One event completed in the past.*

Examples:

1) I saw him last night.

2) They left two hours ago.

b. *Repeated events completed in the past and no longer happening.*

Examples:

1) Last year it **rained** frequently in this area.

2) (*Custom*)When I was young, I **went** swimming everyday.

c. *Duration of an event completed in the past*

Examples:

He **lived** in New York for thirty years and then he decided to turn to France.

In Columbus day, people **believed** the earth was flat.⁴⁵

In other words, it can be said that simple past tense can be used to talk a completed event or action in the past, repeated event in the past, and duration of an action or situation in the past.

Moreover, Eastwood also had same idea of the use of simple past. He stated several usages of simple past tense below:

a. We use the simple past for an action in the past.

⁴⁵Betty Schramper Azhar, 1993. *Op.Cit.* p.18

Example: The shop **opened** last week.

- b. We use the simple past for repeated action.

Example: We **went** to Austria for few times.

- c. The simple past is also the normal tense in stories.

Example: Once upon a time a Princess **went** into a wood and **sat** down by a stream.⁴⁶

E. Concept of Folktales

1. Definition of Folktales

The story is literacy genre. Mixon and Temu, state that stories-whether they are fairy tales, folktales, legends, fable or are based on real life incident experienced by the students themselves can help learners appropriate and respect the culture and the values various group. These stories foster te transformative powers of education.⁴⁷

Folktales is the general term of any kinds of narrative story. According to Hucks and Kiefer “folktales is all form of narratives, written or oral, which have to be handed down through the years.”⁴⁸ This definition is in line to Thompson, he stated that folktales is legitimately employed in a much broader sense to in used all forms of prose narrative, written or oral, which has come to be handed down through years.⁴⁹ It means that folktales was all forms of narratives, written or oral, which have come

⁴⁶John Eastwood, *Oxford Guide to English Grammar*, (Oxford: Oxford University Press ,1994), p.87

⁴⁷ Myrtis Mixon and Philomena Temu, *First Road to Learning Language Through Story*. 2006 Unites Stated an Tanzania, p. 14 available at: https://americanenglish.state.gov/files/ae/resource_files/06-44-2-d.pdf , accessed on April, 8th 2016

⁴⁸ Charlotte Hucks and Barbara Z Kiefer, *Chidren's Literature*, (New York: Mc Graw Hill,2010). p. 227

⁴⁹ Thomas A. Green, *The Greenwood Library of World Folktales*, (London: Greenwood Press, 2008), p. xi

through the years from generation to generation. Frequently the story was taken from the people, recorded in a literary document, carried across continents or preserved through centuries, and then retold to a humble entertainer who adds it to his repertory.

In other words, it can be said that folktales is one of the stories passed on by word of mouth rather than by writing. Folktales is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can. So, it will make the students easy to study and remember the lesson. In addition, folktales make it easy for students to remember the vocabulary and grammatical structures contained in them.

In another source, folktales defined as “oral narratives that do not have a singular, identifiable author, expanded and shaped by the tongues of tellers over time passed down from one generation to the next; folktales often reflect the values and customs of the culture from which they come.”⁵⁰ It is in line with this definition that stated folktales is a general term for different varieties of traditional narrative. This is example of the folktales⁵¹:

⁵⁰*Storytelling in The Classroom*, http://www.eve-tal.com/Finding_Folktales_to_tell.html, accessed on March, 5th 2016

⁵¹ Aditya, Indonesian Folktales Short Stories, <http://indonesianfolktale.blogspot.co.id/> accessed on December, 17th 2016

Umpit and Wild Hogs

A long time ago in Bangka, lived a hunter. His name was Umpit. He was called Umpit because he always went hunting using his blowpipe. The villagers liked him very much. Umpit often hunted the wild hogs. Those animals often destroyed the villagers' plantation. After Umpit killed the wild hogs, the villagers gave him some money. Pak Raje was the richest man in the village. Nobody liked him. He was very stingy. He did not like to donate his money. One day he asked Umpit to hunt the wild hogs. Umpit agreed. At night he was prepared and waited at the Pak Raje's plantation. While he was waiting, suddenly seven wild hogs entered the plantation. Umpit prepared his blowpipe.

Then, whoossh! One of the hogs was shot. Amazingly, the hog disappeared. Umpit could not find the hog anywhere. However he found blood shed on the ground. He followed the blood trail. It went to the jungle. Finally the blood trail stopped in a big cave.

Slowly he entered the cave. Then he heard a voice.

"Who are you?"

"My name is Umpit. I'm looking for a wounded hog. I shot it using my blowpipe."

"So, it's you! You are the man who hurt my daughter!"

Slowly a woman appeared in front of him.

"Come, follow me," said the woman.

She then pointed a girl. She was wounded. Her leg was bleeding.

"She was not a real hog. We are the goddess of the jungle. I will forgive you, but you have to cure my daughter."

Umpit was so scared. He did not know that it was not the real hog. He then took some leaves. He knew some medication because his parents taught him before. He put the leaves on the wound. After a while, the girl was cured. The woman then gave Umpit a present. Umpit immediately went home. He ran very fast.

At home, Umpit immediately opened the present. Wow! He got jewelries, gold and diamond. Umpit sold the jewelries and now he became a rich man. Pak Raje heard that Umpit had become a rich man. He asked Umpit how he became rich. After he knew all about it, he borrowed Umpit's blowpipe. He waited at his plantation, and he shot a wild hog. He followed the blood trail and arrived at the cave. He met the woman and the injured girl. Pak Raje was asked to cure the girl. But he could not do that, and that made the woman angry. She asked all the wild hogs to attack Pak Raje.

Pak Raje ran very fast. He went to Umpit's house. He asked Umpit to help him from the wild hogs. He agreed to help if only Pak Raje donated some of his money. Pak Raje said yes and he also promised he would be helpful to the villagers.

Source: Indonesianfolktale.blogspot.co.id

From the definition above, the writer concludes that folktales is a general term for any varieties of traditional narrative, which has cultural values, the story which has been handed down from one generation to the next either spoken or written. Folktales can help the student in writing simple past tense, because folktales is kind of narrative text.

2. Using Folktales in Teaching Grammar

Folktales is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that not other technique have it. It will make the students easy to remember the lesson. In addition, folktales make it easy for students to remember the vocabulary and grammatical structures contained in them.

According to Murcia and Hilles everyone loves a story, including ESL students. Stories are used in contemporary ELS materials to promote communication and expression in the classroom.⁵² It means that stories, including folktale are used as a material in teaching and learning in order to make communication activity in the class. It also explained that:

Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it includes both approaches in lesson planning. In addition, a well told story is perfect context for a structure-discourse match. Story is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool. You may even find that it is the technique that holds students' attention best, as well as the one they can enjoy most.⁵³

⁵² Marriane Celce-Muria and Sharon Hilles, *Techniques and Resources in Teaching Grammar*, (Oxford: Oxford University Press, 1988), p.51

⁵³ *Ibid.* p.52

From the statement above, it can be said that stories is appropriate to use as a media or material in teaching grammar points. It is a good technique in teaching grammar because can attract students' attention and make them enjoy learning in class. Stories can guide and help students to communicate their ideas ad to interact each other. It also can applied in the curriculum to breakdown the difficult lesson, because it can entertain and make the students fun in class. Students also can develop their vocabulary and practice in their writing.

Celce Murcia and Hilles stated grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, and told with a high degree of energy.⁵⁴ From the explanation above, the writer can conclude that the story (including folktales) can be an interesting and good media resource in teaching grammar. Folktales are universal not timeless, they are delight and appeal to human mind and heart. Folktales can captivate the students, so they love hearing, reading and discussing the story also can writing from the story or folktale which they hear and read. It can make the students remember the lesson long time, they will be fun and enjoy the lesson and also make them become more active and creative, because by using folktale the students can develop many activities during learning process, such as having discussion with others students, and writing a story.

⁵⁴ *Ibid.* p.50

Folktales make the students easy to understand when they learn simple past tense, because they can find and know the forms of Verb 2 directly and easy (both regular and irregular verbs), this is make the student easy to identify and memorize the verb forms. They can also see how is the form of simple past tense from positive, negative or interrogative.

3. Procedures Teaching English Using Story

There are general steps for teaching using story or folktales :

- a. Separate a story into four equal parts. Number each part and post each one in a different corner of the room
- b. Divided the students into groups of four and have students in each group number off from one to four
- c. Then ask students to go to the corner and silently read the story piece there
- d. They then return to their seats and write down from memory what they recall of the story
- e. After they finish writing, student tells the others in the group his or her part of the story.⁵⁵

4. Procedure of Teaching Simple Past Tense by Using Folktales

The following are the steps in teaching simple past tense by using folktales modified from Outaleb and Mixon Temu's theory:

- a. Pre-activity

⁵⁵ Myrtis Mixon and Philomena Temu, *Op.Cit.* p. 17

- 1) Teacher opens the lesson, starting it by greeting, saying the prayer,
- 2) Teacher checks students' the attendance list.

b. Main-activity

- 1) The teacher provides a complete knowledge about simple past tense, they are:
the use of simple past tense, the form of simple past tense, and time signal that
used in simple past tense.
- 2) The teacher explains the rule providing at least one example.
- 3) The teacher gives an example in each pattern.
- 4) The teacher divided class into four groups.
- 5) The teacher give a folktales which has divided into four part, for every group
- 6) The teacher give ten minutes to the students to read the folktales they have
- 7) The teacher ask every group to re-write the folktales with their own
language
- 8) The teacher ask the students to make every sentences from the folktales to
negative or interrogative sentences
- 9) The teacher checks students' work
- 10) The teacher makes summary what they have learnt.

c. Close-activity

- 1) The teacher ends the class.

