KATA PENGANTAR

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Dalam kesempatan ini, kami mengucapkan terimakasih kepada semua pihak yang ikut membantu dalam menerbitkan Jurnal ini, terutama kepada seluruh Dewan Redaksi dan Dosen Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Graha Nusantara Padangsidimpuan. Semoga isi Vol. 4 No. 1 Januari-April 2019 ini dapat dipergunakan sebagai salah satu acuan, petunjuk maupun pedoman bagi pembaca dalam menambah pengetahuan dan mengembangkan pembelajaran terutama untuk para guru dan dosen.

Editor,

DAFTAR ISI

PENGGUNAAN TEKNIK JIGSAW DALAM MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS VII 3 SMPN 3 PANYABUNGAN MANDAILING NATAL

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca siswa dengan menggunakan tekhnik Jigsaw di SMP N Panyabungan Mandailing Natal kelas VII 3 dengan jumlah 24 siswa. Metode yang digunakan adalah metode penelitian tindakan kelas oleh peneliti dan kolaborator yaitu guru Bahasa Inggris yang mengajar dikelas VII 3. Hasil dari pre-test dengan mean skor 65,33. Cycle I nilai test yang diperoleh siswa adalah 70,20. Nilai ini sudah mendekati batas minimal KKM, akan tetapi belum mencukupi. Cycle II mean skor siswa adalah 77,12. Nilai ini sudah mencapai target batas minimum KKM. Kesimpulan penelitian ini adalah Penggunaan tehnik Jigsaw mampu peningkatkan pemahaman membaca siswa.

Kata Kunci : kemampuan membaca, teknik Jigsaw

ABSTRACT

The purpose of this research is to improve the students' reading comprehension by using Jigsaw technique to the seventh grade students of SMP N 3 Panyabungan Mandailing Natal consist of 24 students. Classroom Action Research is used by the researcher and the collabolator is an English teacher at SMP N 3 Panyabungan Mandailing Natal. The mean score of pre-test is 65.33. The score of cycle I is 70.20 which reaches the improvement but it is not reachable the minimum score of criteria minimum completeness. The score of cycle II is 77.12. This score reaches the criteria minimum completeness. The conclusion of this research is the use of jigsaw technique can improve the students' reading comprehension.

Keywords : reading comprehension, Jigsaw technique

I.   PENDAHULUAN

Bahasa Inggris adalah bahasa Internasional yang menjadi bahasa yang wajib dipelajari disekolah di Indonesia. Bahkan Bahasa Inggris resmi menjadi salah satu mata pelajaran yang di ujikan di Ujian Nasional (UN) sejak beberapa tahun belakangan ini.

Bahasa Inggris memiliki skill yang harus dikuasai oleh para siswa,yaitu reading, writing,listening dan speaking. Pada kesempatan kali ini, peneliti berkolaborasi dengan guru dari siswa SMPN 3 panyabungan yang berkesempatan menjadi guru bahasa Inggris dikelas VII3 mengobservasi dan meneliti peserta didik dalam bidang reading. Banyaknya masalah yang guru hadapi dikelas terutama kemampuan membaca siswa dan buku Bahasa Iggris pegangan siswa yang digunakan guru lebih cenderung memahami kemampuan speaking, jadi peneliti berkolaborasi dengan guru dalam mengembangkan bahan ajar dengan meningkatkan pemahaman reading siswa menggunakan metode baru yang lebih relevan.

Berdasarkan permasalah yang dihadapi guru mengenai kemampuan reading siswa, makan dilakukan pre-test untuk mengetahui kemampuan real siswa. Hasil yang diperoleh dari pre-test adalah dibutuhkannya metode baru yang lebih efektif untuk meningkatkan kemampuan membaca siswa.

Menurut Moechnilabib (1997:1) Penelitian adalah suatu kegiatan ilmiah untuk memperoleh pengetahuan yang benar mengenai suatu masalah. Pengetahuan yang dihasilkan oleh penelitian dapat berufa fakta, konsep, generalisasi, dan teori.pengetahuan itu memungkinkan manusia untuk meningkatkan kemampuannya dalam mendeskripsikan, menjelaskan, meramalkan, dan mengendalikan fenomena dialam sekitarnya. Oleh karena itu, hasil penelitian sangat bermamfaat untuk berbagai keperluan, seperti untuk mengembangkan ilmu pengetahuan dan tekhnologi juga untuk pemecahan masalah masalah praktis dalam kehidupan manusia.

Reading adalah salah satu skill yang sangat penting dalam belajar bahasa Ingggris, menurut Harmer (1991:190) reading adalah sebuah latihan, yang didominasi oleh mata dan otak. Mata menerima pesan dan otakyang harus bekerja untuk memaknai pesan itu. Pembelajaran reading adalah sebuah metode yang mengajarkan banyak tentang simbol penulisan.

Nunan (1991:259) juga mengatakan bahwasanya reading itu adalah sebuah aktivitas yang sangat penting, tidak hanya aktivitas yang mencari informasi, aktivitas yang menyenangkan akan tetapi menggabungkan dan memperluas pengetahuan, literature dan budaya.

Moechnilabib (1997:1) juga mempertegas, untuk memperoleh pengetahuan yang benar, penelitian dilaksanakan dengan menggunakan metode ilmiah oleh peneliti yang memiliki integritas ilmiah. Artinya, penelitian dilaksanakan berdasarkan teori-teori, prinsip-prinsip serta sumsi-asumsi dasar ilmu pengetahuan. Peneliti juga bersikap objektif, terbuka, jujur dan berpegang teguh pada kebenaran ilmiah. Sebagai guru yang mengajar dikelas yang akan saya teliti ini, saya sebagai

peneliti, telah mengobservasi siswa – siswa saya, dan juga telah mmberikan pre test terhadap penguasaan reading mereka.hasil yang saya dapatkan sangat jauh dari harapan. Permasalahan yang siswa hadapi adalah mereka tidak suka membaca, tidak bisa menjawab pertanyaan dari soal rading didalam pre test tentang materi reading yang telah diberikan.

Oleh karena itu, sebagai peneliti saya mencari solusi sebuah metode pembelajaran kooperatif yaitu metode "JIGSAW". Suprijono Agus (2009:54) mengatakan pembelajaran kooperatif adalah sebuah konsep yang lebih luas meliputi semua jenis kerja kelompok termasuk bentuk- bentuk yang lebih dipimpin oleh guru atau diarahkan oleh guru, dimana guru menetapkan tugas dan pertanyaan-pertanyaan serta menyediakan bahan dan informasi yang dirancang untuk membantu peserta didik menyelesaikan masalah yang dimaksud. Beliau juga menjelaskan "Jigsaw" salah satu metode pembelajaran kooperatif dalam sebuah kelompok yang diatur oleh guru.

Pembelajaran dengan metode jigsaw adalah diawali dengan guru memberikan topik yang akan dibahas, betanya kepada peserta didik tentang topik yang mereka ketahui ari topik tersebut, membagi kelompok (kelompok asal dan kelompok ahli),membagikan materi,dan berdiskusi.

Berdasarkan pendahuluan yang telah diuraikan diatas, maka permasalahan dalam penelitian ini adalah:

"Bagaimana kemampuan *reading* siswa bisa ditingkatkan dengan menggunakan *Tekhnik Jigsaw* di SMPN 3 Panyabungan?"

Tujuan yang hendak dicapai dalam peneitian ini adalah untuk mendeskripsikan bagaimana tekhnik Jigsaw meningkatkan kemampuan membaca siswa kelas VII 3 di SMPN 3 Panyabungan.

Penelitian ini fokus pada strategi pembelajaran di Sekolah Menengah Pertama yang dibatasi pada pembelajaran *reading* dengan menggunakan metode *Tehnik Jigsaw* pada teks *pendek*. Penelitian ini juga dibatasi pada pembelajaran kelas VII 3di SMPN 3

Panyabungan Sumatera Utara. Penelitian ini tentang meningkatkan kemampuan siswa dalam memahami teks bacaan berbahasa Inggris fokus pada teks pendek dengan metode strategi *Tehnik Jigsaw.*

Hasil dari penelitian secara teori diharapkan bisa memberikan kontribusi terhadap perkembangan pembelajaran bahasa Inggris khususnya terhadap metode perkembangan pembelajaran *reading*. Secara praktikal, strategi yang diaplikasikan diharapkan bisa meningkatkan kemampuan siswa dalam memahami teks and mampu memperkaya pengetahuan guru didalam metode pembelajaran *reading* dengan menggunakan teori *Tehnik Jigsaw.*

II.　KAJIAN PUSTAKA

Proses *Reading*

Sebelum memulai membaca teks, merupakan hal yang lumrah bagi seseorang tentang tujuan dari membaca itu. Banyak dari peserta didik mendapatkan kesulitan saat membaca teks dan disinilah peran guru untuk membantu dan menemukan tekhnik yang tepat dalam permaslahan mereka. Nunan (2003:68) mengatakan bahwa reading/membaca adalah sebuah proses dari pembaca yang dikombinasikan dari informasi yang didapat dari teks dan latar belakang pengetahuan yang pembaca miliki untuk mencipatakan sebuah arti dari teks bacaan. Jadi untuk memahami sebuah teks, seseorang itu tergantung latar belakang yang dia miliki, misalnya ketika dia tidak pernah mengtahui hal tersebut, sementara yang dia baca adalah hal baru, akan menjadi sebuah kesulitan tersendiri bagi nya dalam memahami makna teks.

Sedangkan Nuttal (1982) dalam Simanjuntak (1988: 14) mendefinisikan *reading* sebagai intrepretasi yang mengandung makna dari hasil print atau symbol verbal yang tertulis. Dalam proses membaca, pembaca mencoba untuk membuat kembali arti dari apa yang dimaksudkan oleh penulis. Reading adalah proses cognitive aktif dari sebuah interaksi dengan hasil print dan memonitor pemahaman dalam menyusun atau membentuk arti bacaan.

Pemahaman *reading* adalah salah satu proses interaktif karena hasil dari teks yaitu pelajaran dari pembaca dan teks. Pang dkk (2003) menyatakan bahwasanya Pemahaman *reading* adalah mengenai pemahaman teks tertulis. Itu adalah sebuah aktivitas yang rumit paduan dari persepsi dan pemikiran. Reading adalah termasuk dua proses yang saling berkaitan yaitu pengenalan dan pemahaman. Pengenalan terhadap kosa kata merujuk terhadap proses pemahaman bagaimana symbol tertulis cocok terhadap bahasa yang diungkapkan oleh seseorang.

Tekhnik Jigsaw

Menurut Mengduo dan Xiaoling didalam Jumeidar (2011:18), Jigsaw adalah sebuah pembelajaran kooperaif yang bisa dipelajari dengan banyak cara oleh peneliti, guru kelas dengan tingkat dan mata pelajaran yang berbeda. Tekhnik jigsaw adalah sebuah cara yang efektif untuk partisipasi peserta didik dan rasa antusias mereka dalam pembelajaran bahasa untuk mencapai tugas pembelajaran didalam kelas.

Suprijono Agus (2009:89) menyatakan, metode jigsaw diawali dengan pengenalan topik yang akan dibahas oleh guru, bisa melalui power point atau papan tulis. Guru bertanya kepada siswa tentang topik tersebut, gunanya untuk mengaktifkan skemata atau struktur kognitif siswa dalam menghadapi kegiatan baru. Selanjutnya guru membagi kelompok kecil, jumlahnya tergantung jumlah siswa secara keseluruhan. Kelompok pertama dinamakan kelompok asal, setiap orang didalam kelompok bertanggung jawab memahami materi yang telah diberikan kepadanya. Sesi berikutnya membentuk kelompok ahli/expert. Setiap kelompok ahli adalah kelompok dari keompok asal yang berbeda, lalu mereka berdiskusi. Melalui diskusi inilah diharapkan mereka memahami metode metode reading yang diberikan. Setelah diskusi dikelompok ahli selesai mereka kembali ke kelompok asal dan mendiskusikan hasil dari diskusi dengan kelompok ahli. Lalu hasil dari kelompok

dipresentasikan didepan kelas kemudian guru memberikan pertanyaan mengenai teks yang telah didiskusikan. Guru juga memberikan review diakhir pembelajaran.

Coelho didalam Jumeidar (2011:20) menyarankan aktivitas Jigrsaw dikelas yang direkomendasikan yaitu

a) *Forming Jigsaw Groups.*

Setiap anak ditugaskan kesetiap grup yang telah dibagi dan ditandai dengan huruf (A,B,C,dan D) setiap huruf direpresentasikan sebuah topik atau subtopik semua siswa yang memiliki huruf yang sama akan menerima materi yang sama.
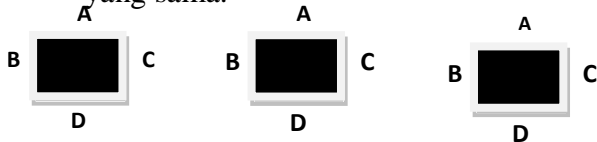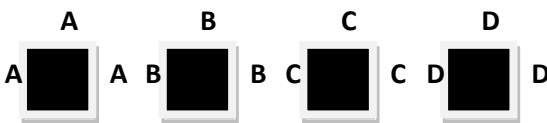

Foto 2.1 Grup Jigsaw

b) <u>*Working in the expert groups*</u>

Didalam grup yang kedua ini, para siswa belajar bagaimana mengetahui informasi dan dari potongan cerita yang dibagi sesuai dengan huruf kelompok. Setelah berdiskusi sesuai dengan huruf keompok maka mereka akan kembali kekelompok asal dan mempresentasikan kegrup awal.

Picture 2.2 Expert Groups

III. METODE PENELITIAN

Penelitian ini adalah penelitian yang termasuk penelitian tindakan kelas di SMPN 3 Panyabungan. Penelitian ini bertujuan untuk memecahkan masalah yang ada didalam kelas penulis dengan menggunakan metode *Tekhnik Jigsaw.* Oleh karena itu pendekatan yang digunakan penelitian ini adalah pendekatan kualitatif.

Menurut Ekawarna (2010: 4) Penelitian Tindakan Kelas adalah sebuah penelitian yang dilakukan oleh guru yang bertujuan untuk memecahkan masalah yang ada didalam kelas. Tujuan nya untuk mengembangkan strategi pembelajaran dengan menggunakan metode baru dalam meningkatkan kualitas pembelajaran.

Model penelitian tindakan kelas yang digunakan dalam penelitian ini ada prosedur penelitian yang diadaptasi dari Kemmis dan Taggart didalam Ekawarna (2010:16). Model ini menggunakan sistem spiral refleksi diri yang dimulai dari rencana, tindakan, pengamatan, refleksi dan perencanaan kembali yang merupakan dasar untuk suatu ancang-ancang pemecahan masalah. Model ini digunakan karena menurut penulis ini lebih praktis dan actual.

