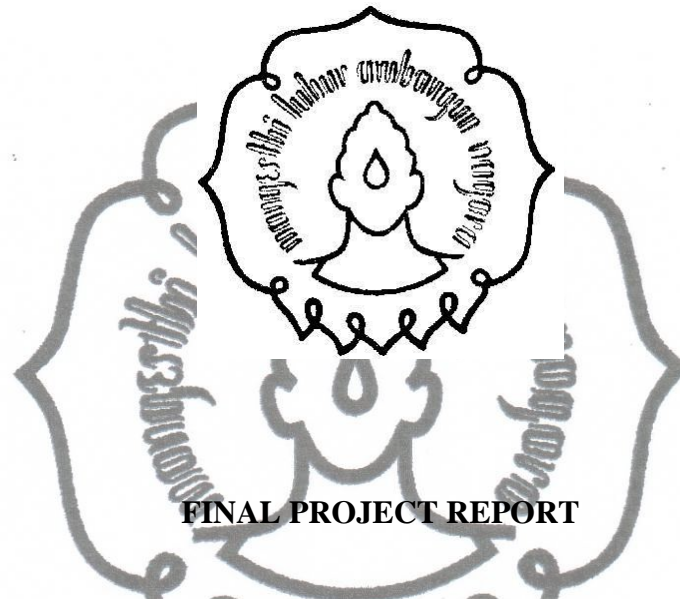


**TEACHING SIMPLE PAST TENSE AND PRESENT
PERFECT TENSE TO THE EIGHT GRADERS
OF SMPN 22 SURAKARTA**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University**

By:

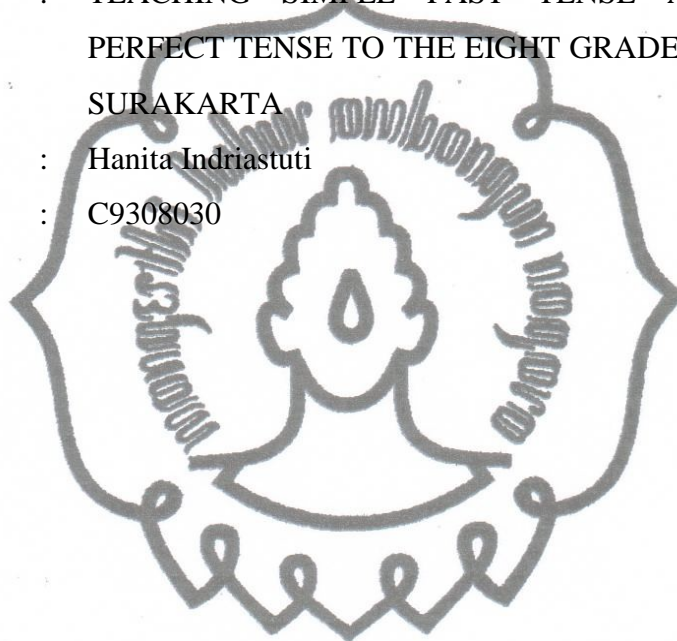
**Hanita Indriastuti
C9308030**

**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA**
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2011

APPROVAL OF CONSULTANT

**Approved to be examined before the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University**

Title : TEACHING SIMPLE PAST TENSE AND PRESENT
PERFECT TENSE TO THE EIGHT GRADERS OF SMPN 22
SURAKARTA
Name : Hanita Indriastuti
NIM : C9308030



Supervisor

Yusuf Kurniawan, S.S, M.A
Supervisor

(.....)
NIP. 19711130 199903 1 001

A handwritten signature in blue ink is written over the text. The signature is crossed out with a diagonal line from the top-left to the bottom-right.

APPROVAL OF THE BOARD OF EXAMINERS

Report title : TEACHING SIMPLE PAST TENSE AND PRESENT
PERFECT TENSE TO THE EIGHT GRADERS OF
SMPN 22 SURAKARTA
Student's name : Hanita Indriastuti
NIM : C9308030
Examination Date : July 5th, 2011

**Accepted and approved by the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University**

The Board of Examiners

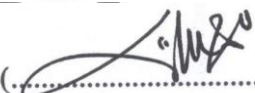
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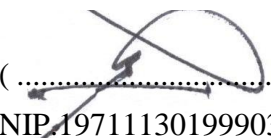
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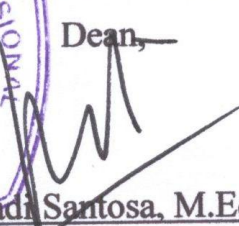
Secretary

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NIP.198209272008122001

3. Yusuf Kurniawan, SS, MA

Main examiner

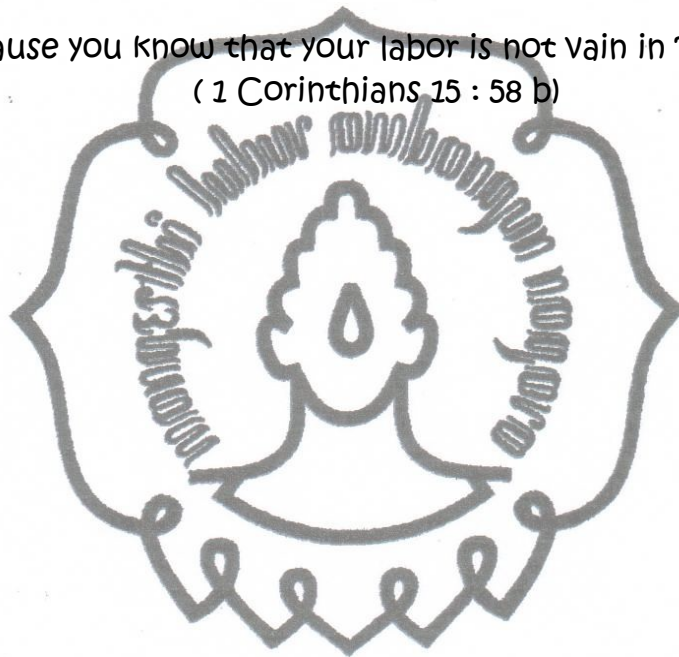
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**Faculty of Letters and Fine Arts,
Sebelas Maret University**
Dean,

Drs. Riyadi Santosa, M.Ed, Ph.D
NIP.196003281986011 001

MOTTO

“ I do my best and GOD will do the rest “

Because you know that your labor is not vain in The Lord
(1 Corinthians 15 : 58 b)



