

**IMPROVING STUDENTS' MASTERY OF SIMPLE PAST TENSE
THROUGH FLASHCARDS MEDIA
AT SMPN 1 KAUMAN PONOROGO**

THESIS



By

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ABSTRACT

ERLINA, NANDA. 2022. *Improving Students' Mastery of Simple Past Tense Through Flashcards Media at SMPN 1 Kauman Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Hj. Aries Fitriani, M.Pd.

Key Word: Grammar Mastery, Simple Past Tense, Teaching Method, Visual Media, Flashcards.

Grammar is the set of rules that govern the standard arrangement and relationship of words in a sentence. In grammar lesson, students learn many materials like as tenses, modals, verb, preposition, adjective, and other items. Tenses is one of part in grammar when learning English. To make sentence well, students must also understand tenses well. Flashcards are media which are used in teaching and learning process with words and/or pictures on them. Flashcards are an entertaining approach for many students to learn new vocabulary and grammar.

The purpose of this research was to know the effectiveness of flashcards media to improve students' mastery of simple past tense at eighth grade of SMPN 1 Kauman Ponorogo in the academic year 2021/2022.

This research applied quantitative approach and used the quasi experimental design. The population of this research was taken from the eighth grade students of SMPN 1 Kauman Ponorogo in the academic year 2021/2022. The total number of students from all eight class are 240. Then the sample that are used in this study are two groups of eighth grade students. The total number of students from two groups are 58. Class VIII D with 28 students as control group and class VIII C with 30 students as experimental group. The technique of data collection was test. To analysis it, used t-test formula to know whether there was significant difference on students' mastery of simple past tense who are taught with flashcards media and students who are taught without flashcards media.

The result showed the mean pretest score in the control class was 46.25, and the mean posttest score in the control class was 84.64. The mean of pretest score in the experimental class was 52, and the mean of posttest score in the experimental class was 91.5. Based on the findings, it is clear that the mean score of the experimental class was higher than the mean score of the control class. The result of t-test (Sig. 2-tailed) was 0.000 which was lower than the level of significance 0.05, so that the alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected. Thus, from the computation above it can be concluded that the use of flashcards media is effective to improve students' mastery of simple past tense at eight grade of SMPN 1 Kauman Ponorogo. Teachers could use various teaching techniques and teaching media, such as flashcards, that are attractive, enjoyable, and meaningful by considering factors such as class size, time allocation, student character, and so on.

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TABLE OF CONTENTS

TITLE PAGE	i
ABSTRACT	ii
APPROVAL SHEET	iii
RATIFICATION	iv
SURAT PERSETUJUAN PUBLIKASI	v
PERNYATAAN KEASLIAN TULISAN	vi
TABLE OF CONTENTS	vii
LIST OF TABLE	x
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identification of The Problem.....	4
C. Limitation of The Study.....	5
D. Research Question	5
E. Significances of The Study.....	5
F. Organization of The Study.....	6
CHAPTER II LITERATURE REVIEW	
A. Grammar Mastery	7
1. Definition of Grammar	7
2. Technique for Teaching Grammar.....	9
B. Tenses	10
1. Definition of Tenses.....	10
2. Kinds of Tenses.....	12
C. Simple Past Tense.....	22
1. Definition of Simple Past Tense	22
2. The Form of Simple Past Tense.....	23

3. The Use of Simple Past Tense	28
4. Adverbial Time of Simple Past Tense	29
D. Flashcards Media	31
1. Definition of Flashcards Media	31
2. Type of Flashcards	32
3. Teaching Simple Past Tense Using Flashcards Media	33
4. Advantages and Disadvantages of Flashcards Media	34
E. Previous Related Study	35
F. Conceptual Framework	38
G. Hypothesis	38

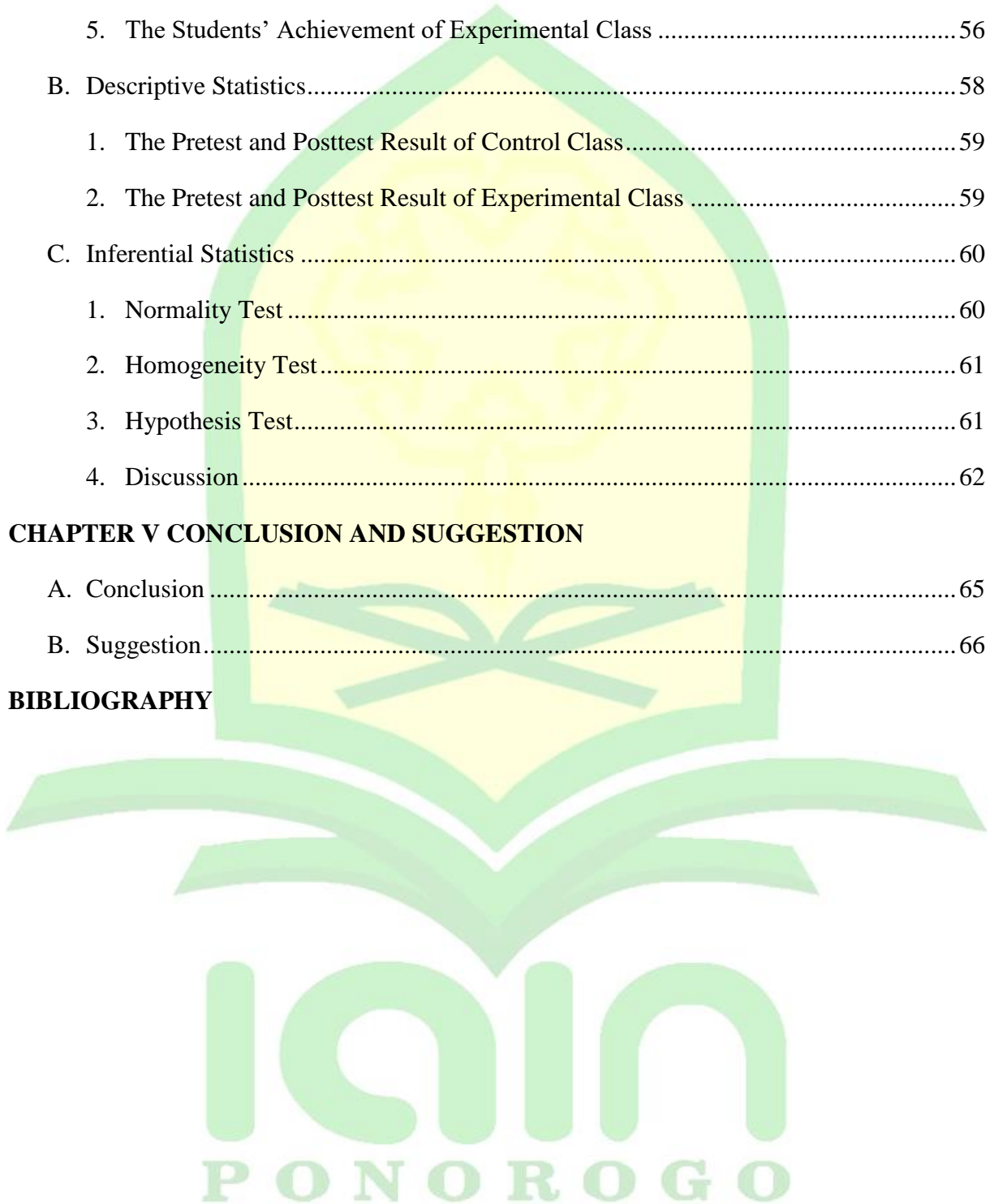
CHAPTER III RESEARCH METHODS

A. Research Design	40
B. Research Setting	41
C. Population and Sample	41
1. Population	41
2. Sample	41
D. Research Instrument and Data Collection Technique	42
E. Validity and Reliability	43
1. Validity	43
2. Reliability	45
F. Data Analysis Technique	46
1. Normality Test	46
2. Homogeneity Test	47
3. Hypothesis Test	47

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	49
1. Research Procedure in Control Class	49