Penelitian tindakan kelas ini menggunakan tiga siklus, siklus I dan siklus II, masing-masing siklus menggunakan empat tahapan, yaitu (1) menyusun rencana tindakan, (2) melaksanakan tindakan, (3) melakukan observasi, (4) membuat analisis dilanjutkan dengan melakukan refleksi. setiap siklus menggunakan waktu 2 x 40 menit. Dalam penelitian ini yang melakukan kegiatan pembelajaran adalah peneliti dan guru yang sekaligus berperan sebagai peneliti dengan berkolaborasi.

Penelitian ini dilaksanakan di SMPN 3 Panyabungan Mandailing Natal Sumatra Utara. Di Jln Bhayangkara raya No: 01 Gunungtua Panyabungan. dikelas VII 3 yang berjumlah 24 siswa dan dilaksanakan pada semester ganjil bulan November sampai bulan Desember. Kelas ini dipilih karena si peneliti adalah kolabolator langsung dengan guru bahasa Inggris dikelas tersebut. Berdasarkan pengamatan yang dilakukan oleh peneliti dan team kolaborasi sebelum melakukan penelitian tindakan kelas ini. Siswa sangat kurang mampu memahami teks bacaan bahasa Inggris dan guru sangat membutuhkan tehnik pengajaran baru untuk memotivasi siswa dalam meningkatkan pemahaman reading mereka.

Dalam mengumpulkan data , peneliti menggunakan perencanaan, persiapan, implementasi, observasi dan refleksi. Fasilitas yang digunakan untuk pembelajaran siswa

adalah standar isi, Silabus Pembelajaran, Rencana Pembelajaran, bahan ajar, media pembelajaran berupa kertas sesuai procedur strategi *Tehnik Jigsaw*, instrumen penilaian atau alat penilaian.

Untuk mengumpulkan data selama proses penelitian disetiap siklus dipergunakan beberapa instrument yaitu cerita bacaan pendek yang berbeda- beda setiap kelompok untuk didiskusikan kelompok kecil dan dipresentasikan didepan kelas. Sementara instrument untuk guru dan observer adalah berupa catatan hasil dari penilaian siswa. Dokumen nilai dipergunakan untuk mengetahui atau mengukur keterampilan siswa sebagai hasil pembelajaran secara individu.

Peneliti menggunakan dua teknik dalam menganaisis data yaitu kualitatif dan kuantitatif. Data yang diperoleh dari catatan guru dan observer dielaborasi secara kualitatif sementara hasil siswa dianalisis secara persentase. Peneiti dan observer menggunakan metode presentasi sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : persentase
F : jumlah jawaban
N : jumlah siswa

$$X = \frac{\sum X}{N}$$

Notes:
X : mean
$\sum X$: jumlah nilai
N : jumlah siswa

IV. PEMBAHASAN
Hasil Penelitian

Hasil studi preliminary yang diadakan pada tanggal 08 Oktober 2018 mean skor yang didapatkan adalah 65,33 dengan nilai tertinggi diraih oleh ananda RB 85, AD 83 dan AG 80. Sementara itu nilai terrendah diraih ananda ADL dengan skor 50. Rata-rata nilai siswa masih 60 kebawah. Hasil mean pada

pre-test yang diperoleh dapat disimpulkan nilai reading siswa sangat rendah dan dibawah nilai KBM. Nilai KBM sekolah adalah 71. Penelitian Tindakan Kelas ini sangat diharapkan oleh guru untuk meningkatkan kemampuan siswa dalam pemahaman *reading*.

Selama sebulan dibulan November diadakan tiga kali pertemuan dengan menggunakan tekhnik jigsaw dalam pembelajaran reading. Hari pertama yaitu hari Senin tanggal 5 November 2018 jam 11.25 – 12.25. hari kedua dilaksanakan pada hari Sabtu tanggal 9 November 2018 pada jam 08.00-09.20, dan hari ketiga yaitu hari Senin tanggal 12 November 2018 jam 11.25 – 12.25, sedangkan hari ke empat digunakan untuk test I bertujuan untuk melihat perkembangan kemampuan siswa setelah menggunakan tehnik Jigsaw. Test cycle I dilakukan pada hari Sabtu 16 November 2018 jam 08.00- 09.20. Test di cycle I menunjukkan ada peningkatan kemampuan siswa dibandingkan dengan pre-test. Mean score nya adalah 70,20 dengan nilai rata- rata siswa 65 keatas. Hasil ini sangat signifikan meningkat dari sebelum menggunakn tehnik jigsaw. Siswa terlihat lebih antusias dan sangat semangat didalam mengikuti pembelajaran. Akan tetapi, walaupun peningkatan ini menunjukkan perkembangan siswa dalam membaca, nilai yang siswa dapatkan belum mencapai batas minimum nilai KBM.

Cycle II dibutuhkan untuk melihat hasil yang ukup dalam penigkatan kemampuan siswa. Maka, peneliti dan kolabolator mengulangi pertemuan dengan menggunakan tehnik Jigsaw dibulan Desember. 3 pertemuan untuk pengaplikasian tehnik Jigsaw dan satu hari digunakan untuk test II. Pertemuan pertama yaitu hari Senin tanggal 3 Desember 2018 jam 11.25 – 12.25. hari kedua dilaksanakan pada hari Sabtu tanggal 8 Desember 2018 pada jam 08.00-09.20, dan hari ketiga yaitu hari Senin tanggal 10 Desember 2018 jam 11.25 – 12.25, sedangkan hari ke empat digunakan untuk test II bertujuan untuk melihat perkembangan kemampuasan siswa setelah menggunakan

tehnik Jigsaw. Test cycle I dilakukan pada hari Sabtu 14 Desember 2018 jam 08.00- 09.20.

Hasil yang diperoleh di test II sangat memuaskan yaitu dengan mean skor 77,12. Siswa dengan inisial AD dan RB mendapatkan nilai 90 dan mayoritas nilai siswa rata-rata adalah 70. Nilai ini sudah mencapai target batas minimum KBM sekolah untuk mata pelajaran bahasa Inggris. Maka dari itu, penelitian untuk cycle II ditest II sudah bisa distop dan tidak perlu lagi dilanjutkan.

Selama proses pembelajaran dengan menggunakan metode tehnik Jigsaw ini siswa merasa antusias, mereka bekerjasama dengan semua teman secara kooperatif. Siswa yang dulunya tidak aktif menjadi aktif, yang dulunya merasa tidak percaya diri tampil didepan teman menjadi percaya diri. Moment yang paling siswa antusias adalah ketika grup pertama mereka saling bertukar fikiran mengenai paragraf yang mereka peroleh dengan teman kelompok lain, lalu harus bertanggung jawab memahami dan menerangkan paragraf tersebut ke grup asal mereka. Itu yang sangat mereka sukai. Managemen diri belajar bertanggung jawab dihadapan teman dan juga guru adalah tantangan yang mereka dapatkan selama menggunakan tehnik Jigsaw.

V. KESIMPULAN

Kesimpulan

Hasil yang diperoleh pada pre-test menjadi alasan peneliti menggunakan metode tehnik Jigsaw untuk meningkatkan kemampuan siswa dalam membaca. Hasil pre-test dengan mean skor siswa yaitu 65,33. Nilai pre-test ini sangat jauh dari nilai minimal KBM sekolah. Cycle II nilai test yang diperoleh siswa adalah 70,20. Nilai ini sudah mendekati batas minimal KBM, akan tetapi belum mencukupi. Alasan kuat harus melanjutkan ke cycle II adalah peningkatan kemampuan reading siswa. Cycle II mean skor siswa adalah 77,12. Nilai ini sudah mencapai target batas minimum KBM. Dapat

disimpulkan bahwa nilai pada test II sudah menunjukkan peningkatan membaca siswa dengan menggunakan tehnik Jigsaw.

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APPLYING STORY PYRAMID STRATEGY IN INCREASING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi piramida cerita dapat meningkatkan kemampuan siswa dalam menulis teks naratif atau tidak. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 9 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Menurut hasil pelaksanaan penelitian tindakan kelas pada siswa kelas delapan SMP Negeri 9 Padangsidimpuan tahun akademik 2017 - 2018, itu menunjukkan peningkatan yang besar di mana rata-rata skor siswa pada pre test adalah 58,48, sedangkan pada post test 1 adalah 71,96 dan pada post test 2 adalah 79,38. Hasil peningkatan skor siswa dari pretest ke posttest 1 adalah 23,05%, dan dari pretest ke posttest 2 adalah 35,73%. Persentase yang didapat dari hasil post-test 2 telah mencapai kriteria keberhasilan. Dengan demikian, dapat diasumsikan bahwa strategi piramida cerita dapat memberikan efek yang signifikan kepada siswa menulis teks naratif karena skor tulisan siswa setelah diajarkan dengan menggunakan piramida cerita lebih tinggi daripada sebelumnya. Selanjutnya, penelitian ini mendukung penelitian sebelumnya bahwa strategi piramida cerita adalah cara yang efektif untuk mengajar menulis. Selain itu, dapat meningkatkan proses pembelajaran yang memfasilitasi siswa untuk berlatih menulis. Ini membantu untuk mengatur pemikiran mereka dalam membuat karya tulis, membantu siswa untuk menulis berdasarkan garis besar yang disediakan dalam piramida cerita. Singkatnya, menggunakan strategi piramida cerita dapat meningkatkan kemampuan siswa dalam menulis teks naratif.

Kata Kunci   : strategi piramida cerita, menulis, teks naratif

ABSTRACT

The purpose of this study is to know whether story pyramid strategy can increase the students' ability in writing narrative text or not. The method that is used in this research is the classroom action research. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 9 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test.According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 9 Padangsidimpuan in 2017 - 2018 academic year, it showed a great improvement in which the mean score of students in pre test is 58.48, whereas in post test 1 is 71.96 and in post test 2 are 79.38. The result of the students' score improvement from pretest to posttest 1 is 23.05%, and from pretest to posttest 2 is 35.73%. The percentage got from the result of post – test 2 has achieved the criteria of success. So that, it can be be assumed that story pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this research

supported the previous research that story pyramid strategy is an effective way to teach writing. In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid. In summary, using story pyramid strategy can increase the students' ability in writing narrative text.

Keywords   : using story pyramid strategy, writing, narrative text

I.   I N T R O D U C T I O N

Based on the writer's experience during teaching practice in SMP Negeri 9 Padangsidimpuan, she found that some of the second grade students face difficulties in writing. When they were given a task to write, they could not finish the task in the due time given by the writer. They said that they were confused what they should write, they did not know how to develop their writing and also had problem on grammar which they did not know the tenses that should be used. It is also proven by previous research that conducted by Santangelo (2014), she found some of salient factors that have been shown to hinder students' writing development and performance. Specifically, she highlighted the characteristics of skillful writing in the areas of planning, text production, and revision.

Therefore, to make students reach the objective of the basic competence above, the writer assumes that teacher must have strategy to help students to solve their problem. It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. There are some alternative strategies to improve writing skill. One of strategies that can be used is story pyramid strategy.

Story pyramid is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write. According to Macon, Bewell & Vogt (2017), it can help students to pinpoint the highlights of a story and describe the important parts using a limited number of words. The requirement of brief responses stretches students' thinking and fun.

Besides, the students will be easier in developing the story because the story pyramid help them by giving some words that related to the story such as the main character, setting, events, etc. This strategy also make the students more excited because they will find new and different learning experience of narrative text from the experience that they usually get in the class.

The writer chooses this strategy because she believes that this strategy will help the students to improve their writing skill of narrative text. This strategy gives them visualize the main part of the story in the form of graphics. So, they can easily write the story by developing the list of words that served in the story pyramid.

Considering the benefits of story pyramid strategy in writing narrative text, writer wants to conduct a research entitled, **"Applying Story pyramid strategy in Increasing the Students' Ability in Writing Narrative Text".**

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1. Narrative text is one of the functional texts which is difficult enough to be learnt by the students. Students' have difficulties in planning what to write, they have difficulties in language aspect and they also are lack of knowledge about the steps on writing.

2. Story pyramid strategy is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important

information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write

3. As far as the writer knows that the topic has never been researched by other researchers before, so that it is still as a new topic in the English educational research.

Since the problem is regarded relatively large, so that it is necessary for the writer to limit it into the smaller one.

The limitation of this research can be seen below :

1. Story pyramid strategy is a structure format that shows the most important part of story. It makes the students focus on the detail and use concise terminology in conduct their writing.

2. The students' ability in writing narrative texts in the topic of the research means the process of creating visual images and sensory impression through words. More often, narrative is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener.

The writer conducts this research based on the following purposes :

1. To know whether story pyramid strategy can increase the students' ability in writing narrative text or not.

2. To know how far the increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy is.

3. To know how far the students' ability in writing narrative text is.

The hypothesis of this research can be formulated as : "There is a significant increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy".

This research can give benefit for the teachers, the students, and the writer herself.

1. For teachers

    If there is a positive effect of story pyramid strategy to and students' writing narrative text, teacher may use this strategy in the class to develop students' skill.

2. For the students

    The students who have problem in writing skill can try to use store pyramid strategy to encourage themselves to write.

3. For the writer

    Writer can expose herself to story pyramid strategy in order to improve her writing skill. Writer may also use it in the class where she teaches.

II. THE REVIEW OF LITERATURE

Flynn and Stainthorp (2006) state, writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is the way someone to sharing ideas in written form.

Meanwhile, Raymond (1980) defines that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading. We can conclude that before writing we have to do some activity like thinking, probing, etc. to gain information and knowledge.

In summary, writing is a skill to express something in written form. It is the action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing.

Narrative Text

Narrative text is one kind of texts that is used in eighth grade of Junior high school based on the curriculum. Andersons defines narrative as a piece of text which tells a story

and entertains or informs the reader or listener. Narrative can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. It means that narrative is a way to tell story that can amuse the reader or listener, it can deliver the story by using first or third person in the story. (Anderson, 1997)

Besides, Woodson states (1982) narrating is when you tell a story and when you describe actual or fictional events which are arranged in chronological order or sequence. It means that narrating is the way to tell a story in chronological order for describing events.

In summary, narrative text is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener.

The Frame of Mind

Based on the background of the research, the writer gets the point that writing is important in language learning as it related to the purpose of teaching English to improve students' linguistic competence both in spoken or written form. One of writing that should be mastered is writing narrative text. As we know that writing narrative text is one of English materials in eighth grade based on curriculum. The purpose of learning narrative text based on the syllabus is to make students able to produce the simple narrative text. However, students still face the difficulties in writing narrative text, especially in planning to write. They were confused what they should write, they did not know how to develop their writing and also had problem on grammar.