F. Strengths and Weaknesses of Using Folktales

The strengths and weaknesses using folktales are as media in English teaching learning process. According to Mixon and Temu there are some strengths and weakness of using folktales, they are as follows :

1. The strengths of using folktales as follows :
 - a. students will be enjoy in learning.
 - b. the students will be easier in learning simple past tense beside that the students can gain the moral teaching the story has.
 - c. The students will be more interested in learning simple past tense
 - d. It is likely to be shared with others.⁵⁶

From the explanation above the writer can concluded that the strengths of using folktales, they are: students will be more enjoy in learning, the students will be easier in learning simple past tense, the students will be more interested in learning simple past tense. Beside that the students can get the moral value from the story. So, folktales is good for teaching and learning especially for teaching grammar.

2. The weaknesses of using folktales, as follows:

It is not easy to find or have folktales that relevant or suitable with the students.

⁵⁶ *Ibid*, p. 14

From the explanation above it can be concluded that the weaknesses of using folktales is not easy to find or have folktales that relevant or suitable with students because many kind of folktales with different story. So, in this case the teacher must find folktales which almost all students understand, for example: Malin Kundang, Sangkuriang, etc.

G. Teacher's Problem in Teaching Simple Past Tense

Indonesia is no tense system. Many problems in teaching and learning English as foreign language in Indonesia. There are some problems by teacher in teaching grammar which affect outcomes of teaching learning simple past tense. There are six problems explained by Thakur, they are :

- 1) Over-Crowded classes: teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.
- 2) Faulty Method/technique of Teaching: the teaching of English suffers from the faulty method/technique of teaching. In most of the school, the translation Method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meaning of difficult words on the blackboard and assign some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice

so that when they pass out, they are as ignorant as they were when they first entered the English class.

- 3) Non-availability of Good Text Book: the text books of English used in school are sub- standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text book.
- 4) Inadequate Provision of teaching aids: a general survey of teaching in school would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare aid which can greatly help them in teaching their subject well.
- 5) Insufficient Provision for the time table: there is insufficient proficient for the subject in the time-table. English is introduced in the V or VI class and it is taught for about six hours a week on the average.
- 6) Neglect of correction work: Correction of exercise books which is most essential is not paid proper attention by our teachers. The students are not in the habit of having a remedial practice of the mistakes pointed out by the teacher remain only on the pages of the exercise books of the students which is absolutely useless. In fact, the right method is to correct in the presence of the students which is not possible in the overcrowded classrooms.⁵⁷

⁵⁷Jyoti Thakur, *Challenges and Prospects in Teaching English*, (Punjab: Chitkara University, 2013), p. 128, Available at:<http://www.confabjournals.com/confabjournals/images/622013815913.pdf>, accessed on May, 20th 2016

From the explanation above, it can be concluded that some of problems commonly faced by the teacher in teaching simple past tense are over-crowded class, faulty method/technique of teaching, non- availability of good text book, inadequate provision of teaching aids, insufficient provision for the time table, and neglect of correction work.

H. Students' Problem in Learning Simple Past Tense

Some grammarians said that English has a variety of tense. This is one of the reasons why the Indonesia students have difficulties in understanding tense, because there are no tenses in Indonesia language. But in learning English, especially tenses, the students must be able to distinguish every tense in English, especially simple past tense. This tense used in the past time. Some students are still confused to distinguish the use.

There are some students' problem in learning simple past tense:

1. The students lack in understanding regular and irregular verbs.

Verbs are divided into two kinds : regular and irregular verb. Almost all verb is regular verb, which have four form that are help (infinitive), helps (present), helped (past form) and helping (continuous).

Irregular verbs include common verbal and auxiliary verbs.

The mistake that is usually made by students is for example :

- a. I eated fried chicken yesterday. (FALSE)
- b. I **ate** fried chicken yesterday. (TRUE)

2. Students' problem in using to be of past form.

The main verb be, have and do used as auxiliary verb but also can be used as main verb.

The mistake that is usually made by students is for example :

- a. I am born in Denpasar (FALSE)
- b. I **was** born in Denpasar (TRUE)

3. The mistake in using adverb of time

Adverb of time is word that explained at the time of events occurred.

The mistake that is usually made by students is for examples:

- a. My father went to Sanur beach in the morning. (FALSE)
- b. My father went to Sanur beach **yesterday morning**. (TRUE)

4. Mistake in using V1 form in negative sentence of past tense.

The mistake that is usually made by students is for examples:

- a. She did not took your pencil. (FALSE)
- b. She did not **take** your pencil. (TRUE)

The use of V1 in word *took* supposed to be replaced to *take* because the addition of didn't change main verb become V1.⁵⁸

⁵⁸ Si Putu Agung Ayu Pertiwi Dewi. *Analisis Pemakaian Kalimat Past Tense Bahasa Inggris oleh Siswa Kelas VIII SMP Angkasa Kuta*, (Bali: Universitas Udayana, 2014). *Journal* Vol. 1. No. 1.p. 10. Available at: <http://ojs.unud.ac.id/index.php/ej/article/view/13957/> , accessed on April, 24th 2016

From the explanation above, the writer concludes that the students' problem in learning grammar especially simple past tense are lack of understanding about regular and irregular verbs, mistake in using to be of past form, mistake in using adverb time and mistake in using V1 in negative sentences.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used the descriptive qualitative research. This research used qualitative research because Sugiyono stated that qualitative research has the natural setting as the direct source of data and researcher is the key instrument, dynamic in looking the object, based on a real object.⁵⁹ According to Bodgan and Taylor in Setiyadi, qualitative research is a research that produces descriptive data in the form of written words or oral from the subject in its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.⁶⁰

By this qualitative research, the writer focused on the teaching simple past tense process by using folktales to the eleventh grade of SMA Negeri 1 Sumberejo. The type of qualitative research that used in this research was focus on description. The writer would sort the data needed based on category. During the research, the writer was function as an observer. The writer observed the teaching learning process carried out by the regular class teacher.

⁵⁹Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013), pp. 16-18

⁶⁰ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219

B. Subject of the Research

The writer selected the people or participants who knew the phenomenon of the problem. The writer chose the English teacher and the students of the eleventh grade of SMA Negeri 1 Sumberejo as the subject of research.

C. Data Collecting Technique

To collect the data, the writer used some techniques in qualitative research. There were observation, interview, and questionnaire.

1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.⁶¹ The writer did not involve directly in the classroom activity. The writer only made a note during the teaching learning process. In this case, the writer only noted, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning begun, the writer and the teacher prepare lesson plans and discussed the material.

2. Interview

After observing their teaching learning process, the writer also interviewed the teacher's problems in teaching simple past tense by using folktales. Interview is a conversation between two people (the interviewer and interviewee) where

⁶¹Jhon W. Creswell, *Educational Research*, (New Jersey: Prentice Hall, 2005), p. 213

questions will be asked by the interviewer to obtain information from the interview.⁶² According to Lodico there are five types of interview, they are:⁶³ one-to-one, group interviews, structure interviews, semi-structure interviews, un-structure interviews.

The writer used one to one type's interview, because this technique conduct to get the data from the teacher about the teaching learning process by using folktales. In addition, this interviewed aimed to make sure about the result of the observation and to get more data related to this research.

3. Questionnaire

Questionnaire is a list of questions used by writer to get data from the students directly through a process of communication or ask questions.⁶⁴ The writer gave questionnaire to the students in order to know the further opinions and to know the aspect that may influents the students' learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the writer found out the students respond toward the teaching and learning process.

⁶²Sugiyono, *Op.Cit.* p. 137

⁶³Marguerite Lodico. *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jassey -Bass, 2006), p.139

⁶⁴Jhon Hendri, *Merancang Kuosioner Riset Pemasaran*, [Http://www.Stm.Kuosioner Riset Pemasaran Universitas Gunadarma, edu, pdf](http://www.Stm.Kuosioner Riset Pemasaran Universitas Gunadarma, edu, pdf). accesed on April 20th 2016, p.1

The writer distributed the questionnaire after the process of teaching simple past tense by using folktales. The aimed found out problems faced by the students in learning simple past tense by using folktales. Furthermore, in this research, the writer used close-ended questions and gave the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer chose from which they must choice to answer the question⁶⁵.