2. Research Procedure in Experimental Class	50
3. Research Schedule in Control and Experimental Class.....	52
4. The Students' Achievement of Control Class.....	53
5. The Students' Achievement of Experimental Class	56
B. Descriptive Statistics.....	58
1. The Pretest and Posttest Result of Control Class.....	59
2. The Pretest and Posttest Result of Experimental Class	59
C. Inferential Statistics	60
1. Normality Test	60
2. Homogeneity Test.....	61
3. Hypothesis Test.....	61
4. Discussion.....	62
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	65
B. Suggestion.....	66
 BIBLIOGRAPHY	



LIST OF TABLES

Table 2.1	The Spelling Rules of Regular Verbs	24
Table 2.2	The Principal Parts of Irregular Verbs.....	25
Table 3.1	Rubric of the Pretest Instrument.....	42
Table 3.2	Rubric of the Posttest Instrument	43
Table 3.3	The Result of Validity Test	44
Table 3.4	The Result of Reliability Test.....	46
Table 4.1	Research Schedule of The Control Class	53
Table 4.2	Research Schedule of The Experimental Class	53
Table 4.3	The Result of Pretest and Posttest from Control Class.....	54
Table 4.4	The Classification of Pretest Score from Control Class.....	56
Table 4.5	The Classification of Posttest Score from Control Class	56
Table 4.6	The Result of Pretest and Posttest from Experimental Class	57
Table 4.7	The Classification of Pretest Score from Experimental Class.....	58
Table 4.8	The Classification of Posttest Score from Experimental Class	59
Table 4.9	The Result of Statistical Descriptive of Control Class.....	60
Table 4.10	The Result of Statistical Descriptive of Experimental Class.....	60
Table 4.11	The Result of Normality Test from Control Class and Experimental Class ..	61
Table 4.12	The Result of Homogeneity Test from Control Class and Experimental Class	62
Table 4.13	The Result of Independent t Test from Control Class and Experimental Class	62

CHAPTER I

INTRODUCTION

A. Background of The Study

English is a language which is widely used in every aspect of life. English is increasingly needed as a tool of communication and information in the world. Some aspects, such as science, education, business, and entertainment, use English for communication. Learning English is very important for every student because English is one of the subjects tested in the National Final Examination. English is also an aspect of assessment when students have graduated and are looking for work. Not only for academic purposes, learning English is also important for daily activity. By mastering English, students can gain information from international sources. Students learn English to improve four skills: speaking, writing, listening, and reading. Students also learn English to improve their understanding of components in English. They are: grammar, vocabulary, spelling, and pronunciation. One of the crucial parts of learning English is grammar.

Grammar is a set of rules that determine how words in sentences are arranged.¹ When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted. Grammar consists of rules for constructing sentences that become basic knowledge when mastering a language. It is a process of forming sentences that starts with the words, then develop into phrases and also clauses. Grammar teaches tenses, modals, verbs, prepositions, adjectives, and other concepts. In other words, grammar should be taught in order to improve listening, speaking, reading, and writing skills. Grammatical rules are extremely important in both spoken and written language. As a

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall, 2001), 362.

result, students must be able to comprehend the theories of English grammar as well as understand how to apply them correctly, either orally or in writing. This component is also required for the completion of the communicative tasks. By learning grammar, students will gain an understanding of how to produce sentences based on time of occurrence in the correct structure. Tenses, modals, verbs, prepositions, adjectives, and other items are taught to students in grammar. Tenses are one of the elements of English grammar that students should be familiar with. Students have to understand the tense to make sentences well.

The word “tense” is defined a verb used to express a time relation, an activity, or states.² Tenses is commonly defined as the property that refers to the time at which a verb's action is carried out. It means that the time of the action is commonly expressed by the verb. Based on the time of occurs tenses are classified in English grammar into present, future, and past. Each tense classified into simple, progressive, perfect, perfect progressive. Before going to learn the next materials, students should understand tense well because they will feel hard to get the next lessons. One of tenses which learned in eighth grade is simple past tense. The simple past tense denotes the beginning and finish of an activity or situation in the past.³ The form of simple past tense consists of positive, negative, and interrogative. Verb 2 is used in the simple past tense, and it includes both regular and irregular verbs.

Based on the interview, the writer found the problems that faced in learning simple past tense. The first is the difficulty to understanding verb.⁴ In general, most of students know that verb is only one. Whereas, there are some forms and changes in verb. There are verb 1, verb 2, verb+s/es, verb+ing. Especially in simple past tense, students also

² Marcella Frank, *Modern English A Practical Reference Guide* (London: Prentice-Hall, 1992), 47.

³ Betty Schramper Azar, *Understanding and Using English Grammar 2nd Edition* (London: Prentice-Hall, 1989), 24.

⁴ *Pre-research in SMPN 1 Kauman Ponorogo*, 17 Februari 2021.

confuse about verb. Students have difficulty to determine which verb is regular or irregular. The verb used in simple past tense is verb 2 which is include regular and irregular verb. For the regular verb, the past form of the verb are added 'ed'. For example walked, played, stopped, listened, studied etc. Second, for the irregular verb the past form of the verb don't add 'ed'. For example take/took, sing/sang, see/saw, run/ran etc.

The second problem is that students have difficulty identifying and arranging sentences.⁵ Generally, when faced with a sentence, students are still confused about which one is verb 2 and one is the auxiliaries that are used in the simple past tense. Students have difficulty constructing sentences in the form of simple past tense because it requires students to change the verb from verb 1 to verb 2. The other problem is with auxiliaries used in the simple past tense. Students still have difficulty determining which of "do, does, did" is used in the simple past tense.

The third problem is paying attention and using a method when teaching simple past tense.⁶ It is difficult to pay attention to individual students, which is highly desirable in an English classroom. It is caused by the method in teaching and learning process. Based on the observation, the methods in the teaching and learning process don't involve the use of media and rely on textbooks only, so it is not attractive and students feel bored and pay less attention to the lesson.

Therefore, teachers have to choose appropriate media in teaching English grammar, especially tenses. The appropriate media can help students become more active in teaching and learning activities. The use of learning media is expected to attract and motivate students to learn, especially English grammar. A medium (plural, media) is a communication channel.⁷ Teachers employ a variety of audio and visual aids to help

⁵ Pre-research in SMPN 1 Kauman Ponorogo, 17 Februari 2022.

⁶ Pre-research in SMPN 1 Kauman Ponorogo, 17 Februari 2022.

⁷ Robert Heinich, *Instructional Media and Technologies for Learning 7th Ed* (Merril Prentice Hall, 2002), 9.

them in their teaching.⁸ There are some media that can be used in teaching grammar, especially tenses; they are text, audio, visual, motion media, objects, and people. One of the visual media is flashcards.

Flashcard is a medium that made from paper. Using flashcards can be a fun way to learn vocabulary and grammar in language teaching.⁹ This media can effectively help English teachers present learning materials in various ways of learning and teaching activities.¹⁰ Through the use of flash card media, students are expected to be more interested and active in the process of learning English, especially at the level of mastering the simple past tense. The advantages of using flashcards media are economics, portability, ease of getting them, and efficiency. Based on the problems that were found in the pre-research, the researcher is interested in using flashcards as a media to resolve the problem of grammar in SMPN 1 Kauman Ponorogo. The use of flashcards media is expected to increase students' interest and activity in the class.

Based on the background explanation, the writer wants to conduct an experimental study in SMPN 1 Kauman Ponorogo. This study is aimed to know whether the use of legend can improve understanding of simple past tense on eighth grade students at SMPN 1 Kauman Ponorogo in the academic year 2021/2022. Therefore the study will be entitled **"Improving Students' Mastery of Simple Past Tense Through Flashcards Media at SMPN 1 Kauman Ponorogo"**

B. Identification of The Problems

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

1. Students have problems understanding verbs that are used in the simple past tense.

⁸ Smaldino, Sharon A, and et.al, *Instructional Technology and Media for Learning* (New Jersey: Pearson Merrill Prentice Hall, 2004), 9.