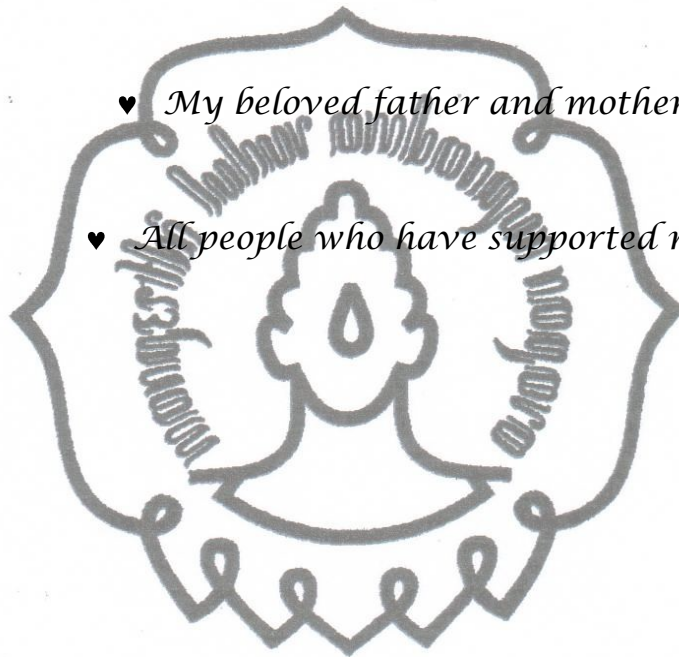
DEDICATION

The final project is dedicated to:

♥ *My Beautiful Savior*

♥ *My beloved father and mother*

♥ *All people who have supported me*



PREFACE

The writer would like to thank God and all parties who have supported the writer in finishing this final project report entitled “Teaching Simple Past Tense and Present Perfect Tense to The Grade-Eight Students of SMPN 22 Surakarta”. It was written as a partial requirement in obtaining degree in the English Diploma.

This final project report is a report of the job training done by the writer in SMPN 22 Surakarta. The writer was interested in teaching grammar because the understanding about grammar can affect the students’ ability in speaking English and understanding meaning of sentences in their daily life.

This final project report describes the teaching process of Simple Past Tense and Present Perfect Tense, and also the method used by the writer in teaching the two tenses.

The writer realizes that this final project is far from being perfect, therefore the writer welcome suggestions and advices. Hopefully, this final project will be beneficial to the readers.

Surakarta, June 2011

Hanita Indriastuti

ACKNOWLEDGEMENT

Praise The Lord. I would like to express my highest gratitude to Lord Jesus Christ for His mercy and kindness in every aspect of my life. However, I would not be able to finish this report without any help and support from others. Therefore, I would like to express my sincere gratitude to:

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5. Drs. Joko Slameto, M.Pd, the headmaster of SMPN 22 Surakarta for the chance given to me to do job training in the school.
6. Drs. Suwito, M.Pd, the vice headmaster of SMPN 22 Surakarta for the guidance given to me during the job training. All the teachers and students, thanks for welcoming me there. Thank you for the new experience given to me for being “an English teacher.”
7. My beloved parents, Mom and Dad. Thank you for your love, support, patience, and endless prayer for me. You are the best parents in the world and I am very proud to be your daughter. For my sister, thank you for making me laugh. For my big family, thank you for your support.

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9. Malla, Anna, Ayu, Dhimaz, Hendra, Bon2, Mb. Indah "Darmo", and someone. Keep sharing our sad and happiness. Thank you so much for everything, especially for the sweetest friendship and memories. Love you.
10. All of my spiritual friends in GBIKA "El Shadday", especially Praise and Worship Team, Youth Impact Solo, and Elshadday F.M. Thanks a lot for your love, support, and prayer for me. Thank you for helping my spiritual grow up in God.
11. All parties who help me to have job training and finish this report. Thank you very much.

Last but not least, I would say thank you to all people I cannot mention here and all people who have helped me during my study. May God bless you all.

Surakarta, June 2011

Hanita Indriastuti

ABSTRACT

Hanita Indriastuti. 2011. Teaching Simple Past Tense and Present Perfect Tense to the Eight Graders of SMPN 22 Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training which has been done in SMPN 22 Surakarta for eight weeks. The writer had an opportunity to teach English lesson for the eight graders and focused on teaching grammar.

The objectives of this final project report are to describe the process of teaching Simple Past Tense and Present Perfect Tense and to discover the appropriate method/s in differentiating between the use of Simple Past Tense and Present Perfect Tense to the eight graders of SMP N 22 Surakarta.

The writer collected the data by observing the class, interviewing the school's English teachers to get more information, and also conducting the teaching process to the eight graders.

The process started with teaching Simple Past Tense to the students. The writer used four steps in teaching Simple Past Tense, namely presentation, isolation and explanation, practice, and test. After finishing the process of teaching Simple Past Tense, the writer shifted to teaching Present Perfect Tense to the students. The writer used the same steps in teaching Present Perfect Tense, they were presentation, isolation and explanation, practice, and test.

The writer discovered that the students found difficulties in differentiating the use of Simple Past Tense and Present Perfect Tense in their daily life because the students considered that both of the tenses were used to tell the activity in the past.

Based on some considerations related to the students' skills, the writer used deductive method to help the students overcome the problem. The method was also supported by the four steps, namely presentation, isolation and explanation, practice, and test so the lesson could be well-managed. The writer also provided exercises and they consisted of reading, listening, writing, and speaking. It was also found that the practices in form of writing activity is the most appropriate among the other activities because the students could apply the pattern of two tenses more easily in written form than others.

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CHAPTER I

INTRODUCTION

A. Background

Communication plays an important role in human's life. In communication, language is the most important means to be used when interacting with others to exchange information, knowledge and ideas. Every country has its own language and its citizens are expected to be able to use the language well. In the globalization era, people are expected to master more than one languages. Besides their own mother-tongue language, they are also expected to master at least a foreign language, such as English. Since English is used widely in the world today, it is undeniable that people have to master it. According to some statistics, more than 85% of information in the world today is abstracted in English.

As the result of globalization, English has become international language and undeniably people in the world should understand it, moreover Indonesian people. Therefore, in Indonesia English is taught in formal educational institutions since Elementary School to Senior High School. By teaching English to students since Elementary School to Senior High School, it is expected that they will be familiar with English and are able to use it in their daily life much earlier. In learning English, students are expected to master four skills, namely reading, speaking, writing, and listening. Those skills will be used to respond and have interaction with other people (who speak English) in th

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However, learning English does not only learn about the four skills but also grammar. It is important for students to understand grammar because it can affect their ability in speaking in English and understanding meaning of a sentence.