D. Research Instrument

In this research, the writer used some steps conduct with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the writer conducted the observation, interview and the questionnaire as the data collecting technique of this research. The steps were as followed:

1. Observation

Observation is proper used in the research which related with teaching learning interaction, students' behavior, and group interaction because through observation, the writer learns about behavior and the meaning attaches to those behaviors.⁶⁶ In this research, the writer role was as observer to get the data, the writer did not involve directly in the classroom activity. The writer made a note during teaching learning

⁶⁵Marguerite Lodico, *Op.Cit.* p.143

⁶⁶Sugiyono, *Op.Cit.* p.64

process by using instrument. The aspects of teaching learning process are described as follows:

Table 6
Observation Guideline

No	Components of Observation	No. item
1	To know the general process of teaching and learning simple past tense by using folktales	1,2,3,4,5,6,7,8,9,10,11,12
2	To know the teacher's problem in teaching simple past tense	13,14,15,16,17,18,19
3	To know the student's problem in learning simple past tense	20,21,22,23

2. Interview

Interview is a conversation between two people (the interviewer and interviewee) where question will be asked by the interviewer to obtain information from the interview⁶⁷. According to Sugiyono there were three types of interview they were: face to face interviews with participants, interviews participants by telephone, or engages in focus group interviews with six to eight interviews in each group. The interview used in collecting data from the teacher. The teacher asked about their opinions of the activity process including problem face in the use of folktales in

⁶⁷Sugiyono, *Ibid.* p. 137.

teaching simple past tense. During this process, the writer took notes about certain information that can be used to support this research:

Table 7
Interview Guideline for the Teacher

No	Component of interview	No. item
1	To know the general process of English teaching learning activity	1
2	To know the teacher's problem in teaching simple past tense	2
3	To know the student's problem in learning simple past tense	3,4

3. Questionnaire

Questionnaire print from the data including questions or statements to which the subject are expected to respond.⁶⁸ Questionnaire was a method using to get the data by giving written questions to respondent. The writer used the questionnaire to get the detail information of students' problem in learning simple past tense using folktales. Meanwhile, the interview used specification by the teacher, there were as follows:

Table 8
Questionnaire Guideline

No.	Component of Questionnaire	No. Item
1	To know the students' interest in learning simple past tense	1,2
2	To know whether folktales can help the students in learning simple past tense	3,4
3	To know students' ability in learning simple past tense	5,6
4	To know how many students' problem in learning simple past tense	7,8,9,10

E. Research Procedure

In this research, the writer used the procedure of the research as follows:

⁶⁸Suharsimi Arikunto, *Procedure Penelitian*, (Yogyakarta: Rineka Cipta, 2002), p.226

1. Determining the subject of the research

The writer took XI IPS 3 as the sample from the whole classes of the eleventh grade of SMA Negeri 1 Sumberejo

2. Doing observation

The writer made a note of process that occurs during the teaching and learning process in the classroom.

3. Interview

The writer gave interview to the teacher to support the data about the students' difficulties in learning simple past tense and the causes.

4. Questionnaire

The writer gave questionnaire to get data about the students' difficulties in learning simple past tense.

F. Data Trustworthiness

In qualitative research, the writer had to reveal the data as the real life of the subject. This qualitative research used some methodologies. To keep the validity of the data, in order to have more accurate conclusion. To make the data valid, triangulation was employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex the use of single method in collecting

the qualitative data is often considered not enough.⁶⁹ There were several kinds of triangulation according to Setiyadi, as follows:

1. Triangulation of time

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.

- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Triangulation of place

For more accurate data collection in order to be able to use different places for similar data.

3. Triangulation of theory

In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

4. Triangulation of method

In triangulation of method the writer used different method for collecting similar data.

5. Writer triangulation

In writer triangulation, for collecting the same data it is done by some people.

⁶⁹ Ag. Bambang Setiyadi. *Op.Cit.* p. 246

In this research the writer used triangulation of time and triangulation of method. In triangulation of time the writer used longitudinal triangulation, because the writer collected the data from the same group at different times. While, in triangulation of method the writer used three data collecting technique, they were: observation, interview, and questionnaire. The observation focused on the process of teaching and learning simple past tense by using folktales, teacher's and students' problem in teaching and learning simple past tense. Interview conducted to find information of teacher's and students' problem. Questionnaire conducted to validate the interview result or to find more information of students' problems. By applying these triangulation technique, the writer expected the result of this research to be consistent for the data because the data was collected more than time data source.

G. Data Analysis

Data analysis was the process of organizing the data in order to obtain regularly of the pattern of from of the research. According to Miles and Huberman there were three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.⁷⁰ Data analysis conducted to create understanding of the data and to enable the writer presents the result of this research to the readers. In this research, the writer analyzed the data by qualitative descriptive with the step as follows:

⁷⁰ Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 12

1) Data Reduction,

Data reduction refers to the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.⁷¹ In this case, the writer selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

2) Data Display

Data display was second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended a piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.⁷²

Some activities in analyzing the data by the writer in data display were:

a) Observing the teaching and learning process

In this step the writer observed the teaching and learning process by noting in the observation sheet to know how was the process of teaching and learning simple past tense by using folktales. By

⁷¹ *Ibid.* p.10

⁷² *Ibid.* p.11

observing the class the writer knew how was the process of teaching and learning simple past tense by using folktales.

b) Interviewing the teacher

In this step, the writer interviewed the teacher to get information about what were the teacher's problems in teaching simple past tense by using folktales. By interviewing the teacher, the writer knew what were the teacher's problems in teaching simple past tense by using folktales.

c) Giving Questionnaire

In this step, the writer gave questionnaire to the students. This step conducted to know what were the students' problem in learning simple past tense by using folktales. From display the data, the writer got the conclusion in order to answer all about the research questions in this research.

3) Conclusion Drawing/Verification

The last step of analyzing the data was conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as

necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.⁷³ In this step, the writer drawing the conclusion and verify the answer of research question in displaying the data by comparing the observation data, interview data, questionnaire data. Thus, the writer got the conclusion about teaching and learning simple past tense by using folktales at the first semester of the eleventh grade of SMA Negeri 1 Sumberejo Tanggamus in the Academic Year 2016/2017.

⁷³*Ibid*

CHAPTER IV RESULT AND DISCUSSION

A. SMA Negeri 1 Sumberejo

SMA Negeri 1 Sumberejo standing was founded in 2001. This school is located on Jl. Raya Gunung Batu KM. 82 Sumberejo, Kabupaten Tanggamus, Lampung. The headmaster of SMA Negeri 1 Sumberejo is Nanang Istanto, S.Pd. MM and the total number of teachers and staff of SMA Negeri 1 Sumberejo are 52 people in 2016/2017 academic years, they are:

- a. The headmaster : 1 person
- b. The vice headmaster : 1 person
- c. The teacher : 40 persons
- d. The administration staff : 10 persons

SMA Negeri 1 Sumberejo has the total number of the students are 475 students. The details in following:

Table 9
Number of Students in SMA Negeri 1 Sumberejo Tanggamus
in the Academic Year of 2016/2017

No.	Class	Gender		Total
		Male	Female	
1	X 1	12	20	32
2	X 2	17	15	32
3	X 3	12	21	33
4	X 4	13	20	33
5	X 5	11	20	31
6	XI IPA 1	11	21	32
7	XI IPA 2	11	20	31
8	XI IPS 1	11	21	32

9	XI IPS 2	13	21	34
10	XI IPS 3	11	21	32
11	XII IPA 1	15	15	30
12	XII IPA 2	14	17	31
13	XII IPA 3	14	15	29
14	XII IPS 1	11	20	31
15	XII IPS 2	12	20	32
Total				475

Source: Document of SMA Negeri 1 Sumberejo Tanggamus in 2016/2017

To support the teaching and learning process, SMA Negeri 1 Sumberejo has some facilities. This is detailed information about the number and the condition of teaching and learning facilities of SMA Negeri 1 Sumberejo can be describe as follows:

Table 10
The Total Rooms of SMA Negeri 1 Sumberejo Tanggamus
in 2016/2017 Academic Year

No	The Name of Room	Total	Condition
1	Headmaster's room	1	Good
2	Teachers' room	1	Good
3	Classroom	16	Good
4	Administrative staff's room	1	Good
5	Library	1	Good
6	UKS/OSIS' room	1	Good
7	Mosque	1	Good
8	Toilet for students	2	Good
9	Toilet for teacher	2	Good
10	Automotive room	2	Good
11	Computer room	1	Good
12	Auditorium	1	Good
13	Parking place	1	Good

From the explanation of table, it shows that SMA Negeri 1 Sumberejo has some rooms that are used to support the process teaching and learning activities. The condition of the rooms are good.

B. Research Implementation

The writer conducted the research to know the process of using folktales in teaching and learning simple past tense and problem faced by the teacher and the students at SMA N 1 Sumberejo Tanggamus.

The writer did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning simple past tense by using folktales and the problems faced by teacher and students. Interview was used to know the problems faced by the teacher and the students in teaching and learning simple past tense, and the questionnaires were used to know the problems and to confirm the data got in observation and interview in learning simple past tense faced by the students.

In the observation, the writer observed the teacher and students in the process of teaching and learning simple past tense and also condition or the class's atmosphere during teaching and learning process. Then, the writer interviewed the teacher and students to find out their responses, problems and causes of problems faced by them in teaching and learning simple past tense by using folktales. After that, the next instrument was questionnaire. The writer gave questionnaire to students after teaching

and learning, the questionnaire was aimed to find out the students' problems in learning simple past tense by using folktales and to confirm the data gained from observation and interview. Moreover, the writer collected additional data such as school profile and history, and the condition of the students and the teachers.

