CHAPTER III
DISCUSSION

3.1. Teaching Description

Teaching is exiting, rewarding work, but like all other profession, it is demanding. It requires that its practiticioners clearly understand what should be done to bring about the most desirable learning in students and be highly proficient in the skills neccessary to carry out these tasks.

In this chapter, the writer will discuss about teaching and learning proses when the teacher teach as English Grammar especially for Simple Past Tense at the fifth grade of SDN 03 Pagi Tegal Alur.

The teacher has a good procedure to teach English Grammar in the class. The procedure of the teacher follows three-step patterns. These steps of the teacher procedure are:

3.1.1. Diagnosing the Learning Situation

The first of these procedures is to diagnose the teaching-learning situation somehow the teacher must find out the need of the students so that the teacher can explore her experiences that will help them to satisfy their needs. The teacher will make a lesson plan and the lesson plan usually made about a year. In indonesia, the lesson plan usually called as RPP (Rencana Pelaksanaan Pembelajaran). Even the teacher was made a lesson plan for a year, he also made a lesson plan for every meeting by herself. Beside, the lesson plan has a function to guide the teacher in teaching and learning process.
Teacher has divided in three meetings, the first meeting tells about form of Simple Past Tense, than the second meeting tells about the function of Simple Past Tense and the third meeting tells about learning Simple Past Tense by using narrative text.

3.1.2. Preparing the Setting for Learning

The teacher must provide a setting for learning. This setting for learning includes both creating a pleasant physical environment that will invite the students to learn providing the materials for learning. Before the lesson start, the teacher usually greet the students and sometimes make a fun game or request to the students for sing a song together. It can be refresh the students mood and ready to get the lesson. Below is the example greeting that the teacher usually gives to the students:

Teacher: “Good morning students!”
Students: “Good morning sir!”
Teacher: “How are you today?”
Students: “I am fine, thank you. And how about you sir?”
Teacher: “Fine, thank you.”
“Why does your face look tired? Are you bored?”
Students: “Yeah, we are bored sir. Because the day is to hot and the lesson before extremely hard.”
Teacher: “Okay, do you want to play a game with me?”
Students: “Sure! That is a great idea sir.”

3.1.3. Guiding Learning Activities
Once the stage has been set up by the teacher and the students are ready to work, the teacher must guide their learning. As the students proceed on the path selected the teacher must help them toward the goal. In the class, if the students have a problem from the lesson, the teacher must be ready to motivate and to solve their problems. The teacher must be a master of the lesson and be a guide for the students to explain the lesson clearly. For example in teaching Simple Past Tense, the teacher gives them explanation about that tenses through games. The game is puzzle using simple past tense. To play this game, the teacher makes some group of students and each group have to answer the question has made by the teacher.

After that, the teacher wrote the form of Simple Past Tense in the white board

Form: Subject + [Verb + ed] or irregular verbs

And then, the teacher gives some examples to the students:

**Positive statements**

1. He *washed* his car yesterday.
2. Jerry *played* the piano last week.

**Negative statements**

1. He *did not wash* his car yesterday
2. Jerry *did not play* the piano last week.

**Question with Past Tense**

1. *Did* he *wash* his car yesterday?
2. *Did Jerry play* the piano last week?

Next, the teacher made a form of Simple Past Tense in a table form. It will make the students easier to understand about Simple Past Tense form.

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Main Verb</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+)</td>
<td>I, you, they, we</td>
<td></td>
<td>went</td>
<td>to Bandung last week</td>
</tr>
<tr>
<td></td>
<td>He, she, it</td>
<td></td>
<td>went</td>
<td>to Bandung last week</td>
</tr>
<tr>
<td>(-)</td>
<td>I, you, they, we</td>
<td>Did</td>
<td>Not</td>
<td>Go to Bandung last week</td>
</tr>
<tr>
<td></td>
<td>He, she, it</td>
<td>Did</td>
<td>Not</td>
<td>Go to Bandung last week</td>
</tr>
<tr>
<td>(?)</td>
<td>Did</td>
<td>I, you, they, we</td>
<td>Go</td>
<td>to Bandung last week?</td>
</tr>
<tr>
<td></td>
<td>Did</td>
<td>He, she, it</td>
<td>Go</td>
<td>to Bandung last week?</td>
</tr>
</tbody>
</table>

After the teacher explained about the form of Simple Past Tense above, the teacher would ask to the students what was difficult in making a sentence with Simple Past Tense. If all the students not really understand about this grammar lesson, the teacher would give a time to ask about Simple Past Tense. For the first meeting the teacher did not give the students a homework, but he request to them to learn more about Simple Past Tense.