Ur states, "Grammar does not only affect how units of language are combined in order to 'look right'. It also affects their meaning" (Ur, 1996:76). Based on the statement above, grammar has an important role in learning language because it determines the meaning of a sentence. Therefore, English teacher should teach grammar to the students continuously.

However, it is not easy to teach English for students in Indonesia, especially teaching grammar. Many students think that grammar is the most difficult part to learn. Junior High School students also find difficulties in learning English grammar, although they have learned English since they were in elementary school. The case becomes a challenge for English teachers to make grammar teaching easier, simpler and more understandable.

Based on the reasons above, the writer is interested in having the job training at SMPN 22 Surakarta and teaches grammar to the eight graders. SMPN 22 is one of the Indonesia's National Standard Junior High School in Solo. Based on the job training conducted by the writer from January, 27th to March, 25th, there were some problems faced by the eight graders of SMPN 22 Surakarta. The students found many difficulties in learning English grammar.

The eight graders at second semester have learned several English tenses such as Simple Present Tense, Simple Past Tense, and Present Continuous Tense since they were in grade-seven. They were also familiar with the formula of the each tense. In the grade-eight, they learned more about the use of Simple Past and the use of a new tense namely Present Perfect Tense. The use of Present Perfect Tense is a new thing for them. In fact, most of the students were still confused about the use of Present Perfect Tense. Many of them could not differentiate between the use of Simple Past Tense and Present Perfect Tense.

During the job training, the writer acted as English teacher to the eight graders. The writer taught reading, listening, speaking, and writing but the writer wanted to focus on the teaching grammar at the school. The writer focused on how to make the students understand and able to distinguish the difference between the use of Simple Past Tense and Present Perfect Tense easily. The writer expected that they would be able to differentiate the uses of both of them and apply it in their daily conversations with others. Moreover, the writer gave materials, exercises, and tests based on the tenses.

Based on the background mentioned, the writer wrote a report about the process of how English grammar is taught to the eight graders through the final project report entitled “TEACHING SIMPLE PAST TENSE AND PRESENT PERFECT TENSE TO THE EIGHT GRADERS OF SMPN 22 SURAKARTA.”

B. Objectives

The objectives of this final project report are as follows:

1. To describe the process of teaching Simple Past Tense and Present Perfect Tense to the eight graders of SMPN 22 Surakarta
2. To discover the appropriate method/s in differentiating between the use of Simple Past Tense and Present Perfect Tense to the eight graders of SMPN 22 Surakarta.

C. Benefits

This final project report is expected to give benefits to the following:

1. English teachers of SMP N 22 Surakarta

It is highly expected that this final project report can give contribution to the English teachers at SMPN 22 Surakarta as a reference to discover the more appropriate methods in teaching English, especially grammar, so the students will no longer get bored of being taught English grammar.

2. The eight graders students of SMP N 22 Surakarta

It is expected that this final project report can also be useful to help the eight graders of the class of 2009 learn English, especially in differentiating the uses of English tenses in making sentences.

3. Students of English Diploma Program

It is expected that this final project report can be fruitful to the English Diploma students, who are going to have job training at schools or other educational institutions as a share of experience and a reference to improve their knowledge and skills.



CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses some literature reviews related to the topic discussed in this final project report. The writer presents six items, namely Teaching, Young Learners, Teaching English to Young Learners, Teaching Grammar, Methods of Grammar Teaching, and Tense as a Part of Grammar.

A. Teaching

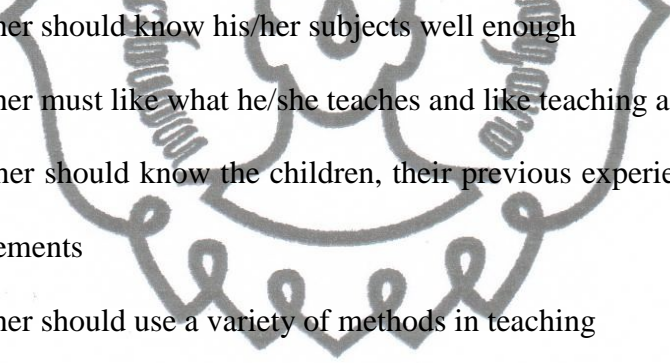
According to Howard (1968:18) in his book entitled *Teaching in Middle Schools*, “Teaching is an activity that tries to help someone acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge.” Meanwhile, Brown (2000:7) states, “Teaching is showing or helping someone to learn how to do something, give instruction, guiding in the study of something, providing with knowledge, causing to know or understand.”

As discussed above, teaching aims to help someone learn something by giving knowledge and information. It can also be said that teaching is not only a process of transferring knowledge, information, instruction, and guidance but also an activity that helps develop someone’s skill. In teaching process, there must be a person who has role as a facilitator and organizer. Richards (1994:106) states that, “The teacher roles as planner, manager, quality controller, group organizer facilitator, motivator, empowered and team member.”

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A teacher has a very important role in teaching students because he should manage the class well and motivate his students in learning process. It can be concluded that the main role of a teacher is a facilitator. It means that he should facilitate his students in teaching and learning process.

It is not easy to be a teacher. A teacher who has good qualifications is needed to make the teaching and learning process run well. Howard (1968:19-20) states that someone who wants to be a good teacher should pay attention to principles that can make teaching process run effectively. The principles are:

- 
- a. A teacher should know his/her subjects well enough
 - b. A teacher must like what he/she teaches and like teaching as a profession.
 - c. A teacher should know the children, their previous experiences, abilities, and achievements
 - d. A teacher should use a variety of methods in teaching
 - e. A teacher should plan carefully, know what he/she is doing, why and how he/she is doing it, and has an alternate plan in case of emergency
 - f. A teacher should give more encouragement and praise than criticism.

Considering the explanation above, it can be summarized that teaching is a process of transferring knowledge, information, instruction, and guidance from a teacher to the students. A teacher has a big responsibility to teach his students well so he should pay attention to the principles to make the teaching and learning process run effectively.

B. Young Learners

Brumfit, et all (1995: v) state that children in the early stages of their schooling and up to the age of 13 or 14 can be said as young learners. However, in her book entitled *Young Learners*, Philips (1996:5) states that, “Young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” So, students who are on Grade 8 of Junior High School can be said as young learners because they are in the age span of 12 to 14.