Writing is a skill to express something in written form. It is an action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing. Narrative text is a kind of texts which is learned at the eighth grade. Narrative text is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener. The writer considered

about using story pyramid strategy in teaching writing narrative text. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps the students generate and organize the ideas clearly before they start to write.

Based on the theories from experts that have been explained, the writer assumes that there is significant increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy. It happens because by using story pyramid strategy students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid.

III.   THE METHODOLOGY OF RESEARCH

In carrying out of the research, a researcher can't be freed from the method used in it. In this research the writer applies the scientific method. It is done based on the considerations that this research is formal, and it is done systematically.

As LR Gay (1988) states : " Research is the formal, systematic application of the scientific method to the study of problems. Educational research is the formal, systematic application of the scientific method to the study educational problems".

Based on the main purpose of this research, that is in order to find out whether story pyramid strategy can increase the students' ability in writing narrative text or not, so that in this research the writer applies classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto (2010), classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.

Mills (2003) defines an action research as any systematic inquiry conducted by teacher

researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.

Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

It has been mentioned that this research is done at SMP Negeri 9 Padangsidimpuan and the subjects of this research are all the eighth grade students. There are 242 students all. The writer has chosen 56 students as the sample of this research.

In analyzing the data related to the students' test of writing ability, the writer uses analytical scoring rubric adapted from Weigle (2002). There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component.

The research is seen successful if there is improvement 30% of students' mean score from the pre-test to post-test cycle 1 and the post-test in cycle 2. If there is no improvement, so the next step would be done.

IV.   THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis of data it has been known that the students' mean score of post-test 2 showed the higher improvement than the comparison of mean score in post-test 1, the percentage is **35.73%.** However, from this percentage, the CAR has been succeeded.

Because the criterion of the action success is 30%. It means, "There is a significant increase of the students' ability in writing narrative text taught by using story pyramid strategy", so the hypothesis of this research is accepted.

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre-test, the mean score of students in writing narrative text before using CAR and applying story pyramid strategy in teaching writing narrative text is 58.48. This mean score is viewed low, because the value of Minimum Completeness Criteria in this material is 75 (*seventy five*). So, mean score 58.48 is assumed as the low score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 71.96. It can be said that the students' mean score from the pre-test to post-test improved. The improvement of scores is 13.48 and the percentage of improvement is 23.05%. However, from this percentage, the CAR has been failed. Because the criterion of the action success is 30%.

Furthermore, the mean score of post-test 2 is 79.38. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 35.73%. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 30%. So, the cycle of CAR is stopped.

From the results in the first cycle and the second cycle, it is clear enough that students made a significant improvement concerning their ability to write a by using story pyramid strategy. It was showed by the difference of the mean score of the result of the pre-test and post-test. From the scores, the writer find out that the score differences show the improvement of the writing ability. It can be

concluded that teaching writing with story pyramid strategy give contribution to the students' ability in writing narrative text.

From the data analysis of the research, it can be assumed that story pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this research supported the previous research that story pyramid strategy is an effective way to teach writing.

In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid. In summary, using story pyramid strategy can increase the students' ability in writing narrative text.

V. THE CONSCLUSSION AND SUGGESTION

The Conclussions

After following the statistical process in the research we may conclude :

1. There is a significant increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy", it can be seen from the percentage of students' improvement of writing narrative text test score between pre-test and post-test 2 is 35.73%.

2. Before applying story pyramid strategy in teaching, the students' ability in writing narrative text score can be categorized into the low category. It can be seen from the value of writing narrative text mean score of pre test, that is 58.48.

3. After applying story pyramid strategy in cycle one and two, the students' ability in writing narrative text score can be categorized into the capable category. It can be seen from the students' mean

score of post-test cycle one and two, they are : 71.96 and 79.38.

4. Applying story pyramid strategy in teaching can increase the students' ability in writing narrative text to the eighth grade students of SMP Negeri 9 Padangsidimpuan in 2017 - 2018 academic year. It can be seen from the value of students mean score from 58.48 become 79.38.

5. The percentage of the eighth grade students of SMP Negeri 9 Padangsidimpuan in 2017 - 2018 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.14 %

6. The hypothesis of this research is accepted

The Suggestions

Here are suggestions which the writer deliver for future researches. Hopefully, the suggestions are useful for the students, teacher and other researchers who are interested in conducting writing activities by using story pyramid strategy. The suggestions as follows:

1. For teacher

   Teacher should give clear explanation about the story pyramid strategy before the students use it on their writing. The rules of story pyramid strategy might make the students confused. Teacher should make the class atmosphere is more creative to avoid students feeling bored in learning narrative text. Teacher should know the level of learners in the class. The slow learners need more extra treatment in writing.

2. For students

   The students should know the kind of text. Narrative and recount text have similarities. The students should know each structure of the text. The students should enrich vocabulary mastery which it is much needed in writing section.

3. Further research

The result of this study can be used as basic information or reference about implementation story pyramid strategy in writing narrative text for other research in conducting the similar study.

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IMPROVING THE STUDENTS' MASTERY IN SIMPLE PAST TENSE THROUGH PEER-EDITING TECHNIQUE

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana peningkatan penguasaan siswa dalam Simple Past Tense setelah mereka diajar dengan menggunakan teknik peer-editing. Penulis telah memilih 76 siswa sebagai sampel penelitian ini. Penulis menggunakan random sampling. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 3 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Menurut hasil pelaksanaan penelitian tindakan kelas pada siswa kelas delapan SMP Negeri 3 Padangsidimpuan tahun akademik 2017 - 2018, menunjukkan peningkatan besar bahwa nilai rata-rata siswa dalam pre test adalah 61,25, sedangkan dari post test 1 adalah 73,29 dan dari post test 2 adalah 80,79. Selain itu, persentase skor siswa dalam pretest adalah 18,33%, dari post test 1 adalah 56,58% dan 82,89% dari post test siswa yang lulus KKM. Selanjutnya, hasil peningkatan skor siswa dari pretest ke posttest 1 adalah 19,66%, dan dari pretest ke posttest 2 adalah 31,90%. Sehingga mencapai kriteria keberhasilan. Dapat disimpulkan bahwa ada peningkatan yang signifikan dari penguasaan siswa dalam Simple Past Tense setelah mereka diajarkan dengan menggunakan teknik peer-editing di kelas delapan SMP Negeri 3 Padangsidimpuan pada tahun akademik 2017 - 2018. Sehingga, dapat dinyatakan bahwa hipotesis yang dirumuskan diterima.

Kata kunci: Simple Past Tense, teknik peer-editing

ABSTRACT

Thi research is carried out in order to know about how far the improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique is. The writer has chosen 76 students as the sample of this research. The writer applies the random sampling. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test. According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it showed a great improvement that the mean score of students in pre test was 61.25, whereas from post test 1 was 73.29 and from post test 2 are 80.79. Besides, the students' score percentage in the pretest is 18.33%, from post test 1 is 56.58 % and 82.89 % from post test of students who passed the KKM. Next, the result of the students' score improvement from pretest to posttest 1 is 19.66 %, and from pretest to posttest 2 is 31.90 %. So it achieved the criteria of success.It can be concluded that there is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the

eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. So that, it can be stated that the formulated hypothesis is accepted.

Keywords   : Simple Past Tense, peer-editing technique

I.   INTRODUCTION

In teaching grammar, there are several ways of correcting students' works such as: 1) selective correction, correction only in certain elements of verb tenses 2) using marking scales, means that though students may fall down on, say, grammar, they can still perhaps do well in the way they answer a task or in their use of vocabulary, 3) using correction symbols, these have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves, 4) reformulation, is a way of showing students how they could write something more correctly, 5) referring students to a dictionary or a grammar book, it has the advantage of encourages the students to look at the information with a purpose in mind, 6) ask me, teachers can ask students to talk to them so that they can sort out the problem face-to-face, 7) remedial teaching, it can be done when teachers read students' written work and they come across mistakes which many people in the same class are making. In the stages of writing called editing, there is a step called peer review or in other book known as peer editing.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you'll find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in constructing Simple Past Tense the writer intended to use peer editing technique as an alternative technique to help and make students construct the Simple Past Tense easily. The writer makes the topic of his research as follows : "Improving the students' mastery in Simple Past Tense through peer-editing technique".

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1.   The writer chooses grammar, because it is one of the important language features that have to be mastered by students in the junior high school.

2.   The writer chooses simple past tense, because students usually have problems in understanding tenses especially simple past tense.

3.   Teaching past tense needs technique to make the lesson better. Peer-editing technique as a correction technique in teaching learning English in order to be able to make a good understanding.

4.   As far as the writer knows that the topic has never been researched by other researchers before. So that it is still as the new topic in the English educational research.

The limitation is important to be explained in order to avoid vagueness and misunderstanding about the problem of the research. And it is also because the limitation of the writer in the time and knowledge. Therefore, in this research the writer limits this research into the following limitation :

1. The Peer-editing technique in the topic of this research means a valuable element in the writing process where encourage students to read other students' work through what they have written to see where it works and where it does not.

2. The simple past tense in the topic of this research means the a verb used to express an action or condition that occurs in or during the past or when we want to indicate that something happens at a specific time in the past.

The writer formulate the problem of his research as follows :

1. Can peer-editing technique improve the students' mastery in Simple Past Tense ?

2. How far is the improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique?

3. How far is the students' mastery in Simple Past Tense?

The writer tries to formulate the hypothesis of his research as follows : "There is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique".

1.5. The Uses of Research

We are all agree that every scientific research is carried out by the researcher in order to give the uses, both for the writer and for the people who are interested to the topic of the research. Without having the uses, everything is useless to be done. Therefore, in this research the writer hopes that this research can give the uses, both for her and for the people as follows :

1. For the teachers, the finding of this study will inform them about the students difficulties in mastering Simple Past Tense so they can evaluate themselves whether they are successful or not in teaching English.

2. For the students, the finding of this study will help them to understand their own weaknesses and it is also expected to increase their achievement in Simple Past Tense so they can make a good structure.

3. For the readers, the finding of this study will help them as reference to conduct other research so that they can give contribution in the education.

4. For the writer, to motivate the writer in doing some research as the contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make a development in educational field especially in English teaching.

II. THE REVIEW OF LITERATURE

Grammar

2.1.1. The Meanings of Grammar

Grammar has various meanings. The experts give different definition of grammars. Quirk, Greenbaum, and Leech (1985) write that we shall be using "grammar" to include both syntax and that aspect of Morphology (the internal structure of words) that deals with inflection (or accidence). Harmer (1999) states that grammar is the description of the ways in which words can change in that language. In addition, Thornburry (1999:2) asserts that grammar is the study of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.

The writer also gives her definition of grammar. According to the writer, grammar is the study of words into a large order (morphology and syntax) that relate each other so that the large order can give information to

the reader or listener. We must aware of grammar since it deals with not only words but also the formation of words into a large order and also its meaning.

The importances of grammar are as follows:

1. Grammar is important to be taught because it affects students' performance in all four skills reading, listening, reading, and writing as asserted by Celce- Murcia and Freeman (1983).

2. Students are expected in comprehending English either written or spoken, for that reason, they must know the system rule of grammar of a target language fluently and acceptably since grammar is a tool for making meaning as represented by Thornburry (1999).

Simple Past Tense

We use tense to show when the activity happen. We obviously know that simple past tense is used to show an activity that is done in a certain time in past. Hartanto (1996) describes that: "*Simple past tense (waktu lampau sederhana) menerangkan peristiwa yang terjadi, atau tindakan kegiatan, perbuatan dan/atau pekerjaan yang dilakukan pada waktu lampau dalam bentuk sederhana dan diketahui pula waktu terjadinya peristiwa atau pekerjaan yang dilakukan itu*". It means, "Simple past tense identifies an event that happen, or activity, action and/or state that has been done in the past tense (past time) in a simple form and also known the time when the activity or action has been done".

There are two kinds of verbs in simple past tense, regular and irregular verbs.

As state by Lindell and Hagiwara (1990) there are four forms of regular verbs in simple past tense that are affirmative statements, question, negation, and short answer.

First, affirmative statements, it makes the past tense of regular verbs add –*ed* to the present tense form for example; I call up my friend everyday become I called up my friend yesterday. Then the spelling rules of affirmative statement divided into three, they are; first, when a simpl verb and with –e, it is only necessary to add –d to form the simple past for example: smile – smiled, agree – agreed. Second, when simple past verb ending in consonant *y*; change the *y* to – I and add –*ed* for example; hurry – hurried, try – tried. Third, when simple past have one-syllable verbs end in a consonant is double before –*ed* for example; stop – stopped, occur – occurred. Next the pronunciation rules of affirmative statement also divided into three, they are; First, simple past verbs are ending in the sound /t/ or /d/: add the sound /d/ for example; want – wanted (wontid), need – needed (ni:did). Second, simple past verbs are ending in a vowel or a voiced consonant (except /d/): add the sound /d/ for examples; answer – answered (anse:d), call – called (ka:ld). Third, simple past verbs are ending in a voiceless consonant (except /t/): add the sound /t/ for example; stop – stopped (sto:pt), kiss.

Second, in question; the past tense form of the auxiliary verb *did* is used before the subject, and the main verb remains in its regular present form example; I work everyday become I worked everyday. And do I work everyday? Become did I work everyday?

Third, in negation; the past tense of don't (do not) and doesn't (does not) is didn't (did not). Note that the main verb occurs in its regular present form example; I don't work everyday become I didn't work everyday.

Four, in short answer; simple past used the auxiliary did/didn't is used in sort answers to yes/no question in the past tense for example; did you call Eko yesterday? Yes, I did. (I called Eko yesterday) Or No, I didn't. (I didn't call Eko yesterday).

Simple past tense of irregular verb is also divided into four. Those are; first, the simple past tense used was and were in the past tense form of be for example; I am at

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home today become I was at home yesterday and we are in class now become we were in class yesterday. Second, the simple past used verbs *be* and the subjects are reserved in questions for example; I was late this morning become was I late this morning? And we were on time today become were we on time today?. Third, the simple past tense used of *be* are *was not* and *were* not in negative forms.

The contraction *wasn't* and *weren't* occurs in the spoken English and in informal written English example; I was home yesterday become I wasn't home yesterday. They were in class become they weren't in class. Four, the simple past tense is the part of the sentence after *be* is omitted in sort answer for example; were you at home this morning? Yes, I was or No, I wasn't.