After the teacher explained generally about the form of Simple Past Tense in the first meeting, but students still not understand about the lesson, now in the second meeting the teacher will explain about the function of Simple Past Tense. It will make the students more easily to understand how to used the Simple Past Tense.

The teacher wrote the function of Simple Past Tense in the white board and give the examples from each function in the form of sentences:
Figure III.1. Completed Action in the Past

Use the Simple Past to express the idea that an action started and finished at the specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

1. I saw a movie yesterday.

2. He did not wash his car.

Figure III.2. Series of Completed Action

It uses the Simple Past to list a series of completed actions in the past. These action happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

1. She finished work, walked to the beach, and found a nice place to swim.

2. Did you add sugar, pour in the milk and then add the coffee?
The Simple Past can be used with a duration which starts and stops in the past, a duration is a longer action often indicate by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

1. I lived in Bandung for four months.
2. Aria studied English for three years.

![Figure III.4. Habits in the Past](image)

The Simple Past also can be used to describe a habit which is stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was child, when I was younger, etc.

Examples:

1. She worked at the movie theater after school.
2. They never went to campus, they always skipped class.
3. He studied French when he was child.

![Figure III.5. Past Fact or Generalization](image)
The Simple Past can also be used to describe past fact or generalizations which are no longer true. As in use 4 above, this use of the Simple Past is quite similar to the expression “used to”.

Examples:

1. Desy was shy as a child, but now she is very outgoing.
2. He did not like oranges before.
3. Did you live in Jakarta when you were a kid?

After the teacher explained about the function of Simple Past Tense, then he gave a time to the students to ask the difficulties of the lesson. If there is no question from the students, the teacher will continue the lesson. Next, the teacher would explain about the verb which can be used in Simple Past Tense.

Verb in the Past Tense are always in the form of Verb 2, while Verbs in Past Perfect Tense are in the form of Verb 3 or pas participle. Regular verbs can be changed into Verb 2 and Verb 3 just by adding-ed to the verb

<table>
<thead>
<tr>
<th>When the verb ends in (-e), we add (-d)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>Liked</td>
<td>liked</td>
</tr>
<tr>
<td>place</td>
<td>placed</td>
<td>placed</td>
</tr>
<tr>
<td>live</td>
<td>lived</td>
<td>lived</td>
</tr>
</tbody>
</table>

When the verb ends in \(-y\), we change the \(-y\) to \(-\text{ied}\)
When the verb ends in a short vowel, and a single consonant, we normally double the consonant and add –ed

<table>
<thead>
<tr>
<th>hurry</th>
<th>hurried</th>
<th>hurried</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>carried</td>
<td>carried</td>
</tr>
<tr>
<td>dry</td>
<td>dried</td>
<td>dried</td>
</tr>
</tbody>
</table>

Table III.3. Irregular verbs cannot be changed by adding -ed

<table>
<thead>
<tr>
<th>They are some changes in their vowel and consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
</tr>
<tr>
<td>go</td>
</tr>
<tr>
<td>see</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some irregular verbs, however, do not need any changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
</tr>
<tr>
<td>cost</td>
</tr>
<tr>
<td>hit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While some other verbs only needed changes in their vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ring</td>
</tr>
<tr>
<td>run</td>
</tr>
<tr>
<td>get</td>
</tr>
</tbody>
</table>

After the teacher explained about the function and anything verb that used in simple past tense, the teacher gives the exercises to the students. To do the exercises, the teacher gives students the times about 20 minutes. After the students finish the exercises, the teacher requests to the students to collect their paper on the teacher’s table. Because the time was over, the teacher must closes teaching and
learning activity for the second meeting and the teacher gave would be a homework for the students.