⁹ V. Gelfgren, *Fun with Flashcards. 150+ Ideas for Using Flashcards in the Classroom.* (Learnmore Project, 2012), 1.

¹⁰ Maya Sartika, "Increasing Third Grade's Mastery of Simple Present Tense Using Flashcards," *Journal of English Teaching* 6, no. 1 (February 2020): 42, <https://doi.org/10.33541>.

2. Students have difficulty identifying and arranging sentences.
3. Teachers have difficulty paying students' attention in the teaching and learning process because the media is not attractive.

C. Limitation of The Study

In this study, the writer will focus on examining the use of flashcards media in improving students' mastery of simple past tense at eight grade students of SMPN 1 Kauman Ponorogo in the academic year 2021/2022. Then, this study is focused on simple past tense achievement.

D. Research Question

Can the use of flashcards media improve students' mastery of simple past tense at the eighth grade of SMPN 1 Kauman Ponorogo in the academic year 2021/2022?

E. Objectives of The Study

The objective of this study is to find out whether or not flashcards media is effective on improving students' mastery of simple past tense at eighth grade of SMPN 1 Kauman Ponorogo in the academic year 2021/2022.

F. Significances of The Study

By the results of this study, the writer hopes, firstly it can help students to improve their understanding of simple past tense and they can use appropriately in real communication. Second, it can help the writer and all of English teachers to teach in interesting way, and it also makes teachers to be more creative in improving students' understanding of simple past tense. The last for other researchers, it is hoped that this study could give addition information or references in conducting for the best result.

G. Organization of The Thesis

Chapter I is introduction. Each part of this chapter explain contents of this study. So that in this chapter consists of background of the study, identifications of the problem, limitation of the study, research question, objectives of the study, and significances of the study.

Chapter II is literature review. This chapter consists of theories which define each researched variables and base in the preparation of research instrument. Based on the explanation, this chapter consists of theoretical background, previous related study, conceptual framework, and hypothesis.

Chapter III is research methods. This chapter describes methodological activities in the research. Therefore, this chapter consists of research design, research setting, population and sample, operational definition of variable, research instrument and data collection technique, validity and reliability, and data analysis technique.

Chapter IV is research finding and discussion. This chapter describes research finding and discussion based on the analysis of the data collected in the study.

Chapter V is closing. In this chapter the writer draw conclusion and suggestion based on the study that was done.



CHAPTER II

LITERATURE REVIEW

A. Grammar Mastery

1. Concept of Grammar

The grammar of language is the description of how words in a language can change forms and be joined to make sentences.¹¹ Grammar is considered important because it is a fundamental knowledge of language that is required to fully comprehend English. Before studying the tenses, it is critical to understand what grammar is. We require a grammar or language theory to help us understand how text works. English teachers must understand how texts work in order to explicitly help students learn how to understand and produce text spoken and written in a variety of contexts for a variety of purposes. When writing or speaking, grammar is important because without grammar the sentence is not perfect. It showed how to mix words or a few words to create understandable or meaningful phrases, both written and spoken. When writing or speaking, making sentence is not just about arranging words. It is important to consider the time of occur and also the structure of the sentences in order to make our message being understand. The theory about grammar is needed to help us know how the language works. Grammar also teach us about how to arrange words together in certain way. So, grammar is not difficult, it helps us easier to make sentences.

Grammar is the set of rules that govern the standard arrangement and relationship of words in a sentence.¹² Grammar of each sentence is different. In other words,

¹¹ Jeremy Harmer, *The Practice of English Language Teaching* (Malaysia: Longman, 2001), 12.

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

grammar explain why the sentences are acceptable. By learning grammar students will get understanding about how to produce sentences based on time of occurs in the correct structure. In grammar students learn many materials like as tenses, modals, verb, preposition, adjective, and other items. Tenses is one of part in grammar when learning English. To make sentence well, students must also understand tenses well. Students could be certain that if students knew tenses, they knew all of the grammar in English since all of the grammar students learned was separate from the word, so tense and grammar had a relationship.

A description of the rules for constructing sentences, as well as an explanation of the meanings that these forms convey.¹³ Grammar is an important aspect of English because it not only improves the sentence but also refers to its meaning. Grammar knowledge in this sense is concerned not only with the rules for what can and cannot be done with the organization and use of words in English sentences, but also with the way written English functions. People must therefore study grammar in order to write or speak in a clearer and more effective manner. It may be sufficient for simple language use for people who have unconscious knowledge of grammar. When constructing sentences it is important to consider grammatical rules. Grammar affects the meaning of sentences. Every sentence has different meaning that the writer or speaker wants to convey. Incorrect grammar can affect the meaning of a sentence. Besides conveying the meaning of the sentence, learning grammar is important for language understanding. One cannot be said to have learned a language unless they understand its grammar. Furthermore, it appears impossible to learn a language without first learning the grammar, which tells us how to use the language.

Based on the explanation above, it can be concluded that grammar play important role in build sentences. Structure of the sentence is important thing to make the

¹³ Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Pearson Education Limited, 2002), 13.

message was conveyed clearly. Students must understand the grammar of the target language in order to communicate effectively. When students know grammar well, they could know the classes of words, the function and relations between sentences.

2. Technique for Teaching Grammar

There are some techniques for teaching grammar:¹⁴

a. Charts and graphs

Charts and graphs can be used to practice patterns, clarify grammatical relationships, and even comprehend sociolinguistic and discourse restrictions. As the researcher learns more about this, we can utilize a table or grid to explain sentence grammatical structures. Charts and graphs are particularly useful because they allow students to see ideas visually laid out in an organized manner. Visual tools can also help the student process information and make connections more easily. Teachers can buy or make charts to display around the classroom, or they can create one as part of a lesson.

b. Objects

Bringing objects into the classroom not only livens up the environment, but also adds a kinesthetic, hands-on layer to your instruction. Real objects, or realia, can be an effective medium for teaching grammar. They can easily organize the idea in writing by using their senses of sight and touch. As a result, genuine, visible, and touchable materials are required to enhance the grammar teaching and learning process.

¹⁴ Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 368.

c. Maps and Drawings

Maps are useful and easy-to-use as media in teaching and learning process. They can also be used to demonstrate grammatical structures including prepositional phrases, question forms, and imperatives. Drawings of common forms can also be used to educate students how to describe locations and give directions.

d. Dialogues

Dialogues are a time-honored method of introducing and practicing grammatical concepts. As a result, a conversation between two or more people can also be utilized to teach grammar.

e. Written Texts

At the most basic, mechanical level, a text may be utilized to obtain a specific verb tense or to show a grammatical category. One of written texts is story.

B. Tenses

1. Concept of Tenses

The term “tense” is derived from the Latin word “tempus” which means “time”.¹⁵ Tenses is commonly defined as the property that refers to the time at which a verb's action is carried out. A difference in form of a verb to express differences in the time or duration of the action or situation it denotes. It means that the time of the action is commonly expressed by the verb. Tenses is functioned to show whether the activity happens in the present, past, or future. To show whether the activity is complete or incomplete. Also, tenses have function to show if the activity is in progress or not. So that, when writing or speaking about an activity using verbs need to pay attention to

¹⁵ John Lyons, *Linguistic Semantic an Introduction* (Cambridge: Cambridge Univ. Press, 1995), 312.

the context of time or the context of the situation (completed or not) when the activity is carried out.

Tense is a special verb ending or accompanying auxiliary verb that indicates when an event occurs.¹⁶ Tense can be indicated by modifying the spelling of a verb. In English, tense was a very important matter because every occurrence, event, or action in a sentence had to be according to the time of occurrence. Some English learners found it difficult to understand tenses. However, it should be noted that time in relation to action was a concept that existed in the speaker's, reader's, or listener's mind. Based on the time of occurs tenses are classified in English grammar into present, future, and past. The present tense is used to show the activity at present time. The future tense is used to show the activity will be done at the future time. The past tense is used to express the activity that have done in the past. Each tense classified into simple, progressive, perfect, perfect progressive. Before going to learn the next materials, students should understand tense well because they will feel hard to get the next lessons. Other languages have no concept of tense at all, but they can still talk about time in various ways.