The research was conducted to the eleventh grade students at the first semester of SMA Negeri 1 Sumberejo in the academic year 2016/2017. The writer conducted the preliminary research on February 8th 2016 and research from September 17th to September 28th 2016. In this research, the writer included the date or planned schedules of work as follows:

1. On February 8th, the writer conducted the preliminary research in SMA Negeri 1 Sumberejo Tanggamus.
2. On September 17th, the writer met the headmaster and got permission to do research at SMA Negeri 1 Sumberejo Tanggamus.
3. On September 17th, the writer met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On September 22st, the writer conducted the observation in the class.
5. On September 28th, the writer conducted the second observation in the class
6. On September 29th, the writer interviewed the teacher.
7. On September 29th, the writer interviewed students

C. Data Analysis

After collecting the data, the writer analyzed the data that consist of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.⁷⁴ In this case, the writer selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. Observation became the key instrument in this research, whereas interview and questionnaire became the supporting instruments. In this step, the writer analyzed the data based on each instrument.

a. Whole Data

In the whole data, the writer provided all of the result of process in teaching and learning simple past tense by using folktales, teachers' problem in teaching simple past tense by using folktales, and students' problem in learning simple past tense by

⁷⁴Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p.12

using folktales based on the observation, interview and questionnaire as instruments. The process of teaching and learning simple past tense by using folktales was explained based on the result of observation. In the other hand, the teachers' problems in teaching simple past tense by using folktales were explained based on the result of observation and interview. Moreover, the students' problems were explained based on the result of observation and questionnaire.

1) Process of Teaching and Learning Simple Past Tense by Using Past Tense

The writer employed an observation (see appendix 3). The observation was conducted to know the process of teaching and learning simple past tense by using folktales which were conducted in two meetings. Every meeting has the same activities and the same material. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continued from the first meeting. The writer observed the process of teaching and learning simple past tense by using folktales. The result of observation has been identified as described below:

First Meeting

In the first meeting, the writer conducted the research on Thursday, September 22th, 2016, at 08.45-10.15 am. Before teaching and learning was begun, the teacher prepared the material in advanced.

a) Pre-activity (Introduction)

The teacher opened the class by greeting and saying the prayer to the students. After that the teacher checked the students' attendance.

b) Main-activity

In the main-activity, first the teacher reviewed previous lesson. The teacher stimulate the students with asked some questions related to the simple past tense. The teacher asked some students about their knowledge about simple past tense and related to the folktales. "Did you remember what is simple past tense?" "What is the pattern of simple past tense?" then, "Did you know story about Malin Kundang?" "Did you remember story about Malin Kundang or Sangkuriang?" Then the teacher asked same question to another students. After that the teacher introduced the material that would be taught. The teacher explained the material about simple past tense such as: the use of simple past tense, the pattern of simple past tense, and time signals in simple past tense.

The teacher started with giving the model learning simple past tense by using folktales by introducing the grammatical rule first. Then, teacher started to write the pattern of simple past tense. After that the teacher explained each of the patterns. Besides, the teacher also gave an example for each pattern. Then, she suggested to the student to write. In next steps, teacher divided the students into four groups and gave a part of folktales for every group. Every group consisted of 8 students. Next, the teacher asked for every group to read and made summarize with their own language and changed every sentences to positive negative or interrogative sentences. The last,

the teacher checked students' work and corrected it and made the summary from the material they have learnt.

The learning process did not run effectively because the teacher did not divided times for every step well, so this made the process teaching and learning not run well, besides situation of the class was crowded, some students made noisy by themselves such chatting with other friends. The students' motivation were still low, so some students did not pay attention. Moreover, most of the students had difficulties to make sentences because their vocabulary mastery was still low and many of difficult word in folktales so they did not know the meaning. They need a dictionary to change regular/irregular to the past regular/irregular verb. They were difficult to make sentences and they were lazy to use the dictionary. In addition the teacher evaluated the students respond in teaching learning simple past tense. Then the teacher reviewed any error that the students did when they were making a sentences, most of the mistake that made by the students were the students did not transforming regular/irregular to the past regular/irregular verb. Most of them forgot the kind of the verb in past events. They mention the verb in present form whereas simple past tense told about past event. The teacher gave example how to change regular/irregular verb to the past regular/irregular form of the verb. Finally the teacher made summary about simple past tense and gave motivation to the students to learn deeply because for the next meeting they would learn it again.

c) Close-activity (Closing)

In the close-activity, the teacher closed the lesson by saying “goodbye and see you next meeting” to the students.

Second Meeting

In the second meeting, the writer conducted the research on Wednesday, September 28th 2016, at 07.15-08.45 am. Before teaching and learning was begun, the teacher prepared the material in advanced

a) Pre-activity (Introduction)

The teacher opened the class by greeting to the students and checked the students’ attendance list.

b) Main-activity

In the main-activity, the teacher continued the previous lesson and reminded the students about simple past tense. As previous meeting, the teacher asked some students about their activity in the past, and asked the students to answer that question. Then, the teacher asked some questions to another student. Then the teacher applied folktales again in teaching and learning simple past tense.

In the second meeting the teacher still continued teaching and learning simple past tense by using folktales. The topic of second meeting was same with the first meeting. The teacher divided the students into four groups consisted 8 students and every group got a part of folktales. But, this activity ran very slowly because the

situation of the class was very noisy. The teacher tried to make the students focused to the material. The teacher did not use teaching media, so the students were not interesting. Moreover students' motivation were still low, so some of the students did not pay attention. Moreover, the students felt difficult in learning simple past tense. The difficulties were: the difficulties to transforming regular/irregular to the past form of the verb, made the negative sentence, besides that the students had difficulties in using was and were.

Furthermore, the teacher evaluated the students' respond in teaching learning simple past tense. Then the teacher concluded the material about simple past tense. Finally the teacher asked the students to learn more and more.

The second meeting is the last meeting. The first hour spent as the teaching and learning process of simple past tense by using folktales. In the second hour the teacher gave the writer time to spread the questionnaire to the students. The writer gave the questionnaire to the students. They filled the questionnaire in fifteen minutes. After that the writer gave the class to the teacher.

c) Close-activity

In the post-activity, the teacher closed the lesson.

2) Teachers' Problem in Teaching Simple Past Tense by Using Folktales

Teacher's problem in teaching simple past tense by using folktales was identified by using two instruments. They were observation and interview.

a) Observation

Based on the observation the writer got some data to know teacher's problems in teaching simple past tense by using folktales. The writer used observation checklist to know whether teacher applied all of the steps in teaching simple past tense by using folktales based on the theory or not. Before the teacher begun the lesson, he prepared the material in advanced. In the process of teaching the teacher did some parts of teaching. There are pre-activity, main-activity and close-activity. In the main activity the teacher explained the material by using folktales. The teacher had applied the steps of teaching simple past tense by using folktales based on the theory without changing all of the steps. The teacher also corrected the students' mistakes in the process of learning, giving the student motivation to the students so that they will improve the student ability in writing simple past tense. For all that, the teacher had some difficulties in teaching simple past tense by using folktales. The teacher looked difficult to handle the class, because some of the students were made noisy by themselves such chatting with other friends. The teacher did not use teaching media to support the process of teaching and learning, so the students were not interesting. The students' motivation were still low, some of the students did not pay attention. The teacher also said that some students had difficulties in learning simple past tense.

b) Interview

To support the data of the observation the writer used interview as instrument to know the teachers' problem in teaching and learning simple past tense by using folktales. The process of teaching simple past tense by using folktales was running not well because the situation of the class was noisy and crowded. The teacher's difficulties in teaching simple past tense by using folktales were the teacher had difficulties to calm and handle the students that seemed crowded during teaching learning process, and there was not using teaching media, so the teaching and learning process was not interesting. The teacher also said that some of the students had difficulties in learning simple past tense, they were: the difficulties in transforming regular/irregular to the past regular/irregular verb, difficulties in using was/were for the subject, and difficulties in making negative sentence. They also low in vocabulary so this made they felt difficulties in understand the meaning of the folktales. Because many students felt vocabulary in the folktales was difficult. Beside, the students' interest and motivation were still low. The teacher was followed all the procedures of teaching simple past tense by using folktales.

Based on the result of interview, the writer concluded that the teacher had difficulties in guiding students to the stable condition with the full concentration to the material because the condition of the class was crowded, some students made noisy by themselves such as chatting with other friends. The teaching and learning process was not interesting. Besides, the students' interest and motivation were still low, some of

the students did not pay attention. The teacher also said that, the students had difficulties in learning simple past tense. The students had difficulties in putting was/were for subject, and using verb form which is either regular/irregular verbs of simple past tense, and the students' had difficulties in forming negative sentence.

3) Students' Problem in Learning Simple Past Tense by Using Folktales

Students' problem in learning simple past tense by using folktales was identified by using two instruments. There were observation and questionnaire.

a) Observation

By using observation the writer acquired the data of students' problems in learning simple past tense by using folktales. The point of observation was students' problems that consisted of four points of observation that investigated the students' problem in learning simple past tense. The first was about the students' difficulties in transforming regular/irregular to the past regular/irregular verb. The writer noted that most of the students difficult in transforming regular/irregular to the past regular/irregular verb. The writer noted that the students were lazy to open their dictionary. The second was about the students' difficulties in using was/were in nominal sentence. The writer noted that most of the students were not understand when they use was/were for the subject. The third was about the students' difficulty in the use of time signal in simple past tense. The writer noted that most of the students always use time signal when they made simple past sentence. The last was about students' difficulties in forming negative sentence. The writer noted that most

of the students' did not change the past form of the verb into basic verb when they made negative sentence. They were the result of observation process about students' problem in learning simple past tense by using folktales.

b) Questionnaire

The questionnaire consisted of ten questions (see appendix 5). The first and the second questions were to know the students' interest in learning simple past tense. The third question was to know the benefit of folktales in teaching simple past tense. The fourth question was to know the students' ability in learning simple past tense, and fifth question until the ten question were employed to know the students problems in learning simple past tense by using folktales.