The Frame of Mind

The simple past tense is when we want to indicate that something happens at a specific time in the past. In forming simple past tense, we always use past verb (Verb II) in reguler and irreguler verb. Irregular Verbs are a verb which does not have regular forms for tense. So, we have to memorize the irregular verbs one by one.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you'll find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in understanding simple past tense the writer intended to use peer editing technique as an alternative technique to help and make students constructing and understanding simple past tense easily.

III. THE PROCEDURES OF RESEARCH

The writer held the classroom action research at SMP Negeri 3 Padangsidimpuan. There were 23 classes, which consisted of 7 classes of seventh grade, 7 classes of eight grade, and 9 classes of ninth grade.

The subject of the study was the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year. There were 7 classes that consisted of 7 regular classes and 1 immersion class.

This research is carried out in 2017 - 2018 academic year.

The instrument should be appropriate to the main purpose of conducting the research. Based on the main purpose of carrying out this research that is, in order to find know whether peer-editing technique can improve the students' mastery in Simple Past Tense or not, so that the writer chooses the test as the instrument for collecting the data. The writer uses the test based on the considerations that it is regarded as the best and accurate instrument to measure the students' mastery or skills, both in grammar and understanding Simple Past Tense, it is easier to analyze the result of the test if it is compared to other instruments, and the writer can give the scores objectively.

Hitchock, and David Hughes (1989) says, "test is a set of questions and exercises used to measure the achievement or capability of the individual or group".

In this research, it will be held in four grammar test, the first, second, and third are three evaluation tests that will be given in the end of each treatment to know the result of the students after they are treated through peer-editing technique in the action and the last one

is post – test. These test used to measure the students understanding on simple past tense. The researcher uses multiple choices form tests. This type of test is chosen because technique of scoring is easy and it is more practical for students to answer. The number of the test items is 20 items.

IV.   THE RESULT AND DISCUSSION

Pre-Test

From the result of the pre-test that had been done before teaching Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it has been got that the highest score by the students is 75 and the lowest score is 50. To make it clear, the description of the data can be seen in the following table:

TABLE I
THE RESULT OF PRE-TEST

NO	PRE-TEST
1	70
2	60
3	65
4	60
5	60
6	65
7	75
8	65
9	70
10	65
11	65
12	75
13	50
14	70
15	70
16	65
17	70
18	65
19	70
20	60
21	60
22	55
23	60
24	55
25	55
26	70
27	60
28	50

NO	PRE-TEST
29	55
30	60
31	70
32	50
33	50
34	50
35	60
36	70
37	65
38	50
39	60
40	55
41	50
42	55
43	65
44	60
45	70
46	50
47	50
48	70
49	70
50	70
51	70
52	65
53	60
54	70
55	70
56	75
57	60
58	50
59	55
76	55
61	60
62	50
63	55
64	60
65	75
66	55
67	50
68	60
69	55
70	60
71	65
72	50
73	60
74	50
75	60
76	75
TOTAL	**4655**

The mean score (M) of the pre test is **61.25.**

Based on the above computation, it is known that the mean score of pre test is 61.25. It can be stated that the students' mastery in Simple Past Tense can be categorized into 'uncapable category'. On the other side, the class percentage who have passed the minimal completeness criteria (KKM) is 6.58 %.

From the calculation, there are 5 of 76 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 6.58 % students whom passed the minimal completeness criteria (KKM).

The Post – Test

After applied peer-editing technique in teaching Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 55 and in cycle two is 60. The description of the data can be seen from the table as following :

TABLE II
THE RESULT OF POST – TEST

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
1	80	85
2	70	85
3	75	90
4	70	85
5	70	85
6	75	90
7	85	90
8	75	90
9	80	90
10	75	85
11	75	85
12	70	80
13	80	90
14	80	85
15	80	90
16	75	85
17	80	90
18	75	85

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
19	80	90
20	70	85
21	70	80
22	65	75
23	70	85
24	65	85
25	65	80
26	80	85
27	70	85
28	60	75
29	65	80
30	75	85
31	85	90
32	65	80
33	65	80
34	65	80
35	75	90
36	85	90
37	80	90
38	60	60
39	75	80
40	70	75
41	65	70
42	60	60
43	75	85
44	75	75
45	85	85
46	65	65
47	65	65
48	85	85
49	85	85
50	85	85
51	85	85
52	80	80
53	75	75
54	85	85
55	85	85
56	80	85
57	75	75
58	65	65
59	70	70
60	55	70
61	75	75
62	65	75
63	70	70
64	75	80

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
65	80	90
66	70	70
67	65	65
68	75	80
69	70	70
70	75	75
71	80	85
72	65	75
73	75	85
74	75	90
75	55	65
76	70	85
TOTAL	5570	6140

After scoring the result of pretest the writer calculates the result of the cycle 1. It is done in order to know how far the improvement from the pre-test to cycle 1 is. Themean score of the class is **73.29.**

It is known that the mean score of the class in the cycle 1 is 73.29. It can be stated that the students' mastery in Simple Past Tense can be categorized into capable category. The improvement percentage is**19.66%.**

In the first cycle of posttest, there are 43 of 76 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 56.58%.

In the cycle two, the mean of students' score is 80.79. It can be stated that the students' mastery in Simple Past Tense can be categorized into good category.

The percentage improvement from the pre-test to cycle 2 is **31.90 %.**

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 31.90 % from the pre-test. Meanwhile, the percentage of this class that have passed the minimal completeness criteria (KKM) **is 82.89 %.**

In the end of cycle two, the result of the post-test shows that there are 63 students or 82.89 % who have passed the minimal completeness criteria (KKM). It improved

from the pre-test which gained only 6.58% and in the cycle one which had any improvement become 56.58%. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 82.89 %. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved and the cycle is stopped.

Furthermore, the writer covered the result of students' improvement in mastering Simple Past Tense including the pretest, posttest 1, and posttest 2 into histogram as these following :

Figure 1. The histogram of the students' score in the pretest, posttest 1, and posttest 2
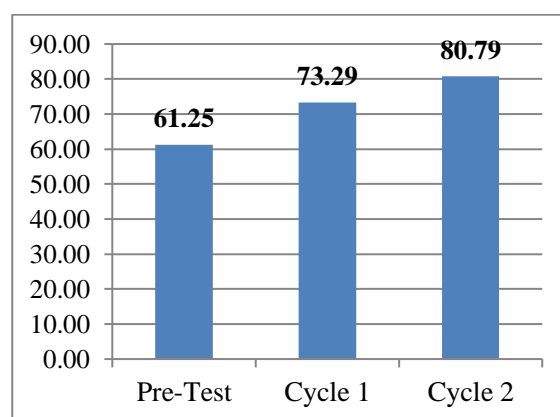
The histogram above shows that the improvement of the students' Simple Past Tense is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that using peer-editing technique in teaching can improve the students' Simple Past Tense mastery.

4.2. The Testing Hypothesis

At it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year, it showed a great improvement. It can be concluded that there is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. So that, it can be stated that the formulated hypothesis is accepted.

Referring to the research result, it could be said that the implementation of peer editing as a correction technique in teaching simple past tense was an effective way, the students were able to improve their mastery in simple past tense, besides improving the students' mastery in simple past tense, the peer editing also improves the students' knowledge, team work, and thinking skill. In this study, the goodness of using peer editing technique could be seen in the improvement of the students' result above. In this study there were interactions between the students and their partner. In the activity, the students were more active so they did not feel bored.

In doing the activity in cycle I, the writer was not successful yet, there were some problems in the teaching learning process. The writer found some students' difficulties in understanding grammar and arranging good sentences. To overcome these problems, the writer explained on that until the students really understood with that. However, there were interactions between students. They were work in team, asked each other, etc. They felt freely have interactions with the same age with them. This made them did not feel bored doing the activity.

In cycle II, the activity is mostly the same in cycle I. in this cycle the students got more practices doing peer editing. First, they asked to make a sentences of simple past tense. Then, they asked to exchange their work to the friend beside them. After that, they must analyze and correct the work. In this activity, the students could improve their knowledge,

think critically, and know the mistakes they made. They must find the mistakes in their work. Then, they must correct it so they can improve their knowledge.

Reviewing at the result of the study the writer conducted that an increase in the students' achievement had happened after they got some treatments; it was proven by the comparison of the pre-test and the post-test in which the post-test result was higher. Peer editing can make the students thinking creative, increase their knowledge, and built their team work. Besides, most of the students said that the activities by using peer editing technique could help them in mastering simple past tense. Moreover, they can improve their motivation in learning English, they can improve their knowledge, and they can work in team. The writer concludes that the main factor that affects the students' progress is the students' interest in the technique given so that they are motivated to learn writing.

V.   THE CONCLUSSION AND SUGGESTION

The Conclussions

1. Before applying the peer-editing technique in teaching learning process, the students' mastery in Simple Past Tense can be categorized into "uncapable" category. It can be seen form the mean score of pre-test that is 61.25

2. After applying the peer-editing technique in teaching, the students' mastery in Simple Past Tense can be categorized into "capable" category. It can be seen form the mean score of post test, they are : 73.29 for cycle 1 and 80.79 for cycle 2

3. Using peer-editing technique in teaching can improve the students' mastery in Simple Past Tense to the eighth grade students of SMP Negeri 3 Padangsidimpuan Padangsidimpuan in 2017 - 2018 academic year. It can be seen from the value of students mean score of the students from 61.25 become 80.79

4. The percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan Padangsidimpuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.89 %.

5. There is a significant improvement of the students' mastery in Simple Past Tense after they are taught by using peer-editing technique to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. It can be seen from the percentage improvement of the end cycle that is 31.90 %.

6. The hypothesis of this research is accepted

The Suggestions

To encourage the students to be active in learning grammar, the writer would like to offer some suggestions:

1. For English teachers

    The use of peer editing technique is recommended for the English teachers as an alternative technique, especially for Junior High School teachers to attract the students' interest and motivation to improve the English teaching and learning process since it was very useful to motivate and help the students' progress in achieving English especially in learning grammar.

2. For the students

    The students must have more practices to improve their achievement in mastering simple past tense so that they can apply it in their daily life.

3. For Other Researchers

    It is hoped that other researchers who intend to use peer editing technique in teaching learning process can make this study as a reference to conduct other research so that they can give contribution in developing students' simple past tense mastery

4. For School
    The school should provide the facilities to support the teaching learning process so that the teacher and the students can create a condusive and comfortable situation in teaching learning process.

    The school should conducted such activity in other classes of other schools, and the writer hopes there will be many researchers conducting the research more effectively in the future, to get wider generation of the result of the study.

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AN ANALYSIS OF THE STUDENTS' ERRORS IN PRONOUNCING -ED ENDING TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PADANGSIDIMPUAN

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana kesalahan yang dilakukan oleh siswa kelas delapan SMP Negeri 1 Padangsidimpuan dalam pengucapan akhiran –ed. Dalam penelitian ini penulis menggunakan cluster random sampling, dengan jumlah 62 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian lapangan. Penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 1 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisanya dengan menggunakan analisis statistik. Untuk teknik analisis data penulis menggunakan teknik analisis deskriptif (persentase). Setelah menganalisis data, diperoleh bahwa rata-rata persentase kesalahan yang dilakukan oleh siswa dalam pengucapan akhiran –ed adalah 19,35%. Persentase kesalahan yang dilakukan oleh siswa dalam pengucapan akhiran –ed berada di bawah 25,00%. Ini berarti bahwa hipotesis penelitian ini yang menyatakan: "Ada kesalahan yang signifikan yang dibuat oleh siswa kelas sebelas SMP Negeri 1 Padangsidimpuan dalam pengucapan akhiran -ed", ditolak.

Kata kunci: pengucapan, analisis kesalahan, akhiran -ed

ABSTRACT

This research is carried out in order to know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending is. And in this research the writer applies cluster random sampling. They are 62 students as a sample of this research. For getting the needed data, the writer applies the field research. The field research is applied based on the need of data from the field, in this case from the SMP Negeri 1 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. For techniques of data analysis the writer uses descriptive analysis technique (percentage). After analyzing the data, it has been got that the average the percentage of errors made by the students in pronouncing -ed ending is 19.35%. The percentage of errors made by the students in pronouncing -ed ending is below 25.00 %. It means that the hypothesis of this research that states: "There is a significant error made by the eleventh grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending", is rejected.

Keywords   : pronunciation, error analysis, -ed ending

I.   INTRODUCTION

Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since

childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system.

The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages. There are some sounds in English which do not exist in Indonesian. The vowels, such as [æ], [I:], [u:] and consonants, such as [ð], [θ], [ʒ], do not exist in Indonesian. It will be difficult for Indonesian students to pronounce them.

English also has consonant clusters, consisting of initial cluster, like [fl] in "fly" and final clusters, like [pt] in stopped. Final clusters are considered more difficult than initial clusters. The Indonesian language may have some initial clusters, like [pr] in "pramuka", but it does not have final clusters as English has.

Many students often face some difficulties in pronouncing final clusters, especially those with –ed ending. Theoretically, the students may know the rules of pronouncing –ed ending properly, but they seem to find it difficult to pronounce it orally.

From the description above, the writer would like to conduct a research on the problems faced by the students in pronouncing –ed ending. she would like to find out how well the students master the pronunciation of –ed ending and what problems they face in pronouncing it.

Based on the description above, the writer would like to take a research under the title : "An analysis of the students' errors in pronouncing -ed ending to the eighth grade students of SMP Negeri 1 Padangsidimpuan."

Beside the above backgrounds, the writer has chosen the topic based on the following reasons :

1. The writer want to know how far the students' error in pronouncing -ed ending.

2. Pronunciation plays an important role in learning a second language.

3. Students are expected to be able to pronounce English words including –ed ending correctly since they have got phonology subject, students tend to know how to pronounce words including –ed ending theoretically, but they are not able to pronounce it orally

4. As far as the writer knows that this topic has never been researched by other researchers before, so that it is assumed as the newest and interesting topic to be researched.

The writer limits the problem on the kind of errors in pronouncing -ed ending made by the students. But in order not to make misunderstanding, the writer would like to limit the study.

The students'error can be found through the collected data from the field, in this case through the results of the test given to the students. The materials of the test are about the pronuciation. The study is limited to English words that end with –ed ending

The learner who are taken as the object of this research are the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year.

Defining a research problem is the fuel that drives the scientific process, and is the foundation of any research method and experimental design, from true experiment to case study. It is one of the first statements made in any research paper and, as well as defining the research area, should include a quick synopsis of how the hypothesis was arrived at. Operationalization is then used to give some indication of the exact definitions of the variables, and the type of scientific measurements used. This will lead to the proposal of a viable hypothesis. As an aside, when scientists are putting forward proposals for research funds, the quality of their research problem often makes the difference between success and failure."