Brumfit, et all (1995: v) define the characteristics of young learners. The characteristic of young learners that he defines are:

1. Children’s brains are more adaptable before puberty than after
2. Children’s acquisition of language is possible without self-consciousness
3. Children have fewer negative attitudes to foreign languages and cultures than adults so they are better motivated than adults
4. Children’s language learning is more closely integrated with real communication than does adult language.
5. Children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

After knowing the characteristic of young learners above, it can be concluded that young learners are more interested in learning language than adults. They learn also language more easily than adults do and they are highly motivated in practicing the language in their daily life.

C. Teaching English to Young Learners

Teaching English to young learners is not easy and it is different from teaching English to adults. Brumfit, et al (1995:14) state that young learners are only just beginning their schooling, so that teachers have major opportunity to mould their expectations of life in school. So, teachers who teach young learners have a big responsibility to develop their skills and motivate them in learning language.

Teachers must pay attention to things that influence the success of teaching process. Scott and Ytreberg (1998:5-7) give suggestions in teaching to young learners. The things that should be observed by teacher in teaching English are:

1. Most activities for the younger learners should include movement and involve the senses.
2. Teachers should make up rhymes, sing songs, and tell stories. Teachers need to play with the language and experiment with words and sounds.
3. Teachers should use clues to meaning such as facial expression, and movement in spoken word.
4. Teachers should have lots of varieties such as activities, pace, organization, and voice.
5. Teachers should have systems and routines. They should organize and plan their lesson and use familiar either situations or activities.
6. Teachers should group the children together whenever possible.
7. Teachers should note the structures, functions and grammar items which they wants their pupils to learn as well as those they already know.

8. Teachers should make regular notes about each child's progress.

Considering the explanation above, it can be concluded that teaching to young learners needs many things to observe in order to improve young learners' ability, knowledge, and motivation in learning language.

D. Teaching Grammar

Thornbury (1999:1) states that Grammar is partly the study of what forms (or structures) are possible in a language. Grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why sentences are acceptable.

Meanwhile, Ur (1998:4) states, "Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning."

Based on the two explanations above, it can be said that grammar plays an important role in forming a sentence. Grammar is important because it also determines meaning of a sentence. The right use of grammar can make the meaning of sentences clear and understandable so that we can understand what someone is talking about.

However, teaching grammar to young learners is not as easy as we imagine. Philips (1996:74) states that, "Young children are quick to learn words, slower to learn structures." The statement shows that young learners are not easy to learn

grammar. They need to learn grammar slowly and continuously until they can use the grammar's function in their daily life.

Ur (1998:7-9) states in her book entitled *Grammar Practice Activities*, the organization of grammar teaching consists of four stages:

1 Presentation

As a follow-up, students may be asked to read aloud, repeat, reproduce from memory, or copy out instances of the use of the structure within the text. Where the structure is a very simple, easily perceived one, the presentation 'text' may be no more than a sample sentence or two, which serves as a model for immediate practice.

2 Isolation and Explanation

At this stage we move away from the context, and focus, temporarily, on the grammatical items themselves: what they sound and look like, what they mean, how they function-in short, what rules govern them. The objective is that the learners should understand these various aspects of the structure.

3 Practice

The practice stage consists of a series of exercises done both in the classroom and for home assignments, whose aim is to cause the learners to absorb the structure thoroughly.

4 Test

Learners do test in order to demonstrate – to themselves and to the teacher – how well they have mastered the material they have been learning.

From the explanation above, we can assume that there are four stages in teaching grammar namely presentation, isolation and explanation, practice, and test.

Every stage in teaching grammar has its own function, as follows:

1. Presentation

- The function of this stage is preparing the students' readiness in learning a new structure of a sentence.

2. Isolation and Explanation

- The function of this stage is involving the students to focus on the grammatical item.

3. Practice

- The function of this stage is training the students to apply the rule which has been explained in the previous stage.

4. Test

- The function of this stage is as a parameter of the students' mastery about the material they have learned from the teacher.

E. Methods of Grammar Teaching

According to Anthony (1963:63), “Method is an overall plan for systematic presentation of language based upon a selected approach.” Meanwhile, Brown (2000:51) has different definition to explain a method. He states that method is the teacher’s way to transfer information to the learners so they can follow the teacher’s role and understand the information.

The two explanations show that method is the teacher’s way to run systematic teaching process. There are various methods or approaches in teaching English and teacher should choose one of the methods or combine them to be applied in classroom.

There are methods of teaching grammar:

1. Deductive Method

Cross (1995:27) explains that there are three steps used in deductive method, they are:

- a. Teacher writes an example on the board or draws attention to example in the textbook.
- b. Teacher explains the underlying rule, nearly always in the mother tongue.
- c. The students practice applying the rule, orally and in writing.

Thornbury (1999:29) also states that a deductive method starts with the presentation of a rule and it is followed by examples in which the rule is applied. In conclusion, deductive method is begun with presentation of the

rule and is followed by examples, then students are asked to practice by themselves.

2. Inductive Method

Cross (1995:29) states that teachers following the inductive approach induce the learners to realize grammar rules without any form of prior explanation. When teaching grammar point, their first step is to demonstrate the meaning to the class. Their next step is to get the students to produce grammatical forms. The grammar point is shown on the board only after extensive practice. Explanations are not always made, though they may be elicited from the students themselves. In such cases, the mother tongue might be used well

Meanwhile, Thornbury (1999:29) states, “An inductive approach starts with some examples from which a rule is inferred.”

F. Tense as a Part of Grammar

According to Comrie (1985:9), tense is “grammaticalised expression of location in time.” Tense is a part of grammar that cannot be ignored in forming a sentence because it can affect meaning of a sentence. There are various tenses in English grammar and each tense has its own rule that should be adjusted with certain time. In this final project report, the writer shows only the use of Past Tense and Present Perfect Tense is shown:

1. Past Tense

According to Comrie (1985:36) in his book entitled *Tense*, “Past tense means location of the situations prior to the present moment.” It means that past tense is a tense that shows event in the past.