The result of questionnaire of the students problem in learning simple past tense were the first about students' interest in learning simple past tense by using folktales. The writer noted that some of the students less interesting.

The second was about the benefit of folktales in learning simple past tense. The writer noted that some of the students' difficult in learning simple past tense by using folktales. The last was about students' problems and difficulties in learning simple past tense by using folktales. There were students' did not change regular/irregular verb to the past regular/irregular verb, students had difficulties in using was/were, and students' had difficulties in forming negative sentence.

b. Data Reduced

In the data reduced, the writer provided some data which was reduced. The data were process of teaching and learning simple past tense by using folktales by using observation check list.

1) Process of Teaching and Learning Simple Past Tense by Using Folktales

The observation was conducted to know the process of teaching and learning simple past tense by using folktales which were conducted in two meetings. The writer only observed the process of teaching and learning simple past tense by using folktales, the students' and teacher's problems during teaching and learning simple past tense by using folktales. So, the writer reduced some parts of the result in observation to get the specific data which is necessary in the research. There were some data was reduced in the process of observation. The data were in the first and second meeting which was consisted of pre-activity, main activity and close activity or closing. The data reduced were:

a) Pre-activity (Introduction)

The teacher opened the class by greeting to the students and checked the students' attendance.

b) Main-activity

In the main activity, the writer reduced some data. The first, it was about reviewing the previous lesson. The second, the teacher stimulate the students with asked some

question related to the simple past tense to the students, and the teacher asked some students about their activity in the past. Finally the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again.

c) Close-activity

The teacher closed the activity

2) Teachers' Problem in Teaching Simple Past Tense by Using Folktales

Teacher's problems in teaching simple past tense by using folktales were identified by using two instruments. They were observation and interview. Here was the data reduction of teacher's problem in teaching simple past tense by using folktales based on the observation.

a) Observation

Based on the observation the writer got some data to know teachers problem in teaching simple past tense by using folktales. The writer reduced some data which was not necessary in the research. The data reduced was about teachers' correcting the students' mistakes in the process of learning, and giving the student motivation to the students so that they will improve the students' ability in writing simple past tense.

b) Interview

To support the data of the observation, the writer had employed an interview to the teacher to investigate the problem faced by the teacher and the students. There were

some data that the writer asked to the teacher. The data that were reduced about the general process of teaching learning simple past tense, and the students' problems in learning simple past tense by using folktales.

3) Students' Problem in Learning Simple Past Tense by Using Folktales

Students' problem in teaching simple past tense by using folktales identified by using two instruments. They were observation and questionnaire. Here is the data reduction of students' problem in learning simple past tense by using folktales based on the observation.

a) Observation

By using observation the writer acquired the data of students' problem in learning simple past tense by using folktales. The point of observation was students' problem that consisted of four points of observation that investigated the students' problem in learning simple past tense. Based on the four points of observation, the writer reduced the third point that was about the students were not use time signal when they made simple past sentences.

b) Questionnaire

The writer also employed questionnaire to support the observation data. There were some data reduced from the result of questionnaire. The first, was the data of students' interest in learning simple past tense by using folktales. The second was the

benefit of folktales in learning simple past tense. The third was students' ability in learning simple past tense.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁷⁵ In this case, the writer analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

1) Process of Teaching and Learning Simple Past Tense by Using Folktales

The observation consists of three points. The first point was main-activity that consisted of 10 points of observation that were investigated whether the application of the ten steps applied by the teacher or not. Modified from Outaleb and Mixon Temu's theory, there were ten steps in teaching and learning simple past tense by using folktales.

a. Observation

Based on the data in the data reduction, in this part the data are going to be identified and displayed from the two meetings.

⁷⁵ *Ibid.* p. 11

First meeting

In the first meeting, the observation consisted of three points. In this meeting the writer noted that the teacher followed all the steps of teaching simple past tense by using folktales, the explanation of the application of ten steps, can be seen in the table below:

Table 11
The Application of Folktales in the First Meeting

Steps	Notes
a. The teacher provides a complete knowledge about simple past tense	The teacher wrote on the white board, the material about simple past tense they were: the use of simple past tense, the pattern of simple past tense, and time signal in simple past tense.
b. The teacher explained the rule	The teacher explained the patterns one by one.
c. The teacher gave an example in each pattern	The teacher gave examples of simple past sentence for each pattern.
d. The teacher divided the students into four groups	The teacher divided class into four groups, consists of 8 peoples for a group.
e. The teacher gave a folktales which has divided into four part	The teacher gave every group a part of folktales.
f. The teacher gave ten minutes to the students to read the folktales they have	Teacher gave more than 15 minutes for students to read the folktales, and this made the teaching process not effective. So, the times that used for teaching and learning simple past tense was less.
g. The teacher asked every group to re-write the folktales with their own language.	The teacher asked every group to re-write the folktales with their own language
h. The teacher asked the students to make every sentences from the folktales to negative or	The teacher asked the students to make every sentences from a part of folktales which they had to negative or interrogative sentences

interrogative sentences	
i. The teacher checked students' exercises	The teacher checked and corrected the students' exercise one by one, especially for the students' who had finished.
j. The teacher made summary about simple past tense	The teacher made summary about simple past tense in the end of the lesson

After that the second point of the observation was to know the problem faced by teacher in the class activity. After the writer observed the class activity, the writer found that, the teacher could not control the class well because some of the students made noisy by themselves, chatting with their friends. The teacher did not use teaching media so, the teaching and learning process was not interesting. Moreover, the students' interest and motivation were still low, some students did not pay attention when the teacher explaine the materials. The data of the second point of the observation can be shown as follows

Table12
The Data of the Problem Faced by the Teacher in the First Meeting

NO	Aspects	Explanation
1	Over crowded classes	The teacher sometime had difficulties in handling over crowded class
2	Lack of competent teacher	The teacher was competent, because the teacher explains the materials well.
3	Faulty method/technique of Teaching	The teacher used the technique well
4	Non-availability of good text book	The teacher used an appropriate text book
5	Inadequate provision of	There was no teaching media, so

	teaching aids	the teaching and learning process did not attractive
6	Neglect of correction work	The teacher correct the students' work
7	The students' interest and motivation were still low	Some of the students did not pay attention during teaching and learning process

The last observation was students' problem that consists of four points. The first was about the students' difficulty in transforming regular/irregular to the past regular/irregular verb. The writer noted that most of the students had difficulty in transforming regular/irregular to the past regular/irregular verb. The second was about the students' difficulties in using was/were. The writer noted that some of the students had difficulties in putting was/were for the subject. The third was about students' mistake in using adverb of time. Some of the students mistake in using adverb of time. (example in this week and last week). The last was about students' mistake in using V 1 form in negative sentence past tense. Most of the students did not change the verb, although they make negative sentence.

The data of the third point of observation can be shown as follows:

Table 13
The Data of Problems Faced by the Students in the First Meeting

No	Aspects	Explanation
1	Students have difficulties to transforming regular/irregular verb to the past regular/irregular verb	In the first meeting, most of the students still difficult to transforming regular/irregular to the past regular/irregular verb

2	Students had difficulties in using was/were for the subject	Some of the students difficult in putting was/were for the subject
3	Students' mistake in using adverb of time	Some of the students mistake in using adverb of time. (example in this week and last week)
4	Students' mistake in using V 1 form in negative sentence past tense.	Most of the students did not change the verb, although they make negative sentence

Second Meeting

In the second meeting, the observation was same with first meeting that consisted of three points. In this meeting the writer noted that the teacher followed all the steps of teaching simple past tense by using folktales like the previous meeting, the explanation of the application of ten steps, can be seen it the table below:

Table 14
The Application of Folktales in the Second Meeting

Steps	Notes
a. The teacher provides a complete knowledge about simple past tense	The teacher wrote on the white board, the material about simple past tense they were: the use of simple past tense, the pattern of simple past tense, and time signal in simple past tense.
b. The teacher explained the rule	The teacher explained the patterns one by one.
c. The teacher gave an example in each pattern	The teacher gave examples of simple past sentence for each pattern.
d. The teacher divided the students into four groups	The teacher divided class into four groups, consists of 8 peoples for a group same with the first meeting.
e. The teacher gave a folktales which has divided into four part	The teacher gave every group a part of folktales.
f. The teacher gave ten minutes to the	In fact, the teacher gave more than 10 minutes for students to read the folktales, and this made

students to read the folktales they have	the teaching process not effective. So, the times that used for teaching and learning simple past tense was less.
g. The teacher asked every group to re-write the folktales with their own language.	The teacher asked every group to re-write the folktales with their own language
h. The teacher asked the students to make every sentences from the folktales to negative or interrogative sentences	The teacher asked the students to make every sentences from a part of folktales which they had to negative or interrogative sentences
i. The teacher checked students' exercises	The teacher checked and corrected the students' exercise one by one, especially for the students' who had finished.
j. The teacher made summary about simple past tense	The teacher made summary about simple past tense in the end of the lesson