The problem of a research is the presented question, in which its answer can be

got after finishing carrying out the research. As Suharsimi Arikunto (1989) states : "The problem is a presented question, in which its answer will be got after finishing carrying out the research".

Based on the explanations above the problem can be formulated as follows:

1. How far the error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending?

2. What are kinds of error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending?

A research is done because the researcher wants to achieve certain purpose. The same case also comes to the writer's mind. The writer makes this research based on the following purposes :

1. To know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending is.

2. To know what kinds of error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending is.

The hypothesis is a prediction or a tentative answer of the researched problem its truth should be taste by collecting and analyzing the collected data.

As Arikunto (1989) states : "Hypothesis can be meant as a tentative answer to the researched problem until it is proved through the collected data."

Based on the above explanations the writer can formulate the hypothesis of this research as follows : "There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in pronouncing -ed ending".

After finishing carry out this research it is expected that this research is :

1. For Headmaster, it is supported that teaching pronouncing -ed ending will be more considered in the teaching learning process.

2. For the English teacher, the teachers are able to know the problems faced by the students in pronouncing –ed ending, so they can prepare the teaching materials well

3. For the students, they can improve and optimize their mastery of pronunciation including –ed ending.

4. For other researchers, the result of this research can be useful for improving their knowledge as the input in carring out the further research, especially in the English educational research.

II.   THE REVIEW OF LITERATURE

Error Analysis

Human learning is fundamentally a process that involves the makingof error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information, Dullay (1982) defines errors as the flawed side of learner speech or writing. They are those parts of conversationor composition that delicate from some selected norm of mature language performance.

It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors.

Meanwhile, Douglas Brown (2000) stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. On the other hand, Jeremy Harmer (1983) said "Error is the result of incorrect rule learning;language has been stored in the brain incorrectly." That error may happen in teaching learning process, may be it is caused by the teacher, they have the lack of grammar

competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

When we talk about error, we may also think about mistake. Error and mistake are not the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. To be more classified between error and mistake, Jeremy Harmer (1983) said "mistake is less serious since it is the retrieval that is faulty not the knowledge". In other word the students know the rule, but they make a 'slip' when producing it. Meanwhile Douglas Brown (2000) gave different meaning, "Mistake refers to a performance error that is either a random guess or a slip". In that meaning it is a failure to utilize a known system correctly. All people make mistakes in both native and second language situations.

Hubbard (1983) stated "Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it;and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on".

Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error. From its definition of error above, we have seen that there are some classifications of error, they are as follows:

1. Errors of competence, are the result of application of rules by the first language learner which do not (yet) correspond the second language norm.

2. Errors of performances are the result of mistake in language use and manifest themselves as repeats, false starts, corrections or slips of the tongue. Error of competence is knowing what is grammatically correct;Error performance occurs frequently in the speech of both native speaker and second language learner or what actually occurs in practice.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something or the system operating with in the learner, led to a surge of study of learners' errors called *errors analysis*.

Pronunciation

According to Syafei (1988), pronunciation is a two fold process. He argues "it involves the recognition of sounds as well as the production of sounds." He adds that "a student is faced with the problem of recognizing and discriminating the sounds as well as the problem of producing the sounds." Pronunciation can be broken down into its constituent parts (Kelly, 2006).

Phonemes are units of sound which can be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmentals (Kelly, 2006).

According to Ramelan (2003), "when a speaker produces an utterance, it can be distinguished into segmental and suprasegmental features." He states that "segmental features, or just segmentals refer to sound units arranged in a sequential order." He gave the example, when we say "good heavens". It has nine segmental features; /gud-hɛvənz/. Meanwhile, Ramelan also explains that "suprasegmental features, or just suprasegmentals refer to such features as stress, pitch, intonation, and other features that always accompany the production of segmental."

–ed Ending in the Past Participle

According to http://www.bukisa.com /articles/25262_identify-the-tenses-and-partsof-verbs, all verbs have four principal parts. Those parts are the base form, the past form, the present participle, and the past participle. The past form of verbs includes regular verbs and irregular verbs. We can find

–ed ending in the past form of regular verbs and past participle.

"A past participle indicates past or completed action or time. It is often called the "ed" form as it is formed by adding "d" or "ed" to the base form of regular verbs, but it is also formed in various other ways for irregular verbs."
(http/www.learnenglish.de/grammar/participle past.html)

We use the past participle in the following ways:

1. With the perfect tenses

   I've **stayed** at the hotel several times.

   Jim hadn't **earned** enough money to buy a car yet.

2. With the passive voiced

   The store was **closed** by the time we got there.

   Electrical charge is **carried** by subatomic particles.

3. Participial phrases

   Based on the result of the tests, we changed our plan.

   Irritated by the inefficiency, the boss yelled at the workers.

4. Participial adjectives

   I was **pleased** to see her again.

   The **bored** students sat quietly through the lecture. (httt/www.geocities.com/ Athens/Olympus/7583/pastpart.html)

The Frame of Mind

Many studens often face some difficulties in pronouncing final clusters, especially those with –ed ending. Theoretically, the students may know the rules of pronouncing –ed ending properly, but they seem to find it difficult to pronounce it orally.

There is a large number of words in English that end with –ed as stated in the previous discussion. We can find words with –ed ending in the past forms and past participle forms.

From the explanation above, the writer thinks there are some problems faced by students in pronouncing –ed ending and she would like to find out how well the students master the pronunciation of – ed ending and what problems they face in pronouncing it.

III.   **THE METHODOLOGY OF RESEARCH**

This research is carried out in the SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year. However, for getting more descriptions about the location of this research, it is regarded important for the writer to explain it on detail in this sub-chapter. The descriptions of the location of this research can be seen below :

The SMP Negeri 1 Padangsidimpuan is situated in Mesjid Raya Baru Sreet Number 3, Padangsidimpuan City. The number of the students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year is 1183 students.

The instrument of the research used by writer is a test given to the students to find out the ability of the student in pronouncing –ed ending. The form of test is oral test which consists of 20 sentences. The writer used a recorder from his handphone. The pronunciation test consisted of 20 utterances containing –ed ending sounds spread randomly in 20 test items.

The following are the detailed account of the test items.

1. **–ed ending after a voiceless consonant apart from [t] = 4 items**. They are:

   He *laughed* at the joke

   The new job make me *stressed*

   He *asked* about my future plans

   You *stepped* on my foot

2. **–ed ending after a voiced consonant apart from [d] = 4 items**. They are:

I hardly *recognized* her after years

The child was *frightened* by the strange noise

The picnic will be *cancelled* if it rains

He *banged* on the door

3. **–ed ending after a vowel sound = 4 items**. They are:

The film has bee *viewed* by the censor

He *prayed* for the dying man

The children *played* happily

He *vowed* that one day he would return

4. **–ed ending after the sound [d] or [t] = 4 items**. They are:

Anton *recommended* a good restaurant

You look very *exhausted*

Anne was *treated* for sunstroke

The test has been *corrected*

5. **–ed ending with special pronunciation =8 items**. They are:

Look at the girl in a *ragged* dress

He was my *beloved* boyfriend

She caring for the sick and the *aged*

he is a girl with *dogged* persistence

For each clasifications are answered by the students correctly, he or she will get score 5.0. It means for one item of the test a student can answer correctly, he or she will get score 20. It is got from the number of the classification of error multiplied by 5.0, or 20 x 5.0 = 100.

IV.   THE RESULT OF RESEARCH AND DISCUSSION

In the preceding chapter it has been explained that the data is got from the result of the test given to the students. After getting the needed data, than it is analyzed in order to know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year in pronouncing -ed ending is. In this research**,** the error made by the students in pronouncing -ed ending classified into four classifications, they are: –ed ending after a voiceless consonant apart from [t], –ed ending after a voiced consonant apart from [d, –ed ending after a vowel sound, –ed ending after the sound [d] or [t] and –ed ending with special pronunciation.

1.   The –ed ending after a voiceless consonant apart from [t]

In sentences number 1, 2 and 4, there are 25.81 % or 16 students who have made errors. There are 13 students or 20.97 % who have made errors for sentences number 2. So, we can find the highest and the lowest frequency made by the students in pronouncing -ed ending after a voiceless consonant apart from [t], for the highest frequency there are 16 or 25.81 % students who have made errors and 13 or 20.97% students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a voiceless consonant apart from [t] is 24.60 %. It can be concluded that there are 24.60 % students who have made errors in pronouncing –ed ending after a voiceless consonant apart from [t].

2.   The –ed ending after a voiced consonant apart from [d]

The error made by the students in pronouncing -ed *ending after a voiced consonant apart from [d]*. In sentences number 5 and 8, there are 20.97 % or 13 students who have made errors. There are 15 students or 24.19 % who have made errors for sentences number 15. So, we can find the highest and the lowest frequency made by the students in pronouncing -ed ending after a voiced consonant apart from [d], for the highest frequency there are 15 or 24.19% students who have made errors and 13 or

20.97%   students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a voiced consonant apart from [d] is 22.58 %. It can be concluded that there are 22.58 % students who have made errors in pronouncing –ed ending after a voiced consonant apart from [d].

3.   The –ed ending after the sound [d] or [t]

In sentences number 9 and 12, there are 17.74 % or 11 students who have made errors. There are 12 students or 19.35 % who have made errors for sentences number 10. And in sentences number 9, there are 14.52 % or 9 students who have made errors. So, we can find the highest and the lowest frequency made by the students in pronouncing –ed ending *after the sound [d]or [t]*, for the highest frequency there are 12 or 19.35% students who have made errors and 9 or 14.52%   students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending *after the sound [d] or [t]* is 17.35 %.

From the calculation above, it can be concluded that there are 26.61 % students who have made errors in pronouncing –ed ending *after the sound [d] or [t].*

4.   The –ed ending after a vowel sound

The error made by the students in pronouncing -ed *ending after a vowel sound .* In sentences number 13, there are 17.74 % or 11 students who have made errors. There are 12 students or 19.35 % who have made errors for sentences number 14. In sentences number 15, there are 24.19 % or 15 students who have made errors. And there are 14 students or 22.58 % who have made errors for sentences number 16.

So, we can find the highest and the lowest frequency made by the students in pronouncing –ed ending after a vowel sound, for the highest frequency there are 15 or 24.19

% students who have made errors and 11 or 17.74 %   students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a vowel sound is 20.97 %. It can be concluded that there are 20.97 % students who have made errors in pronouncing –ed ending after a vowel sound .

5.   The –ed ending with special pronunciation

The error made by the students in pronouncing -ed *ending with special pronunciation .* In sentences number 17 and 18, there are 25.81% or 16 students who have made errors. There are 17 students or 27.42% who have made errors for sentences number 19 and 20. So, we can find the highest and the lowest frequency error made by the students in pronouncing –ed ending with special pronunciation, for the highest frequency there are 17 or 27.42% students who have made errors and 16 or 25.81 % students for the lowest frequency from 62 students.

To find out the average of total frequency error made by the students in –ed ending with special pronunciation is 26.61 %. It can be concluded that there are 26.61 % students who have made errors in using –ed ending with special pronunciation .

Finally it is the term of –ed ending types which is based on high percentage errors, as in the following table. It can be seen which one of the -ed ending types that is the highest percentage error and the lowest percentage.

THE PERCENTAGE OF STUDENTS' ERRORS BASED ON IT'S HIGH PERCENTAGE ERROR

No	The –ed Ending Types	Percentage of Error
1	–ed ending with special pronunciation	26.61 %
2	–ed ending after a voiceless consonant apart from [t]	24.60%

No	The –ed Ending Types	Percentage of Error
3	–ed ending after a voiced consonant apart from [d]	22.58%
4	–ed ending after a vowel sound	20.97%
5	–ed ending after sound [d] and [t]	17.34%
PERCENTAGE AVERAGE OF ERROR		**22.42 %**

From the table above it can be concluded that the highest percentage error made by the students is in pronouncing –ed ending with special pronunciation. It means they are difficult in pronouncing –ed ending with special pronunciation. And the lowest percentage error made by the students is in pronouncing –ed ending after sound [d] or [t]. It means that the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic year are easy in pronouncing correct –ed ending after sound [d] or [t].

The percentage of errors made by the students is 22.42%. The percentage of errors made by the students is below 25.00 %. It means that the hypothesis of this research that states: "There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year in pronouncing -ed ending", is rejected.

From the result of research, it can be concluded that the highest percentage error made by the students is in pronouncing –ed ending with special pronunciation. It means they are difficult in pronouncing –ed ending with special pronunciation. And the lowest percentage error made by the students is in pronouncing –ed ending after sound [d] or [t]. It means that the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic year are easy in pronouncing correct –ed ending after sound [d] or [t].

The lowest score of the students mastery is 55 and the highest score is 90. The eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic

year have succeeded in learning writing descriptive text. It can be seen from the value of mean score of the students, that is 77.58.

The percentage of the students' mastery can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 72.58%, whereas the percentage of the students who are categorized into the uncapable category or they haven't achieved the minimal completeness criteria (KKM) is 27.42%. It is said so, because the value of the minimal completeness criteria (KKM) of this material in this school is 75.

V.   CONCLUSSIONS AND SUGGESTIONS

The Conclusions

1. The mastery of the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic year in pronouncing –ed ending can be categorized into 'capable category, It can be seen from the value of mean score, that is 77.58

2. The highest percentage of error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic year is in pronouncing –ed ending with special pronunciation, that is 24.19 %

3. The lowest percentage of error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 - 2018 academic year is in –ed ending after sound [d] or [t], that is 17.34 %

4. The average percentage of errors made by the students in pronouncing -ed ending is 22.42 %

5. The percentage of the students' mastery can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 72.58%, whereas the percentage of the students who are categorized into the uncapable category or they haven't

achieved the minimal completeness criteria (KKM) is 27.42%. It is said so, because the value of the minimal completeness criteria (KKM) of this material in this school is 75.

6. The percentage of errors made by the students is 22.42%. The percentage of errors made by the students is below 25.00 %. It means that the hypothesis of this research that states: "There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year in pronouncing -ed ending", is rejected

The Suggestions

Here are some another suggestions that can be given in relation to writer's conclusion. The suggestion is as follow :

1. It is necessary for students to do more exercises in tenses through the writing test to improve their English proficiency.

2. The teacher should give task to the students to make a writing daily experience. Teacher have to more motivate the students to be more relaxed in learning English and tell them that English is easy and not to be afraid to make mistake especially when they write, because that is a process to gain success.

3. Before ending the writing of the 'skripsi', the writer wants to tell some hopes. The writer hopes some inputs and some critics of down for this skripsi, to improve the writing skill and the knowledge of the writer. The writer is sure that in writing this skripsi has been gotten much the mistakes and lack ness.