Based on explanation above it can be concluded that tenses is important aspect in arrange sentences. By tenses, the writer or speaker can tell when an event occurred. It is crucial to learning tenses, because without tenses the sentences will be ambiguous and cause misunderstanding.

¹⁶ Marcella Frank, *Modern English: A Practical Reference Guide*. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), 47.

2. Kinds of Tenses

There are four part of tenses, each part is divided into three form¹⁷:

a. Present Tense

1) Simple Present Tense

The simple present tense expresses habitual or everyday activities.¹⁸ The simple present expresses general factual statements. The simple present tense is used to express routine or daily activity. The simple present tenses may refer to a situation that exists at the time of speaking. To summarize, the simple present is used for events or situations that occur constantly, usually, or habitually in the past, present, and future.

The formulas of simple present tense are:

(+) **S + V1(s/es) + O/C**

(-) **S + Do/Does + Not + V1 + O/C**

(?) **Do/Does + S + V1 + O/C?**

Examples:

(+) *Mark wakes up at 5 am every day.*

They run.

The baby cries.

(-) *Mark doesn't wake up at 5 am every day.*

They don't run.

The baby doesn't cry.

(?) *Does Mark wake up at 5 am every day?*

Do they run?

Does the baby cry?

¹⁷ Azar, *Understanding and Using English Grammar 2nd Edition*, 2.

¹⁸ Azar, 11.

2) Present Continuous Tense

The present continuous tense is used to express activities that are in progress at the moment of writing or speaking.¹⁹ At the time the speaker says the sentence, the event is taking place. The event began in the past, is currently taking place, and will most likely continue in the future. am, is, and are + -ing. The formulas of present continuous tense are:

(+) S + to be (am/is/are) + V_{ing} + O/C

(-) S + to be (am/is/are) + not + V_{ing} + O/C

(?) To be (am/is/are) + S + V_{ing} + O/C?

Examples:

(+) *Sita is watching Frozen II.*

They are talking about Korean idol.

We are making cupcakes.

(-) *Sita is not watching Frozen II.*

They are not talking about Korean idol.

We are not making cupcakes.

(?) *Is Sita watching Frozen II?*

Are they talking about Korean idol?

Is my mother cooking fried rice?

3) Present Perfect Tense

The present perfect tense is used to express the idea or something that happened (or never happened) at the unspecified time in the past.²⁰ It makes no difference when it happened. If time is mentioned specifically, the simple past is used.

¹⁹ Azar, 11.

²⁰ Azar, 29.

The formulas of present perfect tense are:

(+) **S + Have/Has + V3 + O/C**

(-) **S + Have/Has + Not + V3 + O/C**

(?) **Have/Has + S + V3 + O/C?**

Examples:

(+) *I have eaten rice already.*

She has recovered from her illness.

We have done this work.

(-) *I have not eaten rice already?*

She has not recovered from her illness.

We have not done this work.

(?) *Have I eaten rice already?*

Has she recovered from her illness?

Have we done this work?

4) Present Perfect Continuous Tense

The present perfect continuous tense indicates the duration of an activity that began in the past and continuous to the present.²¹ This tense is used with time words such as for, since, all morning, all day, and all week.

The formulas of present perfect continuous are:

(+) **S + Have/Has Been + V_{ing} + O/C**

(-) **S + Have/Has Not Been + V_{ing} + O/C**

(?) **Have/Has + S + Been + V_{ing} + O/C?**

Examples:

(+) *We have been waiting for the train for 2 hours.*

²¹ Azar, 36.

You have been fighting for me this whole year.

I have been teaching since 10 years ago.

(-) *We have not been waiting the train for 2 hours.*

She has not been fighting for me this whole year.

I have not been teaching since 10 years ago.

(?) *Have we been waiting the train for 2 hours?*

Has she been fighting for me this whole year?

Has my mother been teaching since 10 years ago?

b. Past Tense

1) Simple Past Tense

The simple past tense is used to indicate that activity began and ended at particular time in the past.²² We choose simple past tense when we consider that the event, state, or action took place within a finished period of time.

The formulas of simple past tense are:

(+) **S + V2 + O/C**

(-) **S + Did not + V1 + O/C**

(?) **Did + S + V1 + O/C?**

Examples:

(+) *I went to Bandung last week.*

She went to school yesterday.

My baby stayed up last night.

(-) *I did not go to Bandung last week.*

She did not go to school yesterday.

My baby did not stay up last night.

²² Azar, 24.

(?) *Did I go to Bandung last week?*

Did she go to school yesterday?

Did my baby stay up last night?

2) Past Continuous Tense

The past continuous tense express that two actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.²³

The formulas of past continuous tense are:

(+) **S + Was/Were + V_{ing} + O/C**

(-) **S + Was/Were + Not + V_{ing} + O/C**

(?) **Was/Were + S + V_{ing} + O/C**

Examples:

(+) *I was sleeping when you came to my house.*

Sinta was sweeping the floor when I called her yesterday.

You were playing my video game when I felt asleep.

(-) *I was not sleeping when you came to my house.*

Sinta was not sweeping the floor when I called her yesterday

You were not playing my video game when I felt asleep.

(?) *Was I sleeping when you came to my house?*

Was Sinta sweeping the floor when I called her yesterday?

Were you playing my video game when I felt asleep?

²³ Azar, 24.

3) Past Perfect Tense

The past perfect tense is used to express an activity that was completed before another activity in the past.²⁴

The formulas of past perfect tense are:

(+) **S + Had + V3 + O/C**

(-) **S + Had + Not + V3 + O/C**

(?) **Had + S + V3 + O/C**

Examples:

(+) *I had forgotten about him.*

Yuri had finished her high school.

We had done this work.

(-) *I had not forgotten about him.*

Yuri had not finished her high school.

We had not done this work.

(?) *Had I forgotten about him?*

Had Yuri finished her high school?

Had we done this work?

4) Past Perfect Continuous Tense

The past perfect continuous tense expresses the duration of the activity that was in progress before another activity in the past.²⁵

The formulas of past perfect continuous tense are:

(+) **S + Had been + V_{ing} + O/C**

(-) **S + Had not been + V_{ing} + O/C**

(?) **Had + S + been + V_{ing} + O/C?**

²⁴ Azar, 39.

²⁵ Azar, 39.

Examples:

(+) *She had been waiting for her husband when she was alive.*

They had been throwing their confetti when he came.

We had been studying English when our teacher came.

(-) *She had not been waiting for her husband when she was alive.*

They had not been throwing their confetti when he came.

We had not been studying English when our teacher came.

(?) *Had she been waiting for her husband when she was alive?*

Had they been throwing their confetti when he came?

Had we been studying English when our teacher came?

c. Future Tense

1) Simple Future Tense

The simple future tense is used to express an activity in the future time.

There are three means different of simple future tense; 1) to show predictions (will, be going to), 2) to show prior plan/intention (be going to), 3) to show willingness (will).

The formulas of simple future tense are:

(+) S + Will + V1 + O/C

S + be going to + V1 + O/C

(-) S + Will not + V1 + O/C

S + be not going to + V1 + O/C

(?) Will + S + V1 + O/C?

Be + S + going to + V1 + O/C?

Examples:

(+) *Arsenal will win.*

It's going to be rain.

I will open the door.

(-) *Arsenal will not win.*

It is not going to be rain.

I will not open the door.

(?) *Will Arsenal win tomorrow?*

Is it going to be rain?

Will I open the door?

2) Future Continuous Tense

The future continuous tense is used to express an activity that will be in progress at a time in the future.²⁶ Be going to + be + ing is the progressive form of be going to. Sometimes there is little or no distinction between the future progressive and the simple future, particularly when the future event occurs at an indefinite time in the future.