The second point of the observation was to know the problem faced by teacher in the class activity. In this meeting, the writer found that the teacher faced some difficulties in teaching simple past tense by using folktales. The difficulties faced by the teacher were the teacher could not control the class well because some of the students made noisy by themselves such chatting with other friends. The teacher did not use teaching media so, the students were not interesting. Furthermore, the students' interest and motivation were still low, so they did not pay attention during teaching and learning process. The data of the second point of the observation can be shown as follows:

Table 15
The Data of the Problem Faced by the Teacher in the Second Meeting

NO	Aspects	Explanation
1	Over crowded classes	The teacher sometimes had difficulties in handling over crowded class, because the students made noisy such chatting with other friends
2	Lack of Competent Teacher	The teacher was competent, because the teacher explains the materials well.
3	Faulty method/technique of Teaching	The teacher used the technique well. Besides, he also applied all of the steps well
4	Non-availability of good text book	The teacher used appropriate text book
5	Inadequate provision of teaching aids	There was no teaching media, so the students were not interesting
6	Neglect of correction work	The teacher correct the students' work
7	The students' interest and motivation were still low	Some of the students was not pay attention during teaching and learning process

The last observation was students' problem that consists of four points. In this meeting, the writer found some problems faced by the students. The problems faced by the students were the students could not transforming regular/irregular verb to the past regular/irregular verb, the students had difficulties in putting was/were for the subject, and the students did not change past regular/irregular verb to the basic form of the verb when they made negative sentence. The data of the third point of observation can be shown as follows:

Table 16
The Data of Problems Faced by the Students in the Second Meeting

No	Aspects	Explanation
1	Students have difficulties to transforming regular/irregular verb to the past regular/irregular verb	In the second meeting, most of the students still difficult to transforming regular/irregular to the past regular/irregular verb
2	Students had difficulties in using was/were for the subject	Some of the students difficult in putting was/were for the subject
3	Students' mistake in using adverb of time	Some of the students mistake in using adverb of time. (example in this morning and yesterday morning)
4	Students' mistake in using V 1 form in negative sentence past tense.	Most of the students did not change the verb, although they make negative sentence

By considering the data gained before, it could be concluded that the process of teaching and learning simple past tense by using folktales at SMA Negeri 1 Sumberejo Tanggamus from first meeting until second meeting did not run effectively. The students followed the lesson and understood the material even though there was a problem faced by the teacher and the students. In both of meeting the teacher followed all the steps of using folktales.

b. Interview

To validate the observation data, the writer employed an interview. The interview was given to the teacher to know the process and the problems faced by him and his students in teaching and learning simple past tense by using folktales. From the result of interview the writer concluded that teacher applied folktales in teaching simple

past tense was running well. But, the teacher had difficulties in applying the step of folktales in teaching simple past tense. They are as follows:

Table 17
Result of Interview

No	Problem
1	The teacher had difficulties in guiding students to the stable condition with the full concentration to the material when observing and handling the class.
2	The teacher had difficulties in guiding the passive students.
3	The teacher complained about the amount of time required. The teacher needs much time to apply this material
4	The students had difficulties in learning simple past tense, especially for the form of regular/irregular verb, to be was/were
5	The students had lack o motivation and the students' vocabulary were still low

c. Questionnaire.

The questionnaire was made to support the data from observation and the interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of the class IPS 3. The numbers of the students are 32 students. The questionnaire was distributed to the students by taking ten minutes after the study time in the classroom. There was four points of questionnaire :

The first point of questionnaire was to know the students' the students' interest in learning simple past tense consists of two questions. Here are the students' answer :

Table 18
Result of Questionnaire no. 1

No	Question	Respond	Total of Students
1	Do you like learning simple past tense?	Yes	15
		No	17
2	Are you happy if the simple past tense subject is taught in an interesting way?	Yes	32
		No	0

Based on the questionnaire filled by students, the writer could describe as follows:

The result of the questionnaire showed good result especially the process of teaching learning simple past tense by using folktales however the students had difficulties when learning simple past tense by using folktales.

Based on the data number one, there were 46.87% students in XI IPS 3 class interested learning simple past tense and 53.12% did not interested. It meant that some students did not interest learning simple past tense, because the students' interest and motivation were still low.

Based on data number two, there were 100% students in XI IPS 3 class enjoyed if simple past tense subjects taught in an interesting way. It could be concluded that an interesting way in teaching simple past tense can developing the students' ability and students' interest.

The second point of questionnaire was to know whether folktales can help the students in learning simple past tense, it consists of two questions. Here are the students' answer :

Table 19
Result of Questionnaire no.2

No	Question	Respond	Total of Students
3	Whether folktales can help you learn simple past tense?	Yes	14
		No	18
4	In the process teaching and learning, whether the teacher can explain the simple past tense clearly?	Yes	13
		No	19

Referring to the data number three, it could be seen that 43.75% students in XI IPS 3 class are helps by folktales and 56.25% students are not helped by folktales. It meant that the some students are not helped by folktales, because the condition of the class was too crowded and the students bored in learning process with the longer study hour.

Based on data number four, it could be seen that 40.62% students in XI IPS 3 class understood the teacher explanation and 59.37% students did not understood the teacher explanation. It meant that most of students did not understand the teacher's explanation, because the condition of the class was too crowded and the teacher had difficulties in guiding students to suitable condition with the full concentration to the material. Besides, the students' interest and motivation were still low.

The third point of questionnaire was to know students' ability in learning simple past tense. Consist of two points. Here are the students' answer:

Table 20
Result of Questionnaire no.3

No	Question	Respond	Total of Students
5	By using folktales, whether the ability of your understanding of the simple past tense increased?	Yes	15
		No	17
6	Did you feel afraid of making a mistake when making simple past tense?	Yes	20
		No	12

Referring to data number five, there were 46.87% students' ability is increasing and 53.12% students' ability is not increasing. It could be concluded that most of the students' ability is not increasing, because the students did not concentrated to the material. Besides, the students' interest and motivation were still low.

Referring to data number six, there were 62.5% students in IX IPS 3 are afraid to make mistakes and 37.5% students are not afraid to make mistakes. It meant that the most of students afraid to make mistake during learning simple past tense, because the students had difficulties in learning simple past tense, especially for the form of simple past tense and some students were passive, felt shy and afraid to make mistake.

The fourth point of questionnaire was to know how many students' problem in learning simple past tense. Consist of four question. Here are the students' answer:

Table 21
Result of Questionnaire no.4

No	Question	Respond	Total of Students
7	Are you having difficulties in using regular or irregular verb?	Yes	22
		No	10
8	Are you having difficulties in using <i>to be</i> (<i>was, were</i>) of past form?	Yes	20
		No	12
9	Are you having difficulties in using <i>adverb of time</i> in simple past tense?	Yes	21
		No	11
10	Are you having difficulties in using V1 of negative sentences form?	Yes	22
		No	10

Based on data number seven, it could be seen that 68.75% students in XI IPS 3 had difficulties in making simple past tense and 31.25% students did not difficulties. It could be concluded that most of the students had difficulties in making simple past tense, because the students still confused in the form of simple past tense, especially in using regular or irregular verb in making negative sentences.

Referring to data number eight, there were 62.5% students' in XI IPS 3 class have difficulties in using *to be* of simple past tense and 37.5% students did not have

difficulties. It meant that most of the students had difficulties in to be past form (was/were).

Based on data number nine, it could be seen that 65.62% students in XI IPS 3 class had difficulties in using adverb of time and 34.37% students did not have difficulties. It meant that the most of the students had difficulties in using adverb of time.

Referring to data number ten, there were 68.75% students' in XI IPS 3 class had difficulties using V1 in negative sentence of simple past and 31.25% students did not have difficulties. It meant that the most of the students had difficulties using V1 in negative sentence of simple past tense.

2) Teacher's Problem in Teaching Simple Past Tense by Using Folktales

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of teacher's problems in teaching and learning simple past tense by using folktales based on the result of observation for the two meeting and interview asked to the teacher. The interview was given to the teacher to know problems faced by the teacher in teaching and learning simple past tense by using folktales. There were the problems faced by the teacher.

- a) The teacher had difficulties in handling the crowded class, because the students made noisy by themselves such chatting with other friends.
- b) The teacher did not use teaching media, because there was not teaching media so that the students were not interesting.

- c) The students motivation were still low, so they did not pay attention during teaching and learning process.

3) Students' Problem in Learning Simple Past Tense by Using Folktales

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of students' problem in learning simple past tense by using folktales. The questionnaire was given to the students to know the problem faced by them. There were the problems faced by the students.

- a) The writer noted that the students had difficulties in transforming regular/irregular verb to the past regular/irregular verb, besides the students also lazy to open their dictionary.
- b) The students difficult in putting was/were for the subject.
- c) The students did not change the verb into infinitive when they made negative sentence.

3. Conclusion Drawing/ Verification and Research Finding

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process

which is able to explain the answer of research questions and research objectives.⁷⁶

In this step, the writer drew the conclusion and verified the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data.

In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings are divided into three parts:

1) The Process of Teaching and Learning Simple Past Tense by Using Folktales

The writer employed an observation to know how is the process of teaching learning simple past tense by using folktales. The observation was conducted in two meetings. Modified from the Outaleb and Mixon Temu's theory there are ten steps in teaching simple past tense by using folktales, the writer noted that the entire step was done by the teacher

In the first meeting and second meeting the teacher run the steps based on Outaleb and Mixon Temu's theory. The teacher followed all of the steps without changing the steps at all. But, any step not followed by teacher well that was about time. Most of the students could follow the lesson and understood the material. But the teacher can't manage the time or divided time for each step. So, the result of teaching simple past tense by using folktales less good, because the teacher could not manage the time

⁷⁶ *Ibid*, p.11

for every step and made the process teaching and learning not run well. Besides, the students looked less interesting and active.