Meanwhile, Aitken (1992:36) states in his book entitled *Teaching Tenses* that the past tense has following function:

- a. For an action in the past with time marker
 - Example: I saw him yesterday.
- b. Polite conversation marker, with verbs of thinking, wishing.
 - Example: I wondered if you might give me a lift.
- c. As a time marker in ‘when’ or ‘while’ clauses
 - Example: He whistled when he worked
- d. As a future marker especially in ‘if’ clause
 - Example: You’d be glad if I sold it (supposing that I sold it)

2. Present Perfect Tense

Aitken (1995:23) states that, “The present perfect shows the present situation in relation to past action; that shows how the past is relevant to now.” While, Close (1992:9) states that Present Perfect is used when we are specially concerned with the present results past action, when the evidence of past action lies before us. So, Present Perfect Tense is used for an event happening in the past and the result of the event can be seen now.

On his book, Aitken (1995:23-25) states that the uses of Present Perfect Tense are following:

- a. For uncompleted action where both actor and result remain (with a time marker showing past reference).
 - Example: London has stood beside the Thames for hundreds of year.
- b. For an action which took place in an identified period of time, which is not yet over.
 - Example: I've seen her this morning (she is probably still here).
- c. For an action which took place in the past, but whose results are still present.
 - Example: I've spilt the milk (*so* it's still on the floor).
- d. For an action which took place in the past, but which still relates to the present.
 - Example: I've seen that film (*so* I can discuss it with you about it).
- e. With the time markers 'just', 'yet', 'already', 'still', the present perfect can also indicate the attitude of the speaker
 - Example: I've just washed the floor (*so* it is still wet)

He's already eaten it (*so* there is none left.)

Considering the explanations above, the use of Past Tense and Present Perfect Tense can be differentiated. Past tense is used to tell activities in the past and it doesn't have correlation with situation happening now. While, Present Perfect Tense is used to tell activities which happened in the past but the result of the activities can still be seen at the moment.



CHAPTER III

DISCUSSION

In this chapter, the writer discusses things related to the activities which have been done by the writer during the job training in SMPN 22 Surakarta. This chapter is divided into four sub-chapters, namely Description of SMPN 22 Surakarta, Activities during Job Training in SMPN 22 Surakarta, The Process of Teaching Simple Past Tense and Present Perfect Tense to eight graders of SMPN 22, and The Method to Differentiate between the Use of Simple Past Tense and Present Perfect Tense.

A. Description of SMPN 22 Surakarta

SMPN 22 Surakarta is a public school and it was established in 1985. It is located on Irawan Makam Bergola street, Serengan, Surakarta. The school was built on the area of about 6.015 m². The dimension of all building is about 3.302 m². SMPN 22 Surakarta is a junior high school which gets score A in school accreditation. SMPN 22 Surakarta also has good achievement in sports and art championships.

The building is divided into several rooms such as headmaster room, administration room, teacher room, school clinic room, guidance and counseling room, a library, three laboratories, a multimedia room, a mosque, an auditorium, a ware-house, three canteens, a students' organization room, and 21 classrooms.

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The vision of SMPN 22 Surakarta is to create graduates who have noble character and excellent achievement. The missions of SMP N 22 Surakarta are indicated as follows:

1. Developing laudable character based on faith and piety (IMTAQ)
2. Improving students' learning based on their self-reliance
3. Improving students' knowledge based on science and technology
4. Developing students' skills

B. Activities During The Job Training in SMP N 22

The writer did some activities in SMPN 22 Surakarta before conducting the process of teaching grammar to the eight graders. The activities done by the writer are conducting class observation and making lesson plans.

1. Class Observation

Class observation is the first activity done by the writer before conducting the process of teaching to the eight graders of SMPN 22 Surakarta. The activity aims at observing physical condition of the classroom, and facilities inside the classroom. Here, the way the school's English teacher teaches the students and the students' motivation in learning English were also observed by the writer. This class observation is very useful because it gives sketch to the writer about condition of the class and students themselves that will be faced by the writer when conducting the teaching process.

The writer did the first class observation on Thursday, 27th January 2011. On that day, the writer was given chance to observe the physical condition of class

VIII B and VIII D because the writer would conduct the teaching process in the classes. There, the writer observed physical condition of the classes, the number of the students and the way the school's English teacher taught English to them.

The physical condition of class VIII D was better than class VIIB. It is because VIII D's classroom was larger than VIII B's classroom. It can be said that VIII D's classroom was more comfortable than VIII B's classroom. Both of the classes were on the second floor so the location of the classes was separated from grade seven and grade nine. It could make the students able to concentrate more when teaching and learning process was held.

Totally, VIII B and VIII D consist of 70 students, and each class consists of 35 students. There are 17 boys and 18 girls in VIII D, meanwhile there are 15 boys and 20 girls in VIII B. Each class consists of 19 desks, 36 chairs, a whiteboard, and a teacher desk in front of the class.

As mentioned above, the writer was also given an opportunity to observe the way the school's English teacher taught her students. In doing class observation, she introduced the writer to the students in front of the classroom. After that, the writer was asked to sit on the corner and make a note while the teacher was teaching. The way the English teacher taught the students was good enough. She did warming up, explained the material, gave exercises, and made evaluation. The English teacher also gave opportunity to the students whether the students had questions or not. Meanwhile, it was found that the English teacher didn't speak loudly enough in front of the class. It made many students not pay

attention to her, especially students of VIII B. The way the teacher delivered the material was also boring.

Besides, there were some differences between VIII B's condition and VIII D's condition. In VIII B, the condition of the class was too noisy. Most of them did not pay attention to the teacher who was teaching them. They tended to make jokes and chat with the others. The students could not give respond when the teacher asked them some questions. It could be concluded that the teaching and learning process did not run well in VIII B because the students of VIII B did not have high motivation in learning English.

The condition of VIII D was quiet different from VIII B. The students stopped talking to each other when the teacher entered the classroom. Most of them paid attention to the teacher who was teaching them. Only a few of them chatted with the others when the teaching and learning process was held. They were very enthusiastic in answering questions given by the teacher. In conclusion, the teaching and learning process ran better in VIII D than in VII B because the students of VIII D were highly-motivated in learning English.

Based on the class observation, the writer finally decided to conduct teaching process in class VIII D because they were considered as students who had high motivation in learning English.

2. Making Lesson Plan

Lesson plan is an important thing for teachers before teaching and learning process starts. It is made in order to make the teaching and learning process run

well. Lesson plan is very useful to teachers because it can help them manage the class effectively.

The writer made lesson plans based on competence standard, and objectives. The writer should also involve the use of the handbook provided by the school in making a lesson plan in order to make it adjusted with the curriculum. It did not mean that the writer should rely on the handbook in making lesson plan but the writer should exploit the handbook to create a well-organized lesson plan. In lesson plan making, the writer also considered about time duration which was needed by the writer to execute the lesson plan so that teaching and learning process could be well-managed.