The formulas of future continuous tense are:

(+) **S + Will be + V_{ing} + O/C**

(-) **S + Will not + be + V_{ing} + O/C**

(?) **Will + S + be + V_{ing} + O/C?**

Examples:

(+) *My mother will be sweeping the floor.*

I will be cooking when Mark works tomorrow.

We will be shopping in that market this Monday.

²⁶ Azar, 51.

(-) *My mother will not be sweeping the floor.*

I will not be cooking when Mark works tomorrow.

We will not be shopping in that market this Monday.

(?) *Will my mother be sweeping the floor?*

Will I be cooking when Mark works tomorrow?

Will we be shopping at that market this Monday?

3) Future Perfect Tense

The future perfect tense expresses something that will be completed before another time or activity in the future.²⁷

The formulas of future perfect tense are:

(+) S + Will + Have + V3 + O/C

(-) S + Will not + Have + V3 + O/C

(?) Will + S + Have + V3 + O/C?

Examples:

(+) *He will have left when you come this afternoon.*

They will have ended the presentation at 4 o'clock.

I will have finished my homework when Mark comes.

(-) *He will not have left when you come this afternoon.*

They will not have ended the presentation at 4 o'clock

I will not have finished my homework when Mark comes.

(?) *Will he have left when you come this afternoon?*

Will they have ended the presentation at 4 o'clock?

Will I have finished my homework when Mark comes?

²⁷ Azar, 53.

4) Future Perfect Continuous Tense

The future perfect continuous tense is used to show the duration of an activity that will be in progress before another time or event in the future.

The formulas of future perfect continuous tense

(+) **S + Will + Have been + V_{ing} + O/C**
 (-) **S + Will + Not + Have been + V_{ing} + O/C**
 (?) **Will + S + Have been + V_{ing} + O/C**

Examples:

(+) *I will have been driving to Surabaya in the meantime.*

She will have been leaving when you come here later.

Diana will have been living in here for five years by next month.

(-) *I will not have been driving to Surabaya in the meantime.*

She will not have been leaving when you come here later.

Diana will not have been living in here for five years by next month.

(?) *Will I have been driving to Surabaya in the meantime?*

Will she have been leaving when you come here later?

Will Diana have been living in here for five years by next month?

These are the tenses in English, but the researcher only focuses at the simple past tense in this study. Because simple past tense is quite difficult, students should know how to change basic form verbs to past form verbs in order to create simple past sentences. Furthermore, the simple past tense is one of the tenses that students must master.

C. Simple Past Tense

1. Concept of Simple Past Tense

Simple past tense is tense which indicates that an activity or situation began and ended at a particular time in the past.²⁸ The simple past tense is one of kinds of tenses. Simple past tense is used to represent things that happened in the past or things that were true in the past. The things that happened in the past may be single repeated or habitual actions. The simple past form of regular verbs, with –ed added to the base verb. All people use the same past form.

Whether a time word is given or not, the past tense denotes definite time finishing in the past.²⁹ It is used to refer to past activities or states that have no relevance to the present. The sentence frequently contains a past-tense adverbial. When an activity or event occurred and was completed at a certain period in the past, the simple past tense is used. As a result, the activity or event is no longer taking place. The simple past is used to describe activities or situations that occurred and ended in the past (for example, yesterday, last night, two days ago, etc.). With the simple past tense, we can use specific time expressions such as yesterday, last week, and at four o'clock.

Simple past tense is one of the tenses we use to refer to completed events, states, or actions.³⁰ The past term can be summarized as an activity or situation that begins and ends in the past, regardless of whether a time signal is mentioned. It is used to refer to past activities or states that have no relevance to the present. The sentence frequently contains a past-tense adverbial.

Based on the statement above, it can be concluded that the simple past tense represents an action which happened before the present time and is no longer

²⁸ Azar, 24.

²⁹ Frank, *Modern English: A Practical Reference Guide.*, 73.

³⁰ Martin Parrott, *Grammar for English Language Teachers 2nd Edition* (Cambridge: Cambridge Univ. Press, 2010), 219.

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

2. The Form of Simple Past Tense

There are three form of sentences in simple past tense: positive, negative, and interrogative.³¹

a. Positive form

Verbal Sentence	Subject + Verb II (Regular/Irregular verb) + Object
Nominal Sentence	S + To be (Was/Were) + Complement (nouns, adjective, or adverb)

b. Negative form

Verbal Sentence	Subject + Did not + Verb 1 + Object
Nominal Sentence	Subject + To be (Was/Were) + Not + Complement (nouns, adjective, or adverb)

c. Interrogative form

Verbal Sentence	Did + Subject + Verb 1 + Object ?
Nominal Sentence	To be (Was/Were) + Subject + Complement (nouns, adjective, or adverb) ?

³¹ Azar, *Understanding and Using English Grammar 2nd Edition*.

d. Verb and Auxiliaries Used in the Simple Past Tense

The verb used in simple past tense is verb II. Verb II consists of regular and irregular verb.³²

1) Regular Verb

The regular verb, denoted with the ending –ed of the verb. All past form of regular verbs end in –ed.³³

Table 2.1

The Spelling Rules of Regular Verbs

Rules	Examples
1. A verb in simple form is added 'd' only when ends with 'e'	Change = Changed Dance = Danced
2. When a one-syllable verb ends with a single consonant followed by a single vowel (except c, h, w, x, or y) the final consonant is doubled and the suffix –ed is added.	Plan = Planned Drag = Dragged Stop = Stopped
3. When a multi-syllable verb ends in a single consonant followed by a single vowel, the final consonant is doubled when the final syllable is stressed.	Omit = Omitted Occur = Occurred
4. When a verb's simple form ends in 'y' followed by a consonant, the 'y' is changed to 'i' and -ed is added.	Carry = Carried Hurry = Hurried Study = Studied

³² Azar, 17.

³³ Jean Praninskas, *Rapid Review of English Grammar* (New Delhi: Prentice-Hall, Inc., 1975), 82.

5. All other regular verbs' past forms are formed by adding -ed to the simple form.	Work = Worked Play = Played
---	--------------------------------

2) Irregular Verb

Because irregular past tense forms are unpredictably related to simple forms, they must be memorized. The irregular verb do not end with -ed. Learning all of the important verbs is the only way to predict how an irregular verb will change in the past tense. To use the tense forms of irregular verbs, the speaker or writer must understand the principal parts of irregular verbs. There are three principal parts of irregular verbs.³⁴

Table 2.2

The Principal Parts of Irregular Verbs

Simple Form	Past Form	Past Participle
Begin	Began	Begun
Draw	Drew	Drawn
Drink	Drank	Drunk
Get	Got	Gotten
Give	Gave	Given
Know	Knew	Known
Ride	Rode	Ridden
Ring	Rang	Rung
Shake	Shook	Shaken
Sing	Sang	Sung

³⁴ Frank, *Modern English: A Practical Reference Guide.*, 61.

Simple Form	Past Form	Past Participle
Speak	Spoke	Spoken
Steal	Stole	Stolen
Threw	Throw	Thrown
Wear	Wore	Worn
Write	Wrote	Written

3) Auxiliaries

There are two kinds of auxiliaries verb are used in the simple past tense:

a) Was/were

Was is used for the pronouns I he, she, it, this, and that.

However, were is used for pronouns such as you, they, and we. As a result, was is only used for singular nouns and were is only used for plural nouns.

Examples:

I was born on 2000.

It was a good year.

They were in Korea last year.

b) Did

‘Did’ is used not only in sentence structures for questions, but also in sentence structures for negative statements. It is immediately followed by verb 1. For all pronouns, ‘did’ is used. It refers to the use of singular and plural pronouns.

Examples:

Did you go to NCT's concert yesterday?

I did not see them last Sunday.