Teacher : “Okay class, because time is up, and I know that you are feel tired, thank you for coming today. So, don’t forget to do your homework and we will discuss it in the next meeting. Please chairman in the class gives command to close our lesson today.”

Chairman : “Yes sir. Attention, stand up please! Let’s pray! Finish! Greeting!

Students : “Good morning Sir.”

Teacher : “Good morning students.”

In the third meeting, the teacher still discuss about Simple Past Tense, but in this meeting the teacher use Narrative Text as his tools to make the students more understand about using Simple Past Tense. After greeting and the homework was collected, the teacher allowed the students to practice with some narrative texts. The students must read these narrative texts loudly together.
The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can't you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I'll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I'll kill you”.

Figure III.1.6. Narrative Text about The Smartest Parrot
(Source:www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html)
To make the students understand, after the teacher explained about Simple Past Tense and the students read the narrative text above, the teacher also has to make practice some conversation by himself with the students, the teacher request to the students to use an Indonesia Language also in the conversation practice.

Teacher : “Can you give me an example of Simple Past Tense in narrative text above?”

Students : “Yes, for example is ‘The man tried to teach the bird to say Catano’ and ‘The man was very nice to the bird.’”

Teacher : “Good my students. Okay, that was an example of narrative text which included Simple Past Tense. Now we will read together the next narrative text with the title ‘Cinderella’

Students : “Yes, sir.”

Cinderella

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king’s palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said “do not cry, I can send you to the ball now!” But she kept crying and looked so sad. She said, “I do not have a dress to wear in the ball!” The fairy godmother of course would not be worry and waved the wand to transform the Cinderella’s old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella’s foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the ball?” Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”

Figure III.7. Narrative Text about Cinderella
(Source: http://www.caramudahbelajarbahasainggris.net/2013/10/cerita-cinderella-dalam-bahasa-inggris-dan-artinya.html)
After the students read the narrative text above, the teacher asked to the students where the sentences that included of Simple Past Tense.

Teacher : “Okay class. I want to ask to you. What is the title of the narrative text above?”

Students : “The title is Cinderella.”

Teacher : “All right my students, Can you tell me where is the sentences that included Simple Past Tense on narrative text above?

Student : “Yes, Sir. ‘She lived with a wicked stepmother and her two stepsister’ And ‘They did not allow her to go to the party’

Teacher : “Excellent, Now students I will give you another narrative text. You may read the narrative text together, after that I will give you an evaluation about The Simple Past Tense lesson. Are you ready to read together my student?”

Students : “Yes, Sir.”

The teacher gives to the students, two narrative texts that included Simple Past Tense and request to them to read loudly together. Before the students read the narrative text, the teacher also request to the students to read seriously, so the students can understand what they read.
The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tigerspoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent?". The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him?"

So the next day the tiger asked to the man; "Can I see your intelligence?". But the mananswered; "it at home?". "Can you go and get it?" asked the tiger. "Yes?" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it."

Figure III.8. Narrative Text about The Smartest Animal
(Source: http://contohdoankhe.blogspot.co.id/2012/05/contoh-narrative-text-ii-smartest-animal.html)
Text 2:

**Figure III.9. Narrative Text about Snow White**
(Source:www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html)

After the students read the narrative texts above, the teacher gives them some evaluation about Simple Past Tense. The teacher requested to the students to make 5 (positive, negative, and interrogative) sentences by using Simple Past Tense.
Moreover the teacher also requested the students to do some exercises that made by the teacher. And for their homework, the teacher requested them to make the texts minimal two paragraphs in the piece of paper, and they must collect that paper in the next meeting.

### 3.2 Teaching Analysis

The writer’s analyze this final paper by teaching for fifth grade students in SDN 03 Pagi Tegal Alur. The writer teaches grammar to the students. He focuses the grammar lesson in Simple Past Tense. To teach the students, the writer uses Narrative Text.

To know that is technique and tool are succeed or not, the writer has given three exercises. One exercise is from student’s handbook and one more is made by the writer. All the exercises are about Simple Past Tense and one of the exercises is using a narrative text. Besides, the writer also gave homework to the students. The purpose of homework is to practice the students’ ability of grammar in Simple Past Tense lesson at their home. So, they will more understand about the lesson.