Lesson plan was divided into four parts, they are:

a. Building Knowledge of the field

BKOF can be said as a warming up which aims at preparing students' readiness to follow the lesson. It consists of greeting, reviewing last materials, and introducing new material. The first thing that the writer did before starting the teaching process was greeting the students. It is expected that students know how to greet someone in their daily life. Here is the example of greeting session done by the writer.

The writer : Good morning, students

The students : Good morning, Miss

The writer : How are you today?

The students : I'm fine, thank you. And you?

The writer : I'm fine too, thanks.

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After that, the writer asked about the last material in the previous meeting. It was expected that the students still remember about the last material. Then, the writer introduced new material by asking some questions to the students related to the topic. It aims at making the students learn new material easier if they have background about the things related to the material.

b. Modelling of Text

In this step, the students were provided with examples such as a full text related to the topic. Then, the writer deconstructed the text based on social function (goal of text) in the form of questions, and language features such as vocabulary, pronunciation, and grammar. After that, the writer gave exercises to the students based on the theory which had been explained by the writer.

c. Joint Construction of Text

In this step, the writer and students worked collaboratively to produce a text based on the model provided by the teacher. The students were in group of two or four and they were guided by the writer to reconstruct a new text by doing exercises such as gap filling, and jumbled sentences.

d. Independent Construction of Text

In this last step, the students were asked to work independently and construct their own text. The writer gave them homework, and it was usually discussed in the next meeting.

The writer made her own lesson plan based on the material given by teacher of SMP N 22 Surakarta. The lesson plan was supported by the materials in the handbook entitled *Effective English* and student's work sheet entitled *Medali*. The writer was also given an opportunity by the teacher of SMP N 22 Surakarta to develop the material as long as it could help the students improve their ability in learning English.

C. The Process of Teaching Simple Past Tense and Present Perfect Tense to The Eight Graders of SMP N 22

The writer got opportunity to teach English lesson for students of VIII B and VIII D but the writer only focused on teaching English for VIII D in this final project report because they were considered students who were highly-motivated in learning English. The writer taught English lesson to VIII D on Thursday at 11.30 am until 12.50 pm and Friday at 09.55 am until 11.15 am.

In this part, the writer discusses the process of teaching Simple Past Tense and Present Perfect Tense to Grade 8 students. The writer needed to teach them slowly because students of SMP N 22 Surakarta needed a lot of practices until they could understand the material well.

The process of teaching grammar to the eight graders of SMP N 22 is divided into two points; they are The process of Teaching Simple Past Tense, and The process of Teaching Present Perfect Tense.

1. The Process of Teaching Past Tense

The writer taught English Grammar to the students step by step because the writer knew the students' ability in English. The writer made the students understand about basic knowledge of the use of Simple Past Tense through the well-staged process. The process of teaching Past Tense to the students consisted of four steps, they were:

1.1 Presentation

The main purpose of this stage is just to prepare the students' readiness in learning a new structure of a sentence. In this stage, the writer introduced an example of a Recount text because recount text generally uses Simple Past Tense pattern. The text was made by the writer.

Going to the Beach

Mr. Arman, his wife and his children, Rina and Rudi, went to the beach last holiday. They went there by car. Mr. Arman drove his car by himself. They left their house at 11 o'clock in the morning.

They arrived at the beach at about 1 o'clock in the afternoon. First, Mr. Arman put a mattress on the sand. Then, he read a newspaper and his wife read a novel. Rina and Rudi played with the sand. After that, they had lunch together with food and drink that they prepared from house. Next, they swam in the seaside. At 05.30 p.m., they enjoyed the sunset.

In the evening, they went home. They were tired but they were very happy.

First, the students were asked to read the text by themselves after the writer gave the text to them. The activity could help the students develop their reading skill. After that, the writer read the text and the

students were asked to repeat after her. Through this activity, the students were developing listening and speaking skills, especially how to pronounce the words correctly.

The next activity was discussion. The writer gave an opportunity to the students whether they have questions related to the text or not, especially about vocabulary. Then, the writer involved the students to discuss the ideas of the text. The writer gave questions related to the text to measure whether the students understood the contents of the text or not. The students were given an opportunity to answer the questions on the whiteboard.

1.2 Isolation and Explanation

At this stage, the writer moved away from the context and focused, temporarily, on the grammatical item on the text. The recount text entitled *Going to the Beach* uses the pattern of Simple Past Tense.

The writer started explaining the rules of Simple Past Tense and she wrote it on the whiteboard. Here are the patterns of Simple Past Tense that the writer gave:

First Rule	
(+)	Subject + V2 + Object
(-)	Subject + did not + V1 + Object
(?)	Did + Subject + V1 + Object ?

Second Rule	
(+)	Subject + to be (was, were) + Object
(-)	Subject + to be (was, were) + not + Object
(?)	to be (was, were) + Subject + Object ?

Time signals: yesterday (*kemarin*), last week (*minggu lalu*),
three days ago (*tiga hari yang lalu*),
this morning (*pagi tadi*).

To make the explanation about the tense clearer, The writer gave examples based on past activities done by the students in order to make them understand the use of the tense easily. After that, the writer also explained about two types of verbs used in Simple Past Tense, namely regular verbs and irregular verbs. The writer wrote some examples of both regular verb and irregular verb on the whiteboard and the students were asked to write them on their note book.

The last step at this stage was reviewing the characteristics of Simple Past Tense which had been explained by the writer. It consisted of explaining the use of Simple Past Tense, the pattern, and the examples. The writer emphasized the student that Simple Past Tense was used to show activities started and finished in the past. The writer also involved the students to memorize the pattern of Simple Past Tense together. Lastly, the writer gave an opportunity to the students to ask questions related to the topic.

1.3 Practice

In this step, the students were asked to apply what they had learned from the writer. The students' understanding about Simple Past Tense could be measured by their ability in doing exercises. The writer gave some exercises to the students to develop their skills. The exercises were taken from the students' worksheet and sometimes it was made by the writer.

However, the writer always gave instructions about how to do the exercises. The students were given time to do it individually or in a group and then the writer gave them an opportunity to write the answer on the whiteboard. The writer gave appreciation to the active student by giving them additional point. It could make them feel more enthusiastic in doing the exercises.