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THE EFFECT OF USING ANIMATION VIDEO TO THE STUDENT SKILLS IN LISTENING COMPREHENSION OF NARRATIVE TEXT

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana pengaruh video animasi terhadap keterampilan siswa dalam mendengarkan pemahaman teks naratif. Untuk membuat kesimpulan tentang karakteristik suatu populasi, peneliti menggunakan purposive sampling. Pengambilan sampel purposive dapat diterapkan karena ada beberapa alasan khusus pada sampel yang diambil. Peneliti mengambil satu kelas, yaitu XI-IPS 1 sebagai sampel penelitian ini yang terdiri dari 34 siswa. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku tentang kebutuhan data dari lapangan, dalam hal ini dari SMA Negeri 2 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner dan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisanya dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah formulasi produk Moment Correlation (r_{XY}) dari Pearson. Setelah menganalisis data, didapatkan bahwa nilai r_{XY} adalah 0,468. Dengan mengkonsultasikan nilai ini ke tabel interpretasi yang diberikan sebelumnya, diketahui bahwa hal itu dapat dikategorikan baik. Ini berarti bahwa ada pengaruh yang signifikan dari video animasi terhadap keterampilan siswa dalam mendengarkan pemahaman teks naratif. Dan hipotesis penelitian ini diterima.

Kata kunci: video animasi, menyimak, teks naratif

ABSTRACT

This research is carried out in order to know about how far the effect of animation video to the students' skills in listening comprehension of narrative text is. In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes one classes, they are XI-IPS 1 as the sample of this research. It consists of 34 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books on the need of data from the field, in this case from the SMA Negeri 2 Padangsidimpuan. And as the instrument for collecting the data the writer uses questioners and written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's product Moment Correlation (r_{XY}). After analyzing the data, it has been got that the value of r_{XY} is 0.468. By consulting this value to the table of interpretation given before, it is known that it can be into good categorized. It means that there is a significant effect of animation video to the students' skills in listening comprehension of narrative text. And the hypothesis of this research is accepted.

Keywords   : animation video, listening comprehension, narrative text

I. INTRODUCTION

Listening is an important English skill of learning English language as foreign language in Indonesia because it can help students in understanding the material that given by the teacher. Listening is receptive skill, with this skill student can get information from others. Besides, listening also a precursor skill to learn other English skills. Therefore, listening is crucial to be taught in order to improve student's English language communication ability.

According to Nunan which is stated by Yildirim (2016), listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Additionally, Rost, as quoted by Yildirim (2016), explains the importance of listening in language classroom as follows : (1) Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin, (2) Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, and (3) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

However, some Indonesian students still find difficulties in learning to listen especially in understanding the speaker message. Some problems that usually faced in the listening session of typical Indonesian learners is the unfamiliarity with the kind of listening test. Listening still not getting much attention from the English teacher because listening didn't consider as important skill due to it has no specification detail for it. This is a contra with Nunan statement that listening is a basic skill in language learning and supported by Rost statement that Listening is vital in language classroom because it provides input for the learner. Another problem is the recorder's sound is unclear, and it made the students can't listen to the speaker's message correctly.

There are many techniques with different media for teaching listening comprehensions, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect. The research here is focused on the use of animation video for teaching listening comprehension. The researcher uses animation video because animation or cartoon is suitable to be watched by many people of all ages. And sometimes, there's a moral value that can be learned from that animation or cartoon video.

The research of video in teaching listening comprehension has been done by several researchers, and it always has a positive result in teaching and learning process. The impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening.

Teaching listening by using video is hoped that it can help students in savingimportant information because video can provide not only audio but also visual information as Schawartz (1998) as cited by Sholikhin stated that 'Video presents the viewer with information conveyed via aural and visual channels'. In line with the quotation above, Taffani (2009) states "Watching films is very important as it increases their visual and critical awareness."

Based on the explanation above, it can be seen that theoretically, using video in teaching listening comprehension is an effective way. But, what the students' feeling about the media that used by the teacher in teaching and learning process? Are students get a better understanding of using animation video as the media? What's the students' perception of the media that used? Is the media suitable for the lesson?. Moreover, school is a place where students with a different background such as family, religion, financial, tradition and psychological (talent, perception, and interest). Different aspects can bring up different perceptions about the lesson they received, the material that is given by the teacher and the media that used by the teacher

in delivering the lesson. In terms of psychological aspects, different perception of students is an interesting thing, because everyone has different perceptions of the same object that been caused by many background factors. Perception is the beginning of the process of human interaction with the surrounding environment. Perception is asubjective process of how a human can assess the object. In general, the perception is a vision or understanding of how someone valued something.

Perception is important because a person and other behaviors are not the same on the same object. Students' perception of the use of animation video in teaching listening comprehension of narrative text may be different for every student. It can be caused by their different background aspects. Some students may think that using narrative animation video is a good way, useful, interesting and attractive in teaching listening comprehension of narrative text. While some of the students may think that using narrative animation video is not a good thing, useless, not interesting and less attractive.

Based on the different perception among the students, the writer wants to analyze and observe their perception. It is needed because as a teacher, she has toknow students' feeling and students' response towards the media that the teacher uses. Because as mentioned before that perception is one aspect of psychological background that can has the different result.

Based on the statement above, the researcher intends to conduct a study about the students' perception on the use of animation video in teaching listening comprehension of narrative text, and the makes topic of her research as follows: "The effect of using animation video to the student skills in listening comprehension of narrative text".

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1.   The writer is interest to know how the animation video can be applied to the listening comprehension skills in the classroom, and how effective the animation video would improve the students' listening comprehension skills.

2.   The writer is interest to know the use of video in teaching listening comprehension can give positive or negative perception among the students.

3.   The teacher has to know how students react to the media used in teaching and learning process to make some reflections about it.

4.   By choosing the above topic, it is expected that it is easy for the writer to get the needed data, because it is appropriate to her educational background

5.   As far as the writer knows that the topic has never been researched by other researchers before. So that it is still as the new topic in the English educational research of Graha Nusantara University.

The limitation of this research can be seen below :

1.   Using animation video method in this case means a series of drawings, computer graphics or photographs of inanimate objects (such as puppets) which is made into a motion picture.

2.   Listening comprehension in the topic of this research means that a person understands what she/he has heard. If she/he learns the text through hearing it, she/he will understand it.

3.   Narrative Text in the topic of this research means a kind of text that related to the human life. It connects with the story or past event.

4.   The object of this research is the eleventh students of SMA Negeri 2 Padangsidimpuan.

The problem is usually formulated in the form of question. Based on the above explanations, the writer can formulate the problem of her research as follows :

1. How far is the effect of animation video to the students' skills in listening comprehension of narrative text?

2. How far is the students' skills in listening comprehension of narrative text?

3. Is there a significant the effect of animation video to the students skills in listening comprehension of narrative text?

There are some purposes of the research. The purposes of the research are to find out:

1. How far the effect of animation video to the students' skills in listening comprehension of narrative text is.

2. How far the students' skills in listening comprehension of narrative text is.

3. Whether there a significant the effect of animation video to the students skills in listening comprehension of narrative text or not.

Hypothesis is one of important statement in a research. According to Ronny (2004), "Hyphotesis are provisional estimates or provisional answers to the problems of research which requires data to test the truth of these allegations."

The writer makes the hypothesis as follows : "There is a significant effect of using animation video to the students skills in listening comprehension of narrative text".

This research is conducted in order to get the uses, both for the writer and the people. Therefore, in this sub-chapter the writer would like to describe the uses of conducting this research as follows:

1. For the teachers, the result of this research is expected to give information about the effect of use of narrative animation video in teaching listening comprehension of narrative text. The teacher also can use different media while teaching listening but be more careful about the media that used in the classroom.

2. For the learners, the research is expected to motivate them in learning listening comprehension of narrative text because by using animation video, the class will be interesting. Hence, the learners can improve their understanding of a narrative text. And for learners that have a negative perception, hope this research will give further researcher and teacher to be careful in using media and can find the more suitable and interesting media for teaching and learning process.

3. For the further researcher, the research result is expected to give information and knowledge about the effect of the use of narrative animation video in teaching listening comprehension of narrative text and to do the next research in the future with a different aspect of psychological background.

4. For the institutional, the research result is expected to be a reference and information for the school to encourage their English teachers to be more creative and innovative in conducting English teaching and learning activities; to enhance their facilities; and the last, eagerly to improve the education standard in Indonesia generally.

II.   THE REVIEW OF LITERATURE

The General Concept of Video

Video supports comprehension and production of foreign language input or output because it provides interesting and motivating to accompany audio or written inputs. As Herron (2011) concluded that video is lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials.

The video is also called as digital imaging. Digital imaging is the process of capturing and representing an image in a format readable by a computer. In making a video, especially animation video, digital imaging has an important role. Because digital imaging helps the animation creator in arranging the sequence of the image until it becomes a moving picture of animation video. (Goldstein,2010)

Teaching Listening using Video

Today listening is considered as the important material in a foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input; second language acquisition research has given a major concern to listening. Because listening provides input for the learner, Rost (1997) states that listening is vital in the language classroom.Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Today there are many ways in teaching language; one of them is teaching listening by using video. Video has become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading and writing can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach to language teaching and learning. According to Susan Stempleski and Barry, Tomalin (1999) video is a combination of moving pictures and sound that can present language more comprehensively than any other teaching medium, by this statement the choice of videos is the main point that can make video useful or useless in some lesson plan. However, the availability of the video materials for teaching listening is also high and the teacher just needs to explore more to find the suitable one for the subject.

To make language understandable, usually the visual and the audio are integrated each other and by teaching listening using video can reduce the difficulties faced by students in learning to listen, because video gathers both audio and visual at the same time. By using video students have the additional clues the visual give them while they watch and listen to the video.

Narrative Text

There are many definitions elucidated by an expert about the narrative text, one of them is the definition by Pharr (2004) that states 'the narrative is the oldest structured form of human communication. The ability to process the standard elements of a narrative seems to be genetically hardwired into the human system.'

Then, Anderson (1998) states, "A narrative is a text that tells a story and in doing so, entertains the audience." Other than providing entertainment, the purpose of narrative text is to make the audience think about an issue, teach them a lesson or excite their emotions. Additionally, Faris (2004) states that narrative text enables students to make connection as they read the text in three different ways, they are: to see the similarities between the text and their own lives, to make the links between the text they read now with the text they read before and to see the connections between the text and the real world. In conclusion, a narrative is a kind of text that related to the human life. It connects with the story or past event. However, after reading and learning about narrative text hopefully, the students learned something from the text and making a connection with it in their daily life, they also can practicing their critical thinking by connecting their experience with the story.

The Frame of Mind

The impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening. Teaching listening by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information. Video presents the viewer with

information conveyed via aural and visual channels'. Watching films is very important as it increases their visual and critical awareness.

Based on the explanation above, it can be seen that theoretically, using video in teaching listening comprehension is an effective way.

III.   THE METHOD OF RESEARCH

This research is located in SMA Negeri 2 Padangsidimpuan which is located at Jl. Sudirman No.186, North Padangsidimpuan and the research is conducted in 2017 - 2018 Academic Year. The headmaster of SMA Negeri 2 Padangsidimpuan Manaor Baharuddin Tampubolon.

The study was conducted at SMA Negeri 2 Padangsidimpuan from 27 July until 10 Augst 2018. It consists of classroom observation in class XI, giving the questionnaire and interview with the students of eleventh grade social. The first weeks were used for classroom observation, the next weeks for giving and collecting the questionnaire and test.

In this research, the writer collects the data by giving the test in multiple choice from Variable X the used questionnaire and Variable Y the used test. It is very important in conducting the research. There are two variables in this research; they are animation video as Independent Variable (Variable X). Listening comprehension of narrative text as Dependent Variable (Variable Y)."

The number of questioners items in this research is 10 items, in which each item consists of three options, they are : a, b, and c. It is still as a qualitative data. And in order to get the quantitative data or the scores of questioners, the writer uses the following ways:

1. For the option a, it is scored by 2.
2. For the option b, it is scored by 1.
3. For the option c, it is scored by 0.

After scoring all the items of questioners, then the writer calculates the sum of the scores. It means that the highest score can be got by a student is 20. And for getting the scale 0 - 100, the writer multiples the scores with 5.0

And for getting data about the students' listening comprehension skills, the writer use test. The writer uses the test based on the following considerations :

a. The test is regarded as the best and accurate instrument to measure the students' skills, both in animation video and listening comprehension skills

b. We can give the scores objectively to all the sample of this research.

c. It is easier to analyze the result of the test if it is compared to other instruments.

The writer uses the completion test, in which the students are ordered to complete the passages or composition about the monologues by using the words or phrases given. The total number of the test items is 20 items.

Based on the main purpose of this research, that is, in order to know how far the effect of using animation video to the students skills in listening comprehension of narrative text is, so that in this research the writer uses the correlational research.

For getting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of books concerning with the topic of this research as the sources of theories and informations, whereas the field research is applied based on the needs of accurate data from the field, in this case from the SMA Negeri 2 Padangsidimpuan.

Referring to the needs of the data from the field, the writer directly treats the written test to the students about the two variables, they are : animation video and listening comprehension skills. The result of the test is made as the data in this research in order to know about how far the effect of the two variables is.

The population this research is all of the eleventh grade socials of SMA Negeri 2 Padangsidimpuan in 2017 - 2018 academic year. The whole eleventh grade socials students consist of 2 classes, and total population are 68 students.

In statistics, a sample is a subset of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes one classes, they are XI-IPS 1 as the sample of this research. It consists of 34 students.

IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis of collected data it has been got that there is a significant effect of Animation video to the students skills in listening comprehension of narrative text. Animation video (Variable X) has been got the lowest score is 60 and highest score is 95, whereas the mean score got by the students is 78.23. It means that the effect of Animation video can be categorized into a good category.