The writer checked and gave score to the all students’ exercises and homework. From the score of exercises and homework that had given to the students, the writer knows how effective Teaching Simple Past Tense by using Narrative Text for the fifth grade students of SDN 03 Pagi Tegal Alur.

The average of score at the last meeting above shows a good point. It means that when the students learn about Simple Past Tense, make a sentence and read the
narrative text, they were really understood of the lesson. This happened because the usage of narrative text can make the students interesting and quickly understood of using Simple Past Tense. It is also can make the students to explore their vocabulary.

Narrative Text gives a positive effect to the students. From the narrative text the students can learn about grammar and decoding a symbol that included in the text. It also makes the students to explore their vocabulary and corrected their pronunciation.

Based on the result of this study, the writer thinks it is an interesting way to teach that is used the right combination between medium and method to learn English grammar especially in Simple Past Tense lesson which make the fifth grade of students at SDN 03 Pagi Tegal alur are interested to learn. Because if the teacher teaches with relax, enjoy and clearly, the students will easier to get the point and quickly to understand about the lesson because they feel enjoy and open their mind seriously. It makes them more active and always wanted to know about meaning of word and the grammatical form that include of the sentence in every grammar lesson.

3.3. Teaching Evaluation

Guiding the students learning is also a continuous process of evaluation or re-evaluation. In other to ensure that learning proceed on its proper course. The teacher must assess the progress of learning. From the feedback that the evaluation is given, the teacher can tell what has been missed, what must be re-taught, and what to emphasize in succeeding classes. From the evaluation also tells the students where
they hit or missed the mark. It is essential to diagnose and necessary to good instruction. It gives the basic for determining what steps to take next. After a course gets rolling, the evaluation phase of one unit can often be used as the diagnostic of the next one.

In this sub chapter, the writer evaluation the process of teaching description which had done of fifth grade students at SDN 03 Pagi Tegal alur. There are some problems when the writer taught the students during the teaching and learning process. But the writer has found the solution to solve the problem. Below are some problems:

1. There are some students are lazy to read the text in English
2. The classroom becomes noisy and disturb.
3. The students seem bored and tired with the lesson
4. Students find the difficulties to use the English language, because they will used to spoke in mother tongue.
5. Students have ‘less knowing’ of English Grammar especially on Simple Past Tense, they still difficulties to find and remember verb in using Simple Past Tense.
6. Students and teacher face the truth that the class does not have the supporting eqipment, such as microphone and projector. So, the teacher can give the material for student more detail and accurate. It also can make the time more effective.
7. The students usually do not throw trash in its place, thus making the floor dirty.
8. The capacity of the class also has affects in teaching and learning process.

In SDN 03 Pagi Tegal Alur has a big class because of that the teacher voice should be loudly in process of teaching.

Based on the problems in the process of teaching above, the teacher must solve the problems. The teacher makes evaluation about lesson determining the hardest of the problems during teaching process. Here are the following of the solutions:

1. The teacher gives motivation to the students so they can be interested to read the text.

2. Teacher should keep control of students as long as the learning process happened. Sometimes the teacher should give warning to the students who make noise or disturbing other students when teaching and learning process.

3. At the lesson the teacher gives an intermezzo for example like games or sing a song to make the students feel enjoy, relax and ready to get the lesson. After that the teacher will begin the lesson, he gives an interesting texts, command them to read with a loud voice together.

4. The solution is the teacher has to give some advice and motivations for the students that they should to have self confident to speak English.

5. Doing exercises and reading more texts in English language are make the students fully understand about grammar and vocabulary.

6. The headmaster should serve the school’s needs. It is important for the teacher and the students in a teaching and learning process.

7. Make a warning to the students, before the class is clean, the lesson will not begin then, request to the students to always throw trash in its place.
8. To make the teaching and learning process are being successful, the communication among the teacher and the students is important to do, so anticipate the capacity of the class, the teacher usually request to the students to pressed their seats or make a circle or a half of circle. It is supposed to do to make the students hear a voice from the teacher.