1.4 Test

At this stage, the students demonstrated how well they have mastered the material which had been given by the writer. The writer gave a written test and it was given at the end of the chapter to check the students' understanding about the material. The test consisted of multiple choice, and essay. It included the use of Simple Past Tense. The writer also had an obligation to give remedial test for students who get scores under 60 in order to lift up their achievement in study.

2. The Process of Teaching Present Perfect Tense

After finishing the process of teaching Past Tense, the writer started to conduct the process of teaching Present Perfect Tense. In conducting this process, the writer should ascertain the students had understood the last material about the use of Simple Past Tense so that this process could run well.

The process of teaching Present Perfect Tense to eight graders of SMP N 22 Surakarta had the same stages as the process of teaching Simple Past Tense.

The stages were:

2.1 Presentation

At this stage, the writer introduced an example of the use of Present Perfect Tense in daily life. The writer presented it in the form of conversations between two students which was adapted from the students' handbook, as follows:

Rita	: Look! The blackboard is very clean now.
Aldi	: It's because <u>I've</u> cleaned the blackboard already.

Ahmad	: Why don't you eat your noodle?
Tia	: <u>I have eaten</u> my lunch <u>so</u> I am full.

First, the writer asked four students to read the conversations in front of the class. It aims at stimulating students' readiness and interest in

learning new materials. It also aims at developing their speaking skills and bravery to speak in front of the class.

After that, the writer discussed about the vocabulary. The writer gave also oral questions related to the text to measure whether the students had understood the main idea of the conversation above or not.

2.2 Isolation and Explanation

At this stage, the writer started involving the students to focus on the grammatical item on the text. The writer re-read the conversation and emphasized on the underlined words because it contained Present Perfect Tense pattern.

After that, the writer made a note on the whiteboard in order to make the students understand more easily about the material. To make the students understand easily, the writer made a note in Indonesian. Here are the notes about the use of Present Perfect Tense that the writer gave:

1. Present Perfect Tense digunakan untuk menceritakan suatu kegiatan yang sudah dilaksanakan dan berfokus pada hasil/akibat dari kegiatan tersebut.

Present Perfect Tense is used to show the activity which has been completed and the focus is on the results.

2. Rumus Present Perfect Tense (*The pattern of Present Perfect Tense*) :

(+) Subject + have/has + V₃

(-) Subject + have/has + not + V₃

(?) Have/Has + Subject + V₃?

3. Keterangan waktu (*Adverbs of time*)

- Already : sudah
Just : baru saja
Ever/never : pernah/tidak pernah
Since + titik waktu : sejak
For + jumlah waktu : selama

4. Kata “so (sehingga)” dalam Present Perfect Tense digunakan untuk menceritakan akibat/hasil dari kegiatan tersebut.

The word “so” in Present Perfect Tense is used to show the result of the activity.

After explaining the note above, the writer gave examples based on activities which have been done by the students in their daily life so they could understand easily about the use of the tense in the real life. The writer also explained about when the students should use either “have + V₃” or “has + V₃” in making a sentence or solving problem of a question. The use of Verb 3 in Present Perfect Tense was also discussed briefly by the writer because she had given list of *verb₁*, *verb₂*, and *verb₃* to the students in previous meeting.

2.3 Practice

The students’ understanding about Present Perfect Tense was measured through this stage. The writer gave many exercises to the students in order to make them more familiar with the use of Present Perfect Tense. Some of the exercises were taken from the student’s worksheet and students’ handbook. The writer still gave guidance to them

in doing the exercise because the students should be accustomed first to solving the problem of questions.

The other exercises were also made by the writer and it consisted of individual exercises or in group exercises. The students were given time to do it and then the writer gave them opportunity to write the answer on the whiteboard. The writer gave additional point to the active student so they had motivation to do the exercises well.

2.4 Test

The writer gave simple written test because it consisted of multiple choice test and essay test. In this test, the students were asked to demonstrate the correct use of Present Perfect Tense's pattern. After conducting the test, the writer also provided remedial test to the students who got scores under the passing grade.

D. The Method to Differentiate Between the Use of Simple Past Tense and Present Perfect Tense

The process of teaching Simple Past Tense and Present Perfect Tense has been discussed by the writer in the previous point. In the teaching process, the writer discovered that the students found difficulties in differentiating the use of Simple Past Tense and Present Perfect Tense in their daily life. They considered that both of the tenses are used to tell the activity in the past.

The writer used Deductive Method in helping the students understand how to differentiate the right use of Simple Past Tense and Present Perfect Tense in their daily life. The writer used deductive method because of these considerations, they are:

1. The eight graders of SMPN 22 Surakarta needed to learn something slowly and step by step.
2. They needed a little example before the writer shifted to the isolation and explanation stage. The other examples were given after focusing on the grammatical item.
3. They needed explanation about the grammar rules nearly always in Indonesian.
4. They needed a lot of explanations about the rules before doing the exercises.

Considering that the writer used Deductive Method in helping the students differentiate the use of Simple Past Tense and Present Perfect Tense, the writer divided the activities in the class into four stages, they are:

1. Presentation

The writer did not spend a long time at this stage because she just reviewed last material which had been given to the students on previous meeting. It was about Simple Past Tense and Present Perfect Tense.

2. Isolation and Explanation

The students were quick to remember the pattern of Simple Past Tense and Present Perfect Tense at the presentation stage so the writer moved to the isolation and explanation stage. The writer compared those two patterns on notes. The writer copied her own notes and gave it to the students. The notes were enclosed in the appendices of this final project report.

The students were given an opportunity to read the material for a minute, and then the writer gave explanation related to the material. The writer helped them understand the material by explaining each point of the material and giving responses to the students' questions.

3. Practice

In order to measure the students' understanding about the material, the writer provided exercises she made. The exercises consisted of reading, writing, speaking, and listening activities.