After collecting and calculating the mean, median and mode, the writer calculates the score of the data collected by using the formula of r_{XY} in order to know how the effect of Animation video to the student's skills in listening comprehension of narrative text is. The Statistical formula used is

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2 - (\sum X)^2)\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

To get the index score of "r" count from both variables of this research, there are some steps that to be done by the writer to get the score of product moment correlation by Pearson below:

1. Making the table work contains both variables

2. Making the index correlation product moment between X variable and Y variable

3. Find out the t_o by distribute the "r" Product Moment into "t" formula.

4. Make interpretation.

The calculation of "r" Product Moment can be see in the following table:

THE TABLE INDEX CORRELATION OF PRODUCT MOMENT OF ANIMATION VIDEO TO THE STUDENTS SKILLS IN LISTENING COMPREHENSION OF NARRATIVE TEXT

NO	X	Y	X^2	Y^2	XY
1	80	70	6400	4900	5600
2	80	65	6400	4225	5200
3	70	60	4900	3600	4200
4	80	65	6400	4225	5200
5	80	60	6400	3600	4800
6	65	50	4225	2500	3250
7	70	70	4900	4900	4900
8	60	50	3600	2500	3000
9	75	65	5625	4225	4875
10	80	60	6400	3600	4800
11	65	60	4225	3600	3900
12	70	70	4900	4900	4900
13	85	50	7225	2500	4250
14	80	65	6400	4225	5200
15	80	65	6400	4225	5200
16	90	65	8100	4225	5850
17	70	60	4900	3600	4200
18	85	70	7225	4900	5950
19	95	60	9025	3600	5700
20	75	65	5625	4225	4875
21	70	60	4900	3600	4200
22	75	65	5625	4225	4875
23	85	65	7225	4225	5525
24	75	75	5625	5625	5625
25	95	85	9025	7225	8075
26	80	60	6400	3600	4800
27	90	75	8100	5625	6750
28	70	55	4900	3025	3850
29	85	65	7225	4225	5525
30	85	65	7225	4225	5525
31	85	75	7225	5625	6375
32	75	50	5625	2500	3750

NO	X	Y	X^2	Y^2	XY
33	80	60	6400	3600	4800
34	75	70	5625	4900	5250
Σ	**2660**	**2170**	**210400**	**140500**	**170775**

From the data above, it can be seen that the value of $\Sigma X = 2660$, $\Sigma Y = 2170$, $\Sigma X^2 = 210400$, $\Sigma Y^2 = 140500$, $\Sigma XY = 170775$. By using the values, the writer can calculate the value of correlation or effect (r_{XY}). From thE calculation it has been got that the value of correlation of product moment (r_{XY}) is **0.468**. It is higher than the value of $r_{table,}$ that is from n = 34 r_{table} 0.329 at significant level. it can be concluded that the value of r_{test} is greater that the score if r_{table} (0.468 > 0.329). It means that there is a significant effect of Animation video to the students skills in listening comprehension of narrative text. So that the hypothesis is accepted.

Step by step has been done by the writer in this research in order to get the subjective research result. It is very difficult to get the perfect result because there were some limitations which felt by the writer. The result of calculation of r-test is **0.468**. if it is compared with r_{table} it can be concluded that r_{XY} is higher than r_{table} (0.468 > 0.329).

The result of the questionnaire and the interview that the students agreed about their easier understanding to the subject when the teacher used animation video in teaching the narrative text. They also agreed that using animation video can help them in remembering the subject. Moreover, they stated that by using animation video they felt more interesting in learning the subject and they didn't get bored during the lesson. it can be concluded that students' perception on the used of animation video in teaching listening comprehension of narrative text is positive.

In concluding the research, the writer analyzed that there are so many weakness of this research. Although the hypothesis is accepted, it does not mean that the whole process of this research is perfect. There were some limitations which felt by the writer, such as the lack of knowledge of the writer in designing the instrument that has some weakness, the technique of collecting data, and also the process of calculating the data. Those all are affected by the minimum knowledge, limited sources and small fund of the writer.

V. THE CONCLUSSIONS AND SUGGESTIONS

The Conclusions

Based on the statistical analysis result on the previous chapter (Chapter IV), the writer comes to the conclusions as follows:

1. There is a significant effect of animation video to the students skills in listening comprehension of narrative text. It can be seen from the value of correlation (r_{xy}) is grater than r-table (0.468 > 0.329).

2. The result of the mean score of Animation video is.78.23. It can be categories into good category.

3. The mean score of the students skills in listening comprehension of narrative text is 63.82. It can be categories into enough category.

4. The hypothesis of this research is accepted.

5. Based on the result of the questionnaire and the interview that the students agreed about their easier understanding to the subject when the teacher used animation video in teaching the narrative text. They also agreed that using animation video can help them in remembering the subject.

The Suggestions

From the conclusions above, the writer offers suggestions as follows:

1. It is suggested to the researchers of English to apply the Animation video in teaching narrative text, because it effects to the students' skills.

2. For English teachers of SMA Negeri 2 Padangsidimpuan are hoped to improve their motivation and approach in teaching and learning process by connected

material to the students' experience or invite another person who is fanned by the students to excite their motivation to learn English, especially in listening comprehension of narrative text.

3. For the headmaster of SMA Negeri 2 Padangsidimpuan is hoped to guide and motivate the teachers especially for English teachers so that they can use the suitable method related to the material.

4. For the next researcher, this script is hoped to be useful and can be used as reference to do observation for the similar topic in the future.

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DEVELOPING THE STUDENTS' MASTERY IN USING SUBJECT-VERB AGREMENT THROUGH INDUCTIVE METHOD

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah metode induktif dapat mengembangkan penguasaan siswa dalam menggunakan subjek-verb agrement atau tidak. Dalam penelitian ini, penulis memutuskan untuk mengambil hanya 67 siswa sebagai sampel penelitian ini, di mana mereka dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan tes tertulis dengan formulir pilihan ganda. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisanya dengan menggunakan analisis statistik. Melalui analisis data, dapat diketahui bahwa persentase kelas yang lulus KKM (75) pada post-test cyle dua adalah 97,01%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK), ada 65 siswa yang lulus KKM dan ada 2 siswa yang nilainya di bawah KKM. Persentase kelas dari posttest 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pretest (17,91%). Peningkatan siswa yang lulus KKM adalah 79,10% (97,01% - 17,91%). Namun, dari persentase ini, PTK telah berhasil. Jadi hipotesis dari penelitian ini yang menyatakan: "Ada peningkatan yang signifikan dari penguasaan siswa dalam menggunakan subjek-verb agrement setelah mereka diajarkan dengan menggunakan metode induktif di kelas tujuh SMP Negeri 3 Padangsidimpuan", diterima.

Kata kunci: metode induktif, pemahaman subjek dan kata kerja

ABSTRACT

This research is carried out in order to know whether inductive method can develop the students' mastery in using subject-verb agrement or not. In this research, the writer decides to take only 67 students as the sample of this research, in which they are chosen randomly. For getting the needed data, the writer uses the written test with multiple choice form. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cyle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in using subject-verb agrement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidimpuan in 2016 – 2017 academic year", is accepted.

Keywords : inductive method, subject-verb agrement

I. INTRODUCTION

Every time students learn English, one of the components that they usually faced is grammar. According to Scrivener (2011), Grammar is focused on the language's form, those are patterns, regularities. That forms must be connect to each other. Therefore

students must be aware with what they are going to write or say, in order to make every part of the words related to one another. For example if students want to be able to speak English and write something in English well, they have to learn the grammar. Therefore, grammar is considered as one of important aspects that students have to master in order to master English language.

There are two methods to teach grammar, those are deductive and inductive method. Students used to learn grammar by using deductive. This method is adapted from one of the principal characteristics of Grammar Translation Method. "Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar." (Richards: 2001)

The other method that is considered more effective to make students more active is Inductive Method. Based on pedagogical grammar, most experts said that this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences. It is clear that this method would motivate students to be a problem solver, because they must be accustomed to determine the grammatical rules of the sentences by themselves.

This activity can make students more deeply involved in learning process, because this method's style is student-centered. They are the ones who must actively contribute in the class; teachers only stimulate them by giving many examples generally without giving the rules. It makes students feel challenged, because there is a pattern that they have to find.

Referring to the explanation above, the writer needs to know whether inductive method is suitable for 2013 curriculum or not, and the writer also needs to find out whether inductive method can make students understand easily in using subject-verb agreement. The writer would conduct an experimental study with title : "Developing the students' mastery in using subject-verb agreement through inductive method", the writer has chosen the topic based on the following reasons :

1. The writer want to find out whether inductive method can develop the students' mastery in using subject-verb agreement or not.

2. The writer chooses inductive method, because this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences.

3. The writer chooses subject-verb agreement, because most of the students cannot use subject-verb agreement well.

4. As far as she knows the topic is still new for it has never researched by other researchers before.

The limitation of this research can be seen below :

1. The students' mastery in using subject-verb agreements in the topic of this research means the students ability to suit between the subject and the verb.

2. Inductive method in the topic of this research means a approach that involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

The problem is assumed as the most important element of a research, and we make a research in order to the study of problem.

Based on the above explanation, the writer can formulate the problem of this research as follows : " Can inductive method

develop the students' mastery in using subject-verb agreement?".

The writer carries out this research based on the following aims :

1. In order to know whether inductive method can develop the students' mastery in using subject-verb agreement or not

2. In order to know about how far the improvement of students' mastery in using subject-verb agreement after they are taught by using inductive method is.

3. In order to know about how far the students' mastery in using subject-verb agreement is.

The hypothesis of this research is as follows : "There is a significant improvement of the students' mastery in using subject-verb agreement after they are taught by using inductive method".

The result of this study is expected to be useful to give benefits both theoretically and practically go to:

1. Teachers

This study is expected to give information about the effective method for students in order to master subject-verb agreement.

2. Students

This study hopefully can help students in mastery subject-verb agreement. They also can be more active and involve during learning process.

3. Readers

This study is expected to give information and knowledge about inductive method.

II.   THE THEORITICAL FRAMEWORKS

Subject-Verb Agreement

The subject is at or near the beginning of the sentence. More specifically, the subject is the first noun phrase in the sentence. Subject can be a person or thing that is being discussed in a sentence. (Altenberg and Vago : 2010)

There are some types of verb; those are action verb, linking verb and helping verb. To tell what action a subject is doing, that is action verb. To link a subject to a noun or an adjective in predicate is linking verb. And the last, to support the main verb in a sentence is helping verb. (Umstatter, 2007)

Agreement happens when a word changes form depending on the form of the language, such as the verb which it relates to the subject. It is an instance of inflection, and usually involves making the value of some grammatical category (such as gender or person) "agree" between varied words or parts of the sentence. For example, in Standard English, one may say "I am" or "he is", but not "I is" or "he am". This is because the grammar of the language requires that the verb and its subject must agree in person. The pronouns I and he are first and third person respectively, as are the verb forms am and is. The verb form must be selected so that it has the same person as the subject.

The agreement based on overt grammatical categories as above is formal agreement, in contrast to notional agreement, which is based on meaning. For instance, the phrase The United Nations is treated as singular for purposes of agreement even though it is formally plural.4Agreement is the determination of grammatical inflection on the basis of word relations that has been given by the rules of the target language.

Subject-verb agreement is a grammatical rule, which states that the subject and the verb must agree in a sentence. The subject normally refers to the noun or pronoun that tells students whom or what the sentence is about. A verb normally has a singular and plural form in the present tense. The third person singular of the verb usually ends in "s" some auxiliary verbs also have singular and plural forms in the present tense. "Be" has singular and plural forms in the past tense as well as the present tense.

Subject-verb agreement is where students have to suit between the subject and the verb. In English students have to be careful in putting a verb after a subject.

Inductive method

Induction is a process of reasoning moving from specific observations to broader generalizations and theories. In other words, inductive technique is logical reasoning process that obtains or discovers general laws from particular facts or examples. It is a process of explaining something which is started by presenting the examples and ended by theories or grammar rules. It is also called bottom-up approach.(Burney, 2008)

Inductive method is one of many techniques that can be applied in classroom. It can ease the teacher in explaining the material and its examples. In an inductive technique, the teacher first gives the students examples of the grammatical structure to be learned. After the examples have been practiced, the students are guided in forming a generalization about grammatical principle they have been working with.

As for procedure of inductive learning skills by Hilda Taba are :

1. Formation concept (concept learning) is to make list of items (sheet, concept), group of goods by together and the concept title.

2. Information interpretation. The way to teach it is to interpretating and concluding datas by asking questions.

3. Principle application. After students could build up a concept, interpretate and conclude it, next fase is they be expected could apply a principle to explain a whole new phenomenon.

4. Teacher's part in inductive learning model when the model is on going by this model, teacher should have prepared some devices that would help students keep on fire in their activities

to observe the illustrations that has given by teacher's questions.

Studying success by this model also relies to samples or illustrations that used by teacher and how the teacher guide the students to doing analyse through samples and illustrations (Sagala, 2008)

The Frame of Mind

There is a confusion not only in placing the right verb after subject, but also in identifying which one is the verb. Some students have difficulty in understanding subject-verb agreement by reading their sentences that contain some errors.

Students used to learn grammar by using deductive. In this method makes students feel that they are not free to make any sentences they need because the rules make them feel confined. Consequently, students make sentences based on the rules, not based on their creativity in making sentences.

The other method that is considered more effective to make students more active is Inductive Method. Based on pedagogical grammar, most experts said that this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences. It is clear that this method would motivate students to be a problem solver, because they must be accustomed to determine the grammatical rules of the sentences by themselves.

III. THE METHODOLOGY OF RESEARCH

The method is important to be applied, because it can be used as a means to overcome the problem of the research. Because this research is assumed as a scientific research and it is done formally, so that in carrying out this research the writer applies the scientific method.

Arikunto (1989) state that, method was a way that was used to get the data by the researcher. In the research activity, the researcher has to choose and used the suitable method.

Based on the main purpose of this research, that is, in order to find out how far the improvement of the students mastery in using subject-verb agreement after they are taught by using inductive method to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year is, so that in this research the writer uses class action research (CAR).

Analyzing data was an activity to collect the research data based on the statistics' rule. In accordance with the purpose of the research was to determine the extent of developing the students' mastery in using subject-verb agreement through inductive method to the eighth grade students of SMP Negeri 3 Padangsidimpuan.

In analyzing the data from teaching subject-verb agreement through inductive method the writer calculated by using these steps :

1. First, to know how well the students' score as a whole on the test of the subject-verb agreement, the writer tries to get the average student' subject-verb agreement score within one cycle. The formula which is used is the formula by Sudjana (2002) as follows:

$$M_X = \frac{\Sigma X}{N}$$

In which :

M_X : Mean

ΣX : Sum of Individual Score

N : Number of Students

2. The writer gets the class percentage which achieves minimum score 75 by using the formula Anas Sudijono (2008) as follows :

$$P = \frac{F}{N} \text{ x } 100 \text{ %}$$

In which :

P   : The Class Percentage

F   : Total Percentage Score

N   : Number of Students

3. After getting the mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on the subject-verb agreement from pre-test up to post-test score in both cycle one and cycle two. To analyze that, the writer uses the formula by:

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

In which :

P : The Percentage of Students' Improvement

Y : Pre-test result of 1st cycle

Y_1 : Post-test result of 1st cycle

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

In which :

P : The Percentage of Students' Improvement

Y : Pre-test result of 2nd cycle

Y_2 : Post-test result of 2nd cycle

Sarjiwi Suwandi (2010) states CAR is able to be called successful if it can exceed the criterion which has been determined, and fail if it cannot exceed the criterion which has been determined. The criteria is used a measurement of the research. These are the criteria of the action success as follow:

1. The achievement of students that is proved from final score in subject-verb agreement showed 75% of students could achieve the target score 75.