Zara did not date with Angga.

e. Examples of Simple Past Tense:

1) Positive form

Verbal sentence:

- *I visited my grandmother last week.*
- *She made cupcakes yesterday.*
- *All students went to the zoo last holiday.*

Nominal sentence:

- *I was at my grandmother's house last week.*
- *My sisters were in Korea last month.*
- *My father was handsome when he was young.*

2) Negative form

Verbal sentence:

- *Mark did not call Johnny yesterday.*
- *Yeri did not go to New York last holiday.*
- *My brother did not sing a song.*

Nominal sentence:

- *Haechan wasn't at Canada last holiday.*
- *Mark wasn't sick.*
- *Irene wasn't hungry.*

3) Interrogative form

Verbal sentence:

- *Did Elsa meet Anna last month?*
- *Did Yeri go to New York last holiday?*
- *Did your brother eat that cake?*

Nominal sentence:

- *Were Elsa and Anna at the palace yesterday?*
- *Was Sisca sick last month?*
- *Was she sick yesterday?*

3. The Use of Simple Past Tense

The use of simple past tense refers to a situation set at particular time in the past such as:³⁵

1) Completed actions

To complete completed actions, we utilize the simple past tense. It is frequently used in stories, events, actions, or circumstances that occurred in the past. Use Simple Past Tense to express the idea that an action started and finished at a specific time in the past. Sometimes the speaker does not mention a specific time, but they do have one in mind.

Examples:

I saw Mark and Haechan last week.

He lived in Canada for 9 years.

*Sarah **did not call** her boyfriend yesterday.*

*Mark **did not walk** with Jaemin yesterday.*

2) Past habit.

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

³⁵ L. G. Alexander, *Longman English Grammar* (New York: Longman, 2003), 168–69.

Examples:

*I **often cooked** for my friends when I was young.*

*My father **never came** late when he was in high school.*

3) The immediate past.

We can use the simple past without a temporal reference to express something that happened recently.

Examples:

*I **saw** Harry in the office today.*

*We **had done** our exam before we **left** the class.*

4) Polite inquiries.

The simple past may not always refer to a specific point in time. It can also be used to ask polite questions.

Examples:

***Did** you have a good weekend?*

***Did** you need more water?*

4. Adverbial Time of Simple Past Tense

In tenses, there is time signal to determine when the tense used. There are some time signal that can be used in simple past tense.³⁶

a. Yesterday

Examples:

*Shinta **did not go** to school yesterday.*

*I **bought** a new bicycle yesterday.*

b. Last night

³⁶ Mujahidah, Megawati, and dkk, *Basic English for Young Learners*, 2020, 100.

Examples:

My family watched Superman movie last night.

My cat was gone last night.

c. Last week

Examples:

My grandfather visited our home last week.

Our teacher gave us homework last week.

d. Last month

Examples:

My sister married last month.

Last month, we went to Surabaya.

e. 2 days ago

Examples:

Me and my parents visited our grandmother 2 days ago.

Wulan was sick 2 days ago.

f. Four minutes ago

Examples:

He arrived four minutes ago.

I left that room four minutes ago.

g. In 1998

Examples:

My brother was born in 1998.

This movie was released in 1998.

D. Flashcards Media

1. Concept of Flashcards Media

Media is something that transmits messages and can stimulate students' thoughts, feelings, and interests so that it can encourage the learning process to occur in themselves.³⁷ Creative use of media will allow students to learn and can improve their performance in accordance with the aim to be achieved. The use of media in the teaching and learning process is expected to increase the compatibility in receiving information. Before using media in teaching and learning process the teacher should considers the advantages and disadvantages of the media. A creative mind is required for a teacher to use various media. Students' interests are taken into account when creating media, and facilities are prepared. Some good media criteria are durability, interesting form and color, simplicity and ease of application, fix size, provide the real concept, picture, or diagram, stimulate students' abstract thinking, and elicit students' participation in media manipulation. There are some types of media which are usually used in learning;³⁸ text, audio, visual, motion media, manipulative (object), and people. One of visual media is flashcards.

Using flashcards can be a fun way to learn vocabulary, vocabulary, and grammar in language teaching.³⁹ Flashcards are a wonderful way to convey vocabulary, practice, and repeat. Flashcards are an entertaining approach for many students to learn grammar. Flashcards are cards with words or numbers of pictures that are flashed to a class by the teacher in order to exploit students' visual and kinesthetic intelligence, combine the written and visual forms of a word or sentence, and assist students in memorizing the lesson. Flashcards are media which are used in teaching and learning process. Flashcards are cards with words and/or pictures on them.

³⁷ Basyiruddin Usman and Asnawir, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), 11.

³⁸ A and et.al, *Instructional Technology and Media for Learning*, 9.

³⁹ Gelfgren, *Fun with Flashcards. 150+ Ideas for Using Flashcards in the Classroom.*, 1.

Flashcards should have enough size in order to be seen clearly by the whole class. They can be used for joining vocabulary, practicing structure and word order or for kinds of games.⁴⁰ Regarding to visual techniques, flashcards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words.⁴¹

Flashcards are teaching aid for pictures which teachers can show them to the all students in class.⁴² In the flashcards, English vocabulary is written along with its meaning, it can also be made in colors and pictures to make it more attractive. Flashcards have various benefits as teaching tools, they can be used for presenting and practicing new words and structure and for revision.⁴³ Through flashcards teachers have various way in teaching simple past tense in the class.

Based on the explanation above, it can be concluded that flashcards are media that can be used in the teaching and learning process. The combination of picture and color in the flashcards is great. By using flashcards in the classroom, teacher can attract students to enjoy the class.

2. Types of Flashcards

There are two types of flashcards, word flashcards and picture flashcards⁴⁴

a. Word Flashcards

Word flashcards are cards with words printed on them. When studying word order, the teacher can utilize a set of cards that represent all of the words in a sentence. The cards can be affixed to the board or distributed to students, and they can be appropriately sorted by the class as a whole or by individual students. Word flashcards can also be used to practice structure.

⁴⁰ John Haycraft, *An Introduction to English Language Teaching* (Singapore: Longman Group, 1986), 102.

⁴¹ Thornbury, *How to Teach Vocabulary*, 78–80.

⁴² Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching* (Macmillan, n.d.), 349.

⁴³ Adrian Doff, *Teach English: A Training Course for Teachers* (UK: Cambridge Univ. Press, 1992), 82.

⁴⁴ Haycraft, *An Introduction to English Language Teaching*, 102–6.

b. Picture Flashcards

Picture flashcards can be used to present, practice, and revise vocabulary or as suggestions for other tasks, such as illustrating the characters in a dialogue to assist pupils develop. Simple replacement drills can be aided by the use of picture flashcards as prompts. Picture flashcards can also help you identify verbs in action. The images or illustrations on the card should be appealing, entertaining, and large enough for the entire class to see, as this will pique the kids' interest.

3. Teaching Simple Past Tense Using Flashcards Media

There are some ways to teach simple past tense by using flashcards media:⁴⁵

- a. Make set of flashcards of verbs.

In this step, the teacher make set of flashcards which consist of verb I in the front side and verb II in the back side. Explain the material about simple past tense.

- b. Set of the flashcards with forms of the verb II (irregular and regular).

The verbs II in flashcards include regular and irregular verb.

- c. Hand students the flashcards.

Distribute flashcards to students at random, making certain that all students receive flashcards.

- d. Ask students to match which verb is regular and irregular, then arrange sentences using the verbs in the form of simple past tense.

- e. Correct the assignment and give feedback to the students.

⁴⁵ Gelfgren, *Fun with Flashcards. 150+ Ideas for Using Flashcards in the Classroom.*, 101.

4. Advantages and Disadvantages of Flashcards

Every media has advantages and disadvantages, there are some advantages and disadvantages of flashcards as media in teaching and learning process as follows:

a. The Advantages of Using Flashcards Media:⁴⁶

1) Easy to carry anywhere.

The flashcard is small and easy to carry; it can be stored in a bag or even a pocket, so it does not take up much space and can be used anywhere, in or out of the classroom.

2) Flashcards help in summarizing and memorizing.

Flashcards can help summarizing and memorizing because they are made as interesting as possible so that they can attract students' interest. The characteristics of flashcard media include the presentation of short messages on each card. Recognize words, recognize numbers, and recognize animals, for example. This brief message presentation will help students remember the message. The combination of color and text makes it easy for students to recognize the concept and learn the new verbs, which can be aided by flashcards.