While conducting the teaching activities, the writer found that the students could do the writing exercises better than reading, listening, and speaking exercises. It could be seen from the result of each exercise. The table below shows the mean of class VIII D on each activity:

Type of Exercise	Mean
Listening activity	82,7
Reading activity	88,5
Writing activity	95,5
Speaking activity	75,5

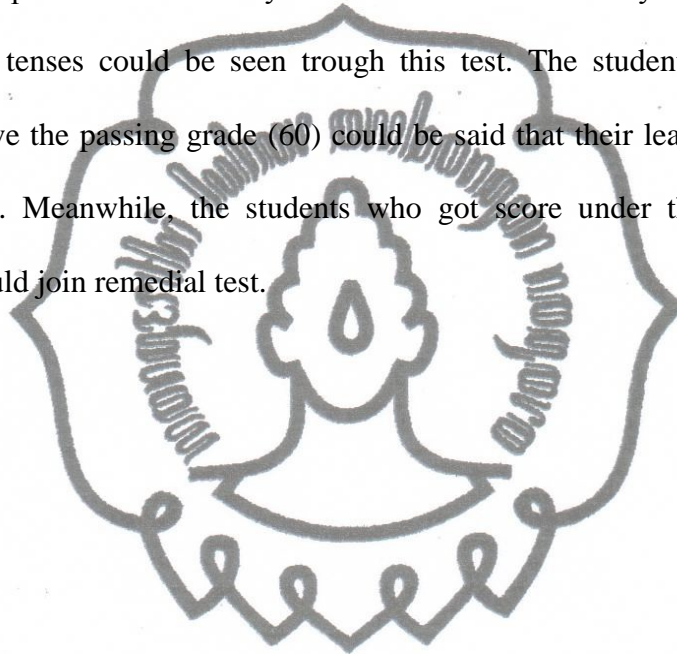
Based on the data above, it can be said that the students found more difficulties in doing listening activity than reading and writing activity. In listening section, the students could not get what the writer said. It was because the students were not used to pronouncing the words well so it was difficult for them to understand what the writer said.

The students also found difficulties when doing the exercises in form of speaking activity. They were confused in expressing what they wanted to speak up. Many of them did not feel confidence when speaking in front of the class. So, it can be concluded that English speaking activity could not be done well in the classroom.

The exercises consisted of individual and group activities. The students were given time to do them, but the writer still provided guidance to them. The writer still gave them opportunity to write the answer on the whiteboard and gave additional point to the active students. The exercises were enclosed in the appendices of this final project report.

4. Test

The writer conducted the test in order to measure the students' understanding about the material related to the differentiation between the use of Simple Past Tense and Present Perfect Tense. The test consisted of multiple choice and essay tests. The students' mastery towards the use of two tenses could be seen through this test. The students who got score above the passing grade (60) could be said that their learning process ran well. Meanwhile, the students who got score under the passing grade should join remedial test.



CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in Chapter III, some conclusions can be drawn as follows:

2. **The Process of The Process of Teaching Simple Past Tense and Present Perfect Tense to the eight graders of SMP N 22**

The first step done by the writer was teaching Simple Past Tense to the students. There were four stages in teaching simple past to the eight graders of SMPN 22 Surakarta. The first stage was *presentation* and it was started by giving them an example of simple Recount text, and also questions related to the text.

Then, the writer moved to the second stage namely *isolation and explanation*. In this stage, the writer explained the Simple Past Tense pattern. The use of regular verbs and irregular verbs were also discussed in this stage. The writer provided some examples to the students related to the pattern in order to make the students more comprehend the pattern.

After that, the writer continued to the third stage namely *practice*. The writer gave them many exercises done individually and in group in order to develop their understanding about the pattern. After the students were able enough

to solve the problem in the exercises, the writer moved to the last stage called *test*. The test consisted of multiple choice, and essay tests, and it included the use of Simple Past Tense.

After the writer finished conducting the process of teaching Simple Past Tense to the students, the writer started conducting the process of teaching Present Perfect Tense. The writer used the same stages as teaching Simple Past Tense; they are *presentation, isolation and explanation, practice*; and *test*. In the presentation stage, the writer introduced the examples of simple conversation that reflected the use of Present Perfect Tense in daily life. In the isolation and explanation stage, the writer started explaining the Present Perfect Tense pattern to the students and providing some examples related to the pattern.

In the practice stage, the writer still gave guidance to the students in doing individually and in group practices. After the third stage was finished, the writer moved to the last stage by giving a test to the students related to the use of Present Perfect Tense.

3. The Method to Differentiate Between the Use of Simple Past Tense and Present Perfect Tense

There was a problem faced by the students after the writer conducted the process of teaching Simple Past Tense and Present Perfect Tense. The problem was that the students found difficulties in differentiating the use of Simple Past Tense and Present Perfect Tense in their daily life. The writer used *Deductive Method* in order to solve the problem. The writer also used the fourth stages in helping the students differentiate the use of Simple Past Tense and Present Perfect Tense.

In the presentation stage, the writer reviewed the material about Simple Past Tense and Present Perfect Tense. Then, the writer made comparison between the two tenses in form of simple note at the isolation and explanation stage. It was not easy to make the students understand about the material so the writer gave them some exercises in order to make them accustomed to differentiating the two tenses. After the practice stage finished, the writer moved to the test stage.

In conducting the teaching process, the writer found that the use of Deductive method is helpful for the grade eight students of SMPN 22 Surakarta considering that the students needed to learn something slowly and they needed more explanation in Indonesian. The writer also found that the practices in form of writing activity is the most appropriate among the other activity because the students could apply the pattern of two tenses more easily in written form than others.

B. Suggestions

Based on the result of this Final Project Report, the writer gives suggestions to:

1. The English teachers at SMPN 22 Surakarta

The English teachers should discover the easiest method to present the rules of grammar in order to help the students understand the use of the grammar easily. They should provide many exercises in the form of various activities in order to make the students more comprehend about the lesson and avoid the boredom. The teachers must also give additional point to the active students in order to make the students feel more enthusiastic in doing the exercises.

2. The Eight Graders of SMP N 22 Surakarta

The students must realize that English is one of the important lessons and it should be mastered well because English becomes International language. The students must study hard and motivate themselves in learning English. The students need to solve the problem of lacking vocabulary by reading the dictionary regularly. They should also practice it everyday in their daily life to improve their skill in English.

3. The English Diploma Program

It is better to have the packaging of the major subjects, i.e. teaching, public relations, and tourism at the earlier semester. It aims at preparing the English Diploma students' readiness before conducting the job training. Unfortunately, the students only have those major subjects in

semester five as long as six months so this short preparation makes many students face some problems when entering the job training field. Thus, the English Diploma Program should give the major subjects in the earlier semester as long as more than just one semester so the students have more preparations before conducting the job training.

4. The Students of English Diploma Program

The students of English Diploma Program should make preparation in details before conducting the job training. They should determine their focus and objectives such as the things that they want to observe in the field at the beginning of job training. It can help them manage their activities during the job training well and also save their time. It would also be better to observe something new during the activities of job training such as comparing the handbook used by the students of a school with the other handbooks.