2) Teacher's Problems in Teaching Simple Past Tense by Using Folktales

The teacher can run the entire step in teaching simple past tense, it means that the teacher had competence but she still had difficulties in teaching simple past tense by using folktales

Based on the result of interview and observation, it can be concluded that the problems related with the theory that appeared in this case were, overcrowded classes, the teacher could not handle the class well, because some of the students were noisy busy with their own activity like chatting and it made the class became noisy. The teacher did not use teaching media, so the students were not interesting . Besides, the students' interest and motivation were still low, some of them did not pay attention when the teacher explained the materials. From the observation in two meeting, the writer also concluded that the teacher could run all the steps well, it means that the teacher had good competence.

3) Students' Problems in Learning Simple Past Tense by Using Folktales

The writer employed a questionnaire to know the students' problem in learning simple past tense by using folktales. Based on the result of questionnaire answered by the students, the problems related with the theory are the students had difficulties in transforming regular/irregular to the past regular/irregular verb,

students had difficulties in putting was/were for the subject, and the last the students did not change the verb although they made negative sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestions in teaching and learning simple past tense by using folktales.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning simple past tense by using folktales has been conducted. It was a good but it was not appropriate implemented in teaching and learning simple past tense in SMA Negeri 1 Sumberejo. The teacher followed all of the steps without changing the steps at all. But, any one step in procedure did not follow by teacher well, that was about time. The teacher could not manage time for every step well so this made the teaching learning not run well.

2. The teacher's problems in teaching simple past tense by using folktales were that the teacher had difficulty to calm and handle the students that seemed so noisy during teaching learning process. The students made noisy by chatting with other friends. In addition, the teacher did not use teaching media, so the teaching and learning process was not interesting. Hence, the students' motivation were still low.

3. The students' problems in learning simple past tense by using folktales were that the students had difficulties in transforming regular/irregular verb to the past regular/irregular verb. They felt difficult in using was/were for the subject. Furthermore, the students had difficulties in forming negative sentence.

B. Suggestion

Considering the result of the research, the writer would like to give some suggestions as follows:

1. For the Teacher
 - a. The teacher should provide variety of methods in teaching English, especially in teaching simple past tense in order to make learning activities become teacher-centered and make the students more active.
 - b. The teacher should use an interesting teaching media, so teaching and learning activities become more interesting and attractive to the students.
 - c. The teacher should manage the class well in order that the implementation of technique runs well.
2. For the Students
 - a. The students should improve their vocabulary, grammar mastery by using dictionary that can be easily used in their learning activity

- b. The students should be more creative and have motivation to learn their English especially practicing simple past tense at school and out of the school.
- c. The students should practice simple past tense and they should not feel shy and afraid of making mistake because they are part of learning.
- d. The students should keep trying hard and be nice students.

3. For the Next Researcher

- a. The next researcher could use the result as reference to conduct further study about teaching simple past tense by using folktales.
- b. The next researcher could conduct a specific study about internal and external factors of student difficulty in learning simple past tense by using folktales.
- c. The next researcher could conduct a study about teaching simple past tense with other technique that can be motivate and improve students' simple past mastery.

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APPENDIX 1

English Simple Past Tense Score of the Eleventh Grade at SMA Negeri 1 Sumberejo Tanggamus in the Academic Year of 2015/2016

Class : XI IPS 1

Study : English

School : SMA N 1 Sumberejo Tanggamus

No.	Nama Siswa	Rata-rata
1	SISWA 1	75
2	SISWA 2	79
3	SISWA 3	68
4	SISWA 4	75
5	SISWA 5	74
6	SISWA 6	75
7	SISWA 7	79
8	SISWA 8	74
9	SISWA 9	75
10	SISWA 10	74
11	SISWA 11	73
12	SISWA 12	76
13	SISWA 13	76
14	SISWA 14	68
15	SISWA 15	74
16	SISWA 16	75
17	SISWA 17	70
18	SISWA 18	73
19	SISWA 19	75
20	SISWA 20	74
21	SISWA 21	75
22	SISWA 22	72
23	SISWA 23	75
24	SISWA 24	77
25	SISWA 25	76
26	SISWA 26	70
27	SISWA 27	70
28	SISWA 28	75

29	SISWA 29	68
30	SISWA 30	79
31	SISWA 31	72
32	SISWA 32	76
Rata-rata Kelas		73,6

Class : XIIPS 2

Study : English

School :SMA N 1 Sumberejo Tanggamus

No	Nama Siswa	Rata-rata
1	SISWA 1	76
2	SISWA 2	73
3	SISWA 3	73
4	SISWA 4	76
5	SISWA 5	74
6	SISWA 6	75
7	SISWA 7	74
8	SISWA 8	76
9	SISWA 9	74
10	SISWA 10	73
11	SISWA 11	74
12	SISWA 12	78
13	SISWA 13	79
14	SISWA 14	81
15	SISWA 15	73
16	SISWA 16	74
17	SISWA 17	73
18	SISWA 18	78
19	SISWA 19	77
20	SISWA 20	73
21	SISWA 21	73
22	SISWA 22	73
23	SISWA 23	74
24	SISWA 24	73

25	SISWA 25	74
26	SISWA 26	79
27	SISWA 27	72
28	SISWA 28	75
29	SISWA 29	73
30	SISWA 30	73
31	SISWA 31	74
32	SISWA 32	74
33	SISWA 33	74
34	SISWA 34	78
Rata-rata Kelas		74,8

Class : XI IPS 3

Study : English

School : SMA N 1 Sumberejo Tanggamus

No	Nama Siswa	Rata-rata
1	SISWA 1	73
2	SISWA 2	77
3	SISWA 3	76
4	SISWA 4	77
5	SISWA 5	73
6	SISWA 6	80
7	SISWA 7	73
8	SISWA 8	72
9	SISWA 9	75
10	SISWA 10	68
11	SISWA 11	69
12	SISWA 12	76
13	SISWA 13	77
14	SISWA 14	74
15	SISWA 15	74
16	SISWA 16	70

17	SISWA 17	69
18	SISWA 18	76
19	SISWA 19	75
20	SISWA 20	68
21	SISWA 21	70
22	SISWA 22	75
23	SISWA 23	69
24	SISWA 24	74
25	SISWA 25	76
26	SISWA 26	69
27	SISWA 27	76
28	SISWA 28	70
29	SISWA 29	72
30	SISWA 30	79
31	SISWA 31	77
32	SISWA 32	76
Rata-rata Kelas		73,4

APPENDIX 2

TRANSCRIPT OF INTERVIEWFOR PRELIMINARY RESEARCH

Interviewer : The writer (A)

Respondent : English Teacher (B)

Date : 8thFebruary 2016

A : Do you use folktales as a media to teaching simple past tense ?

B : Yes, I do

A : How is students' simple past tense score after teaching simple past tense by using folktales?

B : The students' score at the first semester of eleventh grade of SMANegeri 1 Sumberejo is not optimal yet, because there are students have low score especially in XI IPS 3.

A : What is the students' problem in learning simple past tense by using folktales ?

B : The students have difficulty understanding the meaning the text of story or folktales because their vocabulary is still low.

A : Were the students active in learning simple past tense by using folktales ?

B : No, they were not. Because in XI IPS 3 students have less motivation in learning English include simple past tense they feel boring to learn simple past tense. But in XI IPS 1 and XI IPS 2 student active in learning simple past tense process

Appendix 3

OBSERVATION SHEET

No	Components of observation	Description	checklist		Note
			Yes	no	
	To know procedure of teaching simple past tense by using folktales	1. The teacher greets and starts the lesson			
		2. The teacher provides complete knowledge about simple past tense.			
		3. The teacher explains the rule			
		4. The teacher give an example in each pattern			
		5. The teacher divided the students into four groups			
		6. The teacher give a folktales which have divided into four part for every groups			
		7. The teacher gives ten minutes to the students to read the folktales they have			
		8. The teacher ask every group to re-write the folktales with their own language.			
		9. The teacher ask the students to make every sentences from the folktales to negative or interrogative sentences			

		10. The teacher checks students' exercises			
		11. The teacher make summary about simple past tense			
		12. The teacher ends the class.			
	To know the teacher's problem in teaching simple past tense	13. Over-crowded classes			
		14. Lackofcompetentteacher			
		15. Faulty methods/technique of teaching			
		16. Non-availability of good text-books			
		17. Inadequate provision of teaching aids			
		18. Neglect of correction work			

		19. The students' interest and motivation were still low			
	To know students' problem in learning simple past tense	20. The students lack in understanding regular and irregular verbs.			
		21. Students' problem in using to be of past form.			
		22. The mistake in using adverb of time			
		23. Mistake in using V 1 form in negative sentence past tense.			

Appendix 4

INTERVIEW QUESTION FOR ENGLISH TEACHER

Respondent : English teacher

Date :

Place :

1. What is your opinion about the use of folktales in teaching simple past tense?
2. What is your problem in teaching simple past tense by using folktales?
3. How the students feel when they are learning simple past tense by using folktales?
4. What are the difficulties that the students' mostly face in learning simple past tense?