2. The improvement of students' mastery in using subject-verb agreement showed 70% of students could achieve the target score 75.

IV.   THE RESULT AND DISCUSSION

The Result of Pre -Test

Before implementing CAR, the writer did pretest to know the general conditions of the classroom. These are the explanation:

From the result of the pre-test that had been done before teaching Subject-verb agreement by using inductive method to the eighth students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year, it has been got that the highest score by the students is 80 and the lowest score is 50. To make it clear, the description of the data can be seen in the following table :

TABLE I
THE STUDENTS' SUBJECT-VERB
AGREEMENT SCORE OF PRE-TEST

NO	PRE-TEST (y)
1.	65
2.	50
3.	50
4.	65
5.	50
6.	65
7.	65
8.	55
9.	70
10.	65
11.	55
12.	65
13.	55
14.	65
15.	55
16.	70
17.	70
18.	65
19.	70
20.	70
21.	70
22.	65
23.	65
24.	65
25.	60
26.	65
27.	65
28.	80
29.	70
30.	65
31.	70
32.	75

NO	PRE-TEST (y)
33.	70
34.	75
35.	70
36.	70
37.	70
38.	75
39.	75
40.	50
41.	60
42.	70
43.	65
44.	65
45.	60
46.	65
47.	60
48.	75
49.	65
50.	75
51.	80
52.	65
53.	75
54.	75
55.	75
56.	80
57.	65
58.	65
59.	60
60.	65
61.	65
62.	55
63.	55
64.	65
65.	55
66.	55
67.	70
TOTAL	**4395**

From the table above, the writer can calculates the students' Subject-verb agreement mean score (M) of pre - test as follows :

$$M = \frac{\sum Y}{N}$$

$$= \frac{4395}{67}$$

$$= \mathbf{65.60}$$

By using the collected data the writer can calculate the percentages of the students' Subject-verb agreement scores in pre - test as the following table :

TABLE II
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENTS' SUBJECT-VERB AGREEMENT SCORES OF PRE-TEST

NO	SCORES	FREQUENCY	%
1	50	4	5.97%
2	55	8	11.94%
3	60	5	7.46%
4	65	24	35.82%
5	70	14	20.90%
6	75	9	13.43%
7	80	3	4.48%
TOTAL		67	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 1. The frequency histogram of the students' Subject-verb agreement score in pre-test
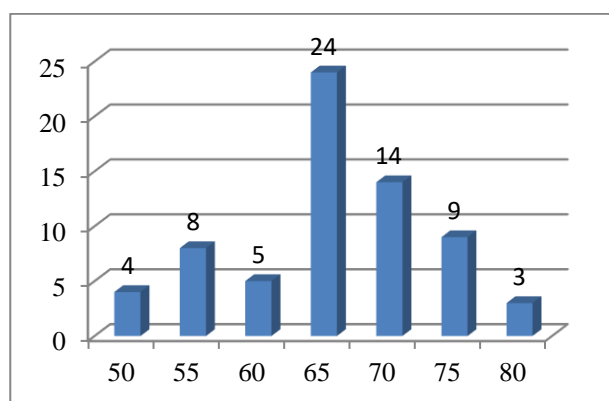
Based on the above computation, it is known that the students' Subject-verb agreement mean score of pre-test is 65.60. It can be stated that the students' Subject-verb agreement before using inductive method can be categorized into 'uncapable category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P \quad = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P \quad = \frac{12}{67} \text{ x } 100 \text{ \%}$$

$$= 17.91 \text{ \%}$$

From the calculation, there are nineteen students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 17.91 % students whom passed the minimal completeness criteria (KKM).

The Result of Post-Test

After applied the inductive method in teaching Subject-verb agreement to the eighth students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year, it has been got that the highest score of post-test cycle one is 90 and the lowest score is 60. The description of the data can be seen from the table as following :

TABLE III
THE STUDENTS' SUBJECT-VERB AGREEMENT SCORE OF POST-TEST CYCLE 1

NO	POST-TEST CYCLE 1 (y^1)
1.	75
2.	60
3.	60
4.	70
5.	60
6.	80
7.	75
8.	60
9.	75
10.	80
11.	75
12.	80
13.	65
14.	70
15.	60
16.	75
17.	75
18.	75
19.	75
20.	75
21.	80

NO	POST-TEST CYCLE 1 (y^1)
22.	75
23.	70
24.	75
25.	70
26.	75
27.	80
28.	90
29.	75
30.	80
31.	80
32.	70
33.	70
34.	80
35.	70
36.	75
37.	75
38.	80
39.	75
40.	85
41.	85
42.	80
43.	85
44.	85
45.	85
46.	85
47.	65
48.	80
49.	80
50.	80
51.	90
52.	80
53.	80
54.	85
55.	85
56.	85
57.	70
58.	80
59.	70
60.	80
61.	70
62.	65
63.	60
64.	60
65.	65
66.	65
67.	80
TOTAL	5030

By using the collected data before, the writer can calculate the percentages of the students' Subject-verb agreement score of post-test cycle one as the following table :

TABLE IV
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENTS' SUBJECT-VERB AGREEMENT SCORE OF POST-TEST CYCLE 1

NO	SCORES	FREQUENCY	%
1	60	7	10.45%
2	65	5	7.46%
3	70	10	14.93%
4	75	16	23.88%
5	80	18	26.87%
6	85	9	13.43%
7	90	2	2.99%
TOTAL		67	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 2. The frequency histogram of the students' Subject-verb agreement score of post-test cycle 1
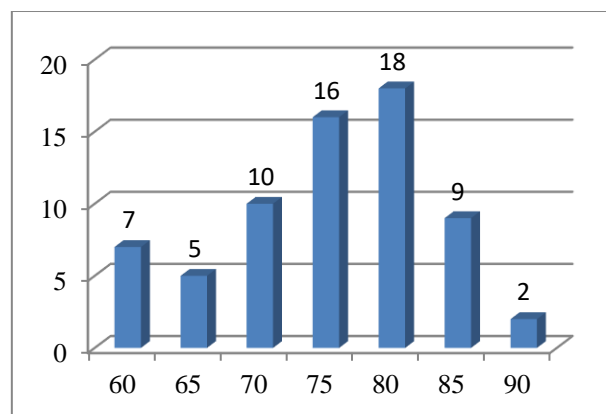
From the above scores the writer calculates the students' Subject-verb agreement mean score (M) of post-test cycle one as follows :

$$M = \frac{\sum Y^1}{N}$$
$$= \frac{5030}{67}$$
$$= \textbf{75.07}$$

Based on the above computation, it is known that the students' Subject-verb agreement mean score of post-test cycle one is 75.07. It can be stated that the students' Subject-verb agreement after using inductive method in teaching showed the improvement. If we compare with the previous test (pre-test) score, the difference is 9.48 points by calculation as follows 75.07 – 65.60 = 9.48. So, the writer could say that the improvement of students' Subject-verb agreement score is 9.48.

On the other side, to know the percentage of pre-test and post-test difference, it is calculated as follows :

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

$$= \frac{75.07 - 65.60}{65.60} \times 100\%$$

$$= \frac{9.48}{65.60} \times 100\%$$

$$= 17.91\%$$

So, the percentages of students' mean score improvement from pretest to post-test cycle 1 is **17.91%**. It shows that the score in the cycle 1 has improved 17.91 % from the pretest score.

Then, to know the percentage of students' score who achieved the KKM (70) the writer uses the calculation as follow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{45}{67} \times 100\%$$

$$= 67.16\%$$

From the calculation, there are 45 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 67.16 % students whom passed the minimal completeness criteria (KKM).

The class percentage of posttest 1 shows some students' improvement of the class percentage in the pretest (17.91%). The

students' improvement which passes the KKM is 49.25% (67.16% - 49.25%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research, so the next step would be done.

Next, after calculating the students' post-test cycle 1 score, the next step is to calculate the post-test cycle 2; it has been got that the highest score of post-test cycle one is 95 and the lowest score is 70. The description of the data can be seen from the table as following :

TABLE V
THE STUDENTS' SUBJECT-VERB
AGREEMENT SCORE OF POST-TEST
CYCLE 2

NO	POST-TEST CYCLE 2 (y^2)
1.	85
2.	75
3.	75
4.	85
5.	75
6.	85
7.	85
8.	75
9.	85
10.	90
11.	75
12.	85
13.	75
14.	85
15.	75
16.	85
17.	85
18.	85
19.	80
20.	80
21.	95
22.	80
23.	80
24.	80
25.	80
26.	80
27.	90
28.	95
29.	90

NO	POST-TEST CYCLE 2 (y²)
30.	95
31.	95
32.	90
33.	90
34.	90
35.	90
36.	90
37.	90
38.	95
39.	90
40.	90
41.	90
42.	95
43.	95
44.	90
45.	75
46.	90
47.	75
48.	90
49.	90
50.	90
51.	95
52.	90
53.	90
54.	90
55.	90
56.	95
57.	90
58.	95
59.	90
60.	95
61.	75
62.	75
63.	75
64.	75
65.	70
66.	70
67.	90
68.	5730
TOTAL	**5730**

From the table above, the writer can calculate the students' Subject-verb agreement mean score (M) of post-test cycle two is as follows :

$$M = \frac{\sum Y^2}{N}$$
$$= \frac{5730}{67}$$
$$= \textbf{85.52}$$

Based on the above computations, it is known that the students' Subject-verb agreement mean score of post-test cycle two is 85.52. It can be stated that the students' Subject-verb agreement score of post-test cycle 2 can be categorized into capable category. If we compare with the pre-test score, the difference is 19.93 points by calculation as follows $85.52 - 65.60 = 19.93$. So, the writer could say that the improvement of students' Subject-verb agreement score is 19.93. To calculate the percentage of students' improvement of Subject-verb agreement test score between pre-test and post-test 2, the writer computes as follows :

$$P = \frac{y2 - y}{y} \text{ x } 100\%$$
$$= \frac{85.52 - 65.60}{65.60} \text{ x } 100\%$$
$$= \frac{19.93}{65.60} \text{ x } 100\%$$
$$= 30.38\%$$

So, the percentages of students' mean score improvement from pretest to post-test cycle 2 is 30.38%. Then, by using the collected data the writer can calculate the percentages of the students' Subject-verb agreement score of post-test cycle two as the following table :

TABLE VI
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENTS' SUBJECT-VERB AGREEMENTSCORE OF POST-TEST CYCLE 2

NO	SCORES	FREQ.	%
1	70	2	2.99%
2	75	13	19.40%
3	80	7	10.45%
4	85	10	14.93%
5	90	24	35.82%
6	95	11	16.42%
TOTAL		**67**	**100 %**

Based on the table above the writer can make the histogram graphic as follows :

Graphic 3. The frequency histogram of the students' Subject-verb agreement score of post-test cycle 2
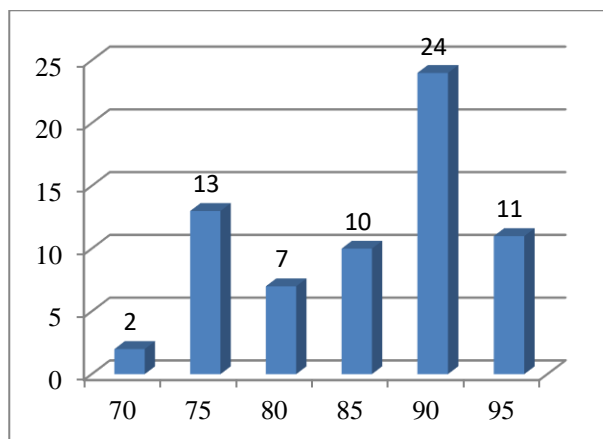
From the above table and histogram the writer can calculates class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{65}{67} \times 100\%$$

$$= 97.01\%$$

From the calculation, the class percentage is 97.01%. It means that in the cycle 2 there are 65 students who pass the KKM and there are only 2 students are below the KKM. The class percentage of posttest 2 obviously shows some improvements from the previous test; the improvement is 97.01% from the pretest 79.10 % (97.01% - 17.91%) or 29.85 % (97.01% - 67.16 %) from the class percentage of posttest 1. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 75%. So, the cycle of CAR is stopped.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cyle two is

97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year", is accepted.

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre-test, the mean score of students on Subject-verb agreement test before using CAR and applying inductive method in teaching Subject-verb agreement is 65.60. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five*). So, mean score 65.60 is assumed as the uncapable score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 75.07. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 17.91 %. Meanwhile, the class percentage which passes the KKM in posttest 1 is 67.16%. It shows there are 45 students who pass the KKM and there are 22 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% from the class percentage. That is why

the writer and the teacher continue to the second cycle.

Furthermore, the mean score of post-test 2 is 85.52. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 30.38%. Meanwhile, the class percentages which pass the KKM are 97.01%. It means there are 65 students whose score pass the KKM and only 2 students is under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success. Then, the score proves the successful indicator can be reached. Therefore, the CAR can be said success and the cycle of CAR is not continued.

There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year. So, it can be said that inductive method method is good to be applied to develop the students' abilities in Subject-verb agreement.

V. CONSCLUSSION AND SUGGESTION

After following the statistical process in the research we may conclude :

1. Before applying inductive method in teaching, the students' Subject-verb agreement score can be categorized into the uncapable category. It can be seen from the value of Subject-verb agreement mean score of pre test, that is 65.60.

2. After applying inductive method in cycle one and two, the students' Subject-verb agreement score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 75.07 and 85.52.

3. The percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 97.01 %.

4. There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidimpuan in 2017 – 2018 academic year", it can be seen from the percentage of students' improvement of Subject-verb agreement test score between pre-test and post-test 2 is 30.38%.

5. The hypothesis of this research is accepted

The Suggestions

Based on the conclusions above, it would be given somesuggestions as follows.

1. For teachers

   Inductive method is a suitable method in teaching grammar, especially subject-verb agreement. By using inductive method, the students will focus on the form without giving the formulas and it will make students more active to do the exercise. In addition, the teachers are expected to arrange the material creatively to makes students more interested in learning grammar.

2. For students

   Students should be more communicative in sharing the difficulties in learning grammar to their teacher and they should do their exercises by themselves. Therefore, teachers can help to solve their students' problems in learning

grammar and know their improvement accurately.

3. For other researchers

Using inductive method in teaching subject-verb agreement needs more time in identifying the rules, more energy to make students understand the rules, and more patience to make students ready to do their exercise. Hopefully there will be further researchthat can solve this problem.

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