3) Flashcard is fun to use as a media learning in the form of game.

Flashcard media can be use through games. For example, students are competition to find one object or certain names from flashcard that are store random, by running students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical).

⁴⁶ Dina Indriana, *Ragam Alat Bantu Media Pengajaran* (Yogyakarta: DIVA Press, 2011), 69.

- 4) Useful for drilling new letters, syllables, words, and other information.⁴⁷

English vocabulary is written along with its meaning in the flashcards, which can also be made in colors and pictures to make them more appealing. As a teaching tool, flashcards can be used to present and practice new words and structures, as well as for revision. Teachers can use flashcards to teach simple past tense in the classroom in a variety of ways.

b. The Disadvantages of Using Flashcards Media:⁴⁸

- 1) If the picture of the flashcards is not clear and large enough, the students will have misunderstandings with the teacher's explanation when they view the flashcards, and the targeted goal will not be accomplished.
- 2) Flashcard is expensive, and if the teacher want to make by themselves it will take times.
- 3) If the size of flashcards is not big enough, the students who sit in behind are difficult to see.

E. Previous Related Study

To support this research, the writer refers to the previous research. The first is an experimental study which was conducted by Frily Nindya at MTs Islamic Nusantara, 2017. The title is *Improving Students' Ability to Build Simple Past Tense in Narrative Text by Using Make a Match Strategy at MTs Islamic Nusantara*. The aim of this study was to know whether the process of make a match strategy can improve students' ability using simple past tense in narrative text at eighth grade of MTs Islamic Nusantara in the academic year 2016/2017. This research design was classroom action research. The result of this

⁴⁷ Maryam Eslahcar Komachali and Mohammadreza Khodareza, "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge," *International Education Studies* 5, no. 3 (May 7, 2012): 137, <https://doi.org/10.5539/ies.v5n3p134>.

⁴⁸ Usman and Asnawir, *Media Pembelajaran*, 50.

study shown that that the use of make a match in the teaching of grammar especially simple past tense is effective and subsequently influences performance. The similarity between this research and the previous research is the research method, both of which conduct a quasi-experimental study. The difference of the previous research with this research is in strategy that used. This previous research used make a match strategy in teaching simple past tense.

The second is a research which was conducted by Habibatul Azizah Al Faruq and Nurhalimah (Universitas Muhammadiyah Jember, 2018), *Journal of English Literature, Language, and Teaching*, 3(2), the title is *Comic Strips in Teaching Simple Past Tense for EFL Learners*. The aim of this research was to find out the effect of English comic strips as media in teaching simple past tense. This research used quasi experimental design. The result of this research shown that the use of English comic strips is effective in teaching simple past tense. The similarity between this study and previous research is the purpose of the study, which is both to determine the effect of using media in teaching simple past tense. The difference between Nurhalimah's research with this research is in the media that used in the research. The media that used was comic strips, while this research uses flashcards media.

The third is a classroom action research which was conducted by Yenny Dwi Nugraheni at SMK PGRI 2 Salatiga, 2015, the title is *Improving Students' Mastery of The Simple Past Tense by Using Chinese Whisper and Group Grid Technique*. The aim of this research was to know the use of Chinese whisper and grid group technique can improve students' mastery of simple past tense at eleventh grade of SMK PGRI 2 Salatiga in the academic year 2014/2015. The result of this research shown that that Class Talk Show is effective in teaching simple past tense. The similarity of the previous research with this research is the aim of the research, which is both to know the effectiveness of strategy in teaching simple past tense. The difference of the previous research with this research in the

research design. The previous research used classroom action research, while this research use quasi experimental design.

The forth is an experimental study which was conducted by Muslim Al Hidayah at SMPN 23 Semarang, 2017, the title is *The Effectiveness of Using Class Talk Show to Teach Simple Past Tense*. The aim of this study was to identify the effectiveness of using class talk show technique to teach simple past tense at eighth grade of SMP N 23 Semarang in the academic year 2016/ 2017. The research method was an experimental research. The result of this study shown that students' positive behaviors and responses during the learning processes improved to be relatively good. The similarity of the previous research with this research is the method that used, both of which use quantitative research method. The difference between the previous research with this research is the objective of the research. The objective of the previous research was class talk show technique to teaching simple past tense, while the objective of this research is flashcards media to teaching simple past tense.

The fifth is a classroom action research which was conduct by Tri Utami at SMA Negeri 1 Sumberejo Tanggamus, the tittle is *Teaching and Learning Simple Past Tense by Using Folktales at The First Semester of The Eleventh Grade of SMA Negeri 1 Sumberejo Tanggamus in The Academic year 2016/2017*. The aim of this research was to know teaching learning process using folktales in teaching simple past tense. This research used descriptive qualitative method. The result of this study shown that the teacher had done the folktales yet still less effective. There were many weaknesses during the process of teaching and learning. The similarity of the previous research with this research is the aim of the research, both of which to know teaching learning process by using media. Then, the differences are the media that used and the research method. The previous research used folktales while this research use flashcards media. The research method of previous study was descriptive qualitative while this research is quantitative.

F. Conceptual Framework

Grammar is an important subject in teaching English, however some students say it is the most boring subject in learning English. Students can learn grammar more actively by using an entertaining media in the classroom.

Teacher uses variety of teaching techniques and strategies to increase the students' grammar skills. In order to get more good results in teaching and learning process. One of teaching techniques and strategies to reach the aim in teaching and learning grammar is using media. There are some kinds of media, one of them is flashcards. Flashcards involves picture and color. In the process of teaching and learning grammar especially simple past tense, flashcards is appropriate media.

Using flashcards in teaching and learning simple past tense make the classroom more interesting and productive for both students and teachers. Because the students interesting with the teaching and learning process, it is easier for teacher in teaching and students in mastering simple past tense. Furthermore, the use of flashcards helps the teacher in achieving the goals in English study. This method is intended to keep kids from becoming bored. Therefore, it is expected that by using flashcards in teaching and learning, it will improve the students' mastery of simple past tense.

G. Hypothesis

Statistical hypothesis are expressed as follow:

If $t\text{-value} < t\text{-table}$, H_0 is accepted and H_a is rejected.

If $t\text{-value} > t\text{-table}$, H_a is accepted and H_0 is rejected.

a. Null Hypothesis (H_0)

There is no significant difference between students' simple past tense achievement with flashcards media and without flashcards media.

b. Alternative Hypothesis (H_a)

There is significant difference between students' simple past tense achievement with flashcards media and without flashcards media.

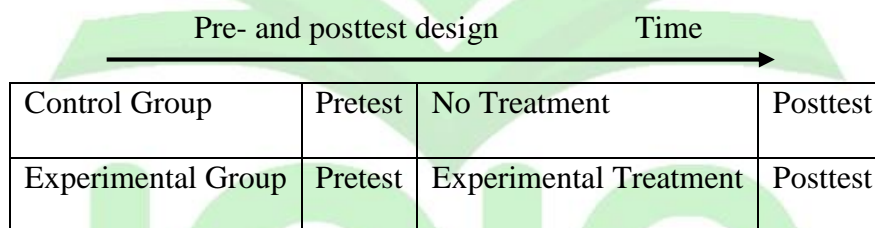


CHAPTER III
RESEARCH METHODS

A. Research Design

In this research, the researcher uses quantitative approach. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.⁴⁹ This research is conducted quantitatively through quasi experimental design. Quasi experimental research are similar to randomized experimental designs in that an independent variable is manipulated, but they vary in that participants are not assigned to treatment groups at random.⁵⁰ In other word, the experimental class will be taught by using flashcards media, while the controlled class will be taught without using flashcards media or from textbook only. Because the quasi-experimental design focuses on treatment and outcome, data from pre-test and post-test will be collected to examine the effect of using a legend on students' simple past tense achievement.

Research Design of Experimental Research⁵¹



⁴⁹ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 22.