OBSERVATION CHECKLIST

Second Meeting

No	Components of observation	Description	Checklist		Note	
			Yes	No		
	To know procedure of teaching simple past tense by using folktales	Pre-activity				
		24. The teacher greets and starts the lesson	✓		The teacher greets and stars the lesson	
		25. The teacher checks students attendance list	✓			
		Main-activty				
		26. The teacher provided complete knowledge about simple past tense.	✓		The teacher wrote on the white board, the material about simple past tense they were: the use of simple past tense, the pattern of simple past tense, and time signal in simple past tense.	
		27. The teacher explained the rule	✓		The teacher give the rue about simple past tense include the pattern	
		28. The teacher gave an example in each pattern	✓		The teacher gave examples of simple past sentence for each pattern	
		29. The teacher divided the students into four groups	✓		The teacher divided the students into four groups, consist of eight peoples.	
		30. The teacher gave a folktales which had divided into four part for every groups	✓		The teacher gave a folktales which had divided into four part for every groups	

		31. The teacher gives ten minutes to the students to read the folktales they have		✓	Teacher gave limit time during 10 minute to read the folktales they have. But time passed from 15 minutes.
		32. The teacher asked every group to re-write the folktales with their own language.	✓		The teacher ask every group to re-write the folktales with their own language.
		33. The teacher asked the students to make every sentences from the folktales to negative or interrogative sentences	✓		The teacher asked every group to re-write the folktales with their own language
		34. The teacher checks students' exercises	✓		The teacher checked and corrected the students' exercise one by one, especially for the students' who had finished.
		35. The teacher made summary about simple past tense	✓		The teacher made summary about simple past tense based on understanding they have from the teacher
		Close-activity			
		36. The teacher ends the class.	✓		The teacher ends the class and say greeting

	To know the teacher's problem in teaching simple past tense	37. Over-crowded classes	✓		The teacher sometime had difficulties in handling over crowded class because class was noisy
		38. Lackofcompetentteacher		✓	The teacher is competent, because the teacher explains the materials well.
		39. Faulty methods/technique of teaching		✓	The teacher use the technique well
		40. Non-availability of good text-books		✓	The teacher use an appropriate text book
		41. Inadequate provision of teaching aids	✓		There was no teaching media, so the teaching and learning process did not attractive
		42. Neglect of correction work		✓	The teacher correct the students' work
		43. The students' interest and motivation were still low	✓		Some of the students did not pay attention during teaching and learning process
	To know students' problem in learning simple past tense	44. The students lack in understanding regular and irregular verbs.	✓		In the second meeting, most of the students still difficult to transforming regular/irregular to the past

					regular/irregular verb
		45. Students' problem in using to be of past form.	✓		Some of the students difficult in putting was/were for the subject
		46. The mistake in using adverb of time	✓		Some of the students mistake in using adverb of time. (example in this week and last week)
		47. Students' mistake in using V 1 form in negative sentence past tense.	✓		Most of the students did not change the verb, although they make negative sentence

Appendix 6

OBSERVATION CHECKLIST

First Meeting

No	Components of observation	Description	Checklist		Note	
			Yes	No		
	To know procedure of teaching simple past tense by using folktales	Pre-activity				
		48. The teacher greets and starts the lesson	✓		The teacher greets and stars the lesson	
		49. The teacher checks students attendance list	✓			
		Main-activity				
		50. The teacher provided complete knowledge about simple past tense.	✓		The teacher wrote on the white board, the material about simple past tense they were: the use of simple past tense, the pattern of simple past tense, and time signal in simple past tense.	
		51. The teacher explained the rule	✓		The teacher gave the rue about simple past tense include the pattern	
		52. The teacher gave an example in each pattern	✓		The teacher gave examples of simple past sentence for each pattern	
		53. The teacher divided the students into four groups	✓		The teacher divided the students into four groups, consist of eight peoples.	
		54. The teacher gave a folktales which had divided into four part for every groups	✓		The teacher gave a folktales which had divided into four part for every groups	

		55. The teacher gives ten minutes to the students to read the folktales they have		✓	Teacher gave limit time during 10 minute to read the folktales they have. But time passed from 10 minutes.
		56. The teacher asked every group to re-write the folktales with their own language.	✓		The teacher ask every group to re-write the folktales with their own language.
		57. The teacher asked the students to make every sentences from the folktales to negative or interrogative sentences	✓		The teacher asked every group to re-write the folktales with their own language
		58. The teacher checks students' exercises	✓		The teacher checked and corrected the students' exercise one by one, especially for the students' who had finished.
		59. The teacher made summary about simple past tense	✓		The teacher made summary about simple past tense based on understanding they have from the teacher
		Close-activity			
		60. The teacher ends the class.	✓		The teacher ends the class and say greeting

	To know the teacher's problem in teaching simple past tense	61. Over -crowded classes	✓		The teacher sometime had difficulties in handling over crowded class because class was noisy
		62. Lack of competent teacher		✓	The teacher is competent, because the teacher explains the materials well.
		63. Faulty methods/technique of teaching		✓	The teacher use the technique well
		64. Non-availability of good text-books		✓	The teacher use an appropriate text book
		65. Inadequate provision of teaching aids	✓		There was no teaching media, so the teaching and learning process did not attractive
		66. Neglect of correction work		✓	The teacher correct the students' work
		67. The students' interest and motivation were still low	✓		Some of the students did not pay attention during teaching and learning process
	To know students' problem in learning simple past tense	68. The students lack in understanding regular and irregular verbs.	✓		In the first meeting, most of the students still difficult to transforming regular/irregular to the past regular/irregular verb

		69. Students' problem in using to be of past form.	✓		Some of the students difficult in putting was/were for the subject
		70. Students' mistake in using adverb of time	✓		Some of the students mistake in using adverb of time. (example in this morning and yesterday morning)
		71. Students' mistake in using V 1 form in negative sentence past tense.	✓		Most of the students did not change the verb, although they make negative sentence

APPENDIX 7

SCRIPT INTERVIEW FOR ENGLISH TEACHER

Respondent/Teacher : William Martein, S.Pd

Day/date/year :September 29th2016

Place : SMA Negeri 1 Sumberejo

1. What is your opinion about the use of folktales in teaching simple past tense?

Answer:

Folktales is very good for teaching and learning especially learning simple past tense, because folktales can improve students' ability in understanding the simple past tense and also can improve students understanding about history in past because folktales have moral value that is good for students.

(Folktales sangat bagus untuk mengajar terutama simple past tense karena folktales dapat meningkatkan kemampuan siswa dalam memahami pelajaran simple past tense and juga dapat meningkatkan pengetahuan siswa terhadap cerita sejarah kebudayaan karena folktales mempunyai nilai moral yang sangat bagus untuk siswa.

2. What is your problem in teaching simple past tense by using folktales?

Answer:

I think the problem are about the time, we need time too much to be applied the folktales in teaching and learning simple past tense. In this learning students active, but some students were passive, I had difficulties to guiding students to be active. Beside I had difficulties in handling the students to make stable condition, because the students were too noisy, and I had difficulties in getting them paying attention to the lesson, so they did not understand about the material.

(Saya rasa permasalahannya adalah dengan waktu, saya membutuhkan waktu yang lebih untuk mengaplikasikan folktales dalam proses belajar mengajar simple past tense. Dalam proses belajar beberapa siswa sangat aktif tetapi jumlah siswa yang kurang aktif juga banyak. Saya mengalami kesulitan mengajak siswa untuk aktif di pelajaran ini. Dan saya juga mengendalikan situasi tenang belajar di dalam kelas, karena siswa-siswa sangat ribut, dan juga saya kesulitan di dalam menyampaikan materi, dan akhirnya mereka kurang paham terhadap materi simple past tense ini.)

3. How the students feel when they are learning simple past tense by using folktales?

Answer:

They were happy learning simple past tense by using folktales but some students feel bored with because they divided in the group and not all the students in the group work together, some of the students chatting with others. This condition make me can't control the class well and teaching learning less effective.

(Mereka sangat senang ketika pelajaran simple past tense ini diajarkan menggunakan folktales, akan tetapi mereka juga seperti yang sangat bosan karena mereka jumlahnya banyak dan di bagian menjadi beberapa kelompok dan tidak semua siswa dalam satu kelompok tersebut bekerjasama, sebagian berbincang dengan kawannya yang lain. Keadaan seperti ini yang sangat membuat saya susah untuk mengendalikan kelas ketika belajar dan membuat belajar kurang efektif.)

4. What are the difficulties that the students' mostly face in learning simple past tense?

Answer:

After I observed, there were some problems faced by the students in learning simple past tense by using folktales, the students had difficulties lack of motivation and the students' vocabulary mastery were still low, the students

had difficulties in using to be past form (was/were), and also they were low in understanding of regular/irregular verb.

(Setelah saya amati, siswa mengalami beberapa dalam belajar simple past tense menggunakan folktales diantaranya yaitu sangat minimnya motivasi siswa untuk belajar, terlebih penguasaan kosakata siswa sangatlah rendah. Siswa juga masih kesulitan dalam penggunaan to be past form yaitu penggunaan (was/were), serta kurangnya pengetahuan siswa terhadap kata kerja beraturan dan kata kerja tak beraturan serta penempatannya.)

Appendix 8

DOCUMENTATION OF PHOTOGRAPH