⁵⁰ Ary et al., 316.

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 310.

B. Research Setting

This study was conducted in SMPN 1 Kauman Ponorogo. The research is carried out in the academic year 2021/2022. The location of SMPN 1 Kauman Ponorogo is in Jl. Candi No.15 Nongkodono, Kecamatan Kauman, Kabupaten Ponorogo, East Java.

C. Population and Sample

1. Population

In the research, population is one of essential thing and it must be carefully controlled if the researcher wants to get a credible and acceptable conclusion regarding the object of the research.⁵² The population of this study are all eighth grade students at SMPN 1 Kauman Ponorogo in the academic year 2021/2022 which consists of eight class. The total number of students from all eight class are 240.

2. Sample

A sample is the number of individual subjects that you eventually draw and from which/whom data is generated.⁵³ Probability sampling technique is used to determine two possible classes that would be used in this research. Probability sampling (random sampling) is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample.⁵⁴ Then the sample that are used in this study are two groups of eighth grade students, class VIII D with 28 students as control group and class VIII C with 30 students as experimental group.

⁵² A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Prenamedia Group, 2014), 145.

⁵³ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017), 76.

⁵⁴ Leavy, 78.

D. Research Instrument and Data Collection Technique

In this research the researcher give multiple choice questions test pre-test and post-test. Each of pre-test and post-test consists of 20 multiple-choice questions. For each correct answer get 1 score, and for incorrect answer get 0.

To collecting the data the researcher will do a test to obtain the data of students' knowledge of simple past tense achievement. There are two kinds of test that will be used in this research; pre-test and post-test. Both of the test is arranged into 20 multiple-choice questions about simple past tense. The tests will be given to both the experimental and control class to identify the effect of using legend in teaching simple past tense. The pre-test will be given before the treatment is conducted. Then the post-test will be given after the treatment is finished.

Table 3.1

Rubric of the Pretest Instrument

No.	Indicator of Variable Y	Item Numbers
1.	Students are able to identify the verb II.	5, 16, 18, 20
2.	Students are able to identify the use of 'to be' in simple past tense.	8, 12, 17, 19
3.	Students are able to change from the verb I to the verb II.	7, 9, 10, 13
4.	Students are able to identify adverbial time used in simple past tense.	2, 4, 14, 15
5.	Students are able to determine between positive, negative, and interrogative form of simple past tense.	1, 3, 6, 11
Total		20

Table 3.2
Rubric of the Posttest Instrument

No.	Indicator of Variable Y	Item Numbers
1.	Students are able to identify the verb II.	2, 4, 8, 12,
2.	Students are able to identify the use of 'to be' in simple past tense.	15, 17, 20, 19
3.	Students are able to change from the verb I to the verb II.	1, 3, 5, 7
4.	Students are able to identify adverbial time used in simple past tense.	9, 10, 13, 16
5.	Students are able to determine between positive, negative, and interrogative form of simple past tense.	6, 11, 14, 18
Total		20

E. Validity and Reliability

1. Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure.⁵⁵ When developing and measuring instrument, validity is the most important consideration. There are some kinds of validity, content validity, construct validity, and empirical validity. In this research, the researcher use SPSS 16.0 version to measure validity of instrument. With (n) =30 and $\alpha= 5\%$ significance the value of r table is 0.361.

⁵⁵ Ary et al., *Introduction to Research in Education*, 225.

Table 3.3**The Result of Validity Test**

No	r Calculate	r Table (0.05)	Criteria
1	0,42574	0.361	VALID
2	0,48385	0.361	VALID
3	0,38353	0.361	VALID
4	0,36936	0.361	VALID
5	0,40127	0.361	VALID
6	0,43341	0.361	VALID
7	0,52099	0.361	VALID
8	0,4035	0.361	VALID
9	0,58645	0.361	VALID
10	0,69104	0.361	VALID
11	0,39735	0.361	VALID
12	0,5856	0.361	VALID
13	0,80208	0.361	VALID
14	0,61929	0.361	VALID
15	0,40534	0.361	VALID
16	0,76807	0.361	VALID
17	0,45792	0.361	VALID
18	0,53942	0.361	VALID
19	0,59046	0.361	VALID
20	0,3949	0.361	VALID
21	0,47835	0.361	VALID
22	0,3683	0.361	VALID
23	0,61929	0.361	VALID
24	0,59082	0.361	VALID
25	0,50741	0.361	VALID
26	0,3987	0.361	VALID
27	0,56415	0.361	VALID
28	0,37067	0.361	VALID
29	0,59307	0.361	VALID

No	r Calculate	r Table (0.05)	Criteria
30	0,49545	0.361	VALID
31	0,37289	0.361	VALID
32	0,607	0.361	VALID
33	0,4259	0.361	VALID
34	0,57669	0.361	VALID
35	0,62354	0.361	VALID
36	0,45581	0.361	VALID
37	0,44583	0.361	VALID
38	0,48099	0.361	VALID
39	0,48801	0.361	VALID
40	0,45718	0.361	VALID

Table 3.3 shows the result of validity test. Based on the data above, 40 questions were valid.

2. Reliability

Reliability is the degree of consistency with which it measures whatever it is measuring.⁵⁶ The instrument's reliability is required to ensure that the instrument will be consistent when used at other times. The measurement results can be trusted only if in several times the implementation of measurements of a homogeneous group of subjects obtains relatively the same results, as long as the aspects measured in the subject have not changed. In this research, to measure reliability the researcher use SPSS 16.0 version to measure reliability test.

Table 3.4

The Result of Reliability Test

Cronbach's Alpha	N of Items
.852	40

⁵⁶ Ary et al., *Introduction to Research in Education*, 236.

The students' reliability instrument has a value of 0.852 based on the calculation above. The r table of the significance level of 5% explains the reliability value. The r table value is 0.361. The test is reliable because the value of r index reliability is 0.852 > r table 0.361.

F. Data Analysis Technique

These activities cover data acquired from the test. The test consists of pre-test and post-test. The aims of the activities are to know whether the students will have a good changing in their learning or even become worse after getting the treatments. Before analyzing the data with *t-test*, the writer measured normality and homogeneity of the data. It was aimed to see whether the data is normally distributed and homogenous or not.

1. Normality Test

The normality test is aimed to show whether or not the data come from normal distribution. The normality in this research will use SPSS 16.0 version. The criteria to measure normality of the data were; if the significance >0.05 it means that the data is normally distributed, and if the significance <0.05 it means that the data is not normally distributed.

The following are steps for measuring normality test with SPSS:

- 1) Open SPSS 16.0 version program.
- 2) Entry the data in tab Data View.
- 3) Click Analyze → Nonparametric Tests → Sample K-S.
- 4) Take all the data in the Test Variable List.
- 5) Click OK.

2. Homogeneity Test

The homogeneity test is aimed to know the homogeneity or similarity of the data between population experimental class and control class. Homogeneity test in this research will use SPSS 16.0 version.

The following are steps for measuring homogeneity test with SPSS:

- 1) Open SPSS 16.0 version program.
- 2) Input data in the Data View Sheet.
- 3) Make two variables (variable Score and variable Class).
- 4) Click the Variable View sheet → in the Label column fill “Score” for variable Score and fill “Class” for variable Class.
- 5) Click Analyze → Descriptive Statistics → Explore.
- 6) Take variable Score in the Dependent List box and variable Class in the Factor List box.
- 7) Click Plots button → choose None in the Boxplots → choose Power Estimation in the Spread vs. Level with Levene Test.
- 8) Click Continue → OK.

3. Hypothesis Test

After the data are normally distributed and homogenous then the researcher do further calculation. The gathered data are used to find out the differences of students' achievement in experimental class and controlled class. Statistical analysis technique through *t-test* formula is used to analyze the data. The researcher will use *Independent T Test* in SPSS 16.0 version to measure the data. Independent sample t-test is the sample in which participants in each group are independent of

each other.⁵⁷ Then the result will show whether legend is effective or not in improving understanding of simple past tense.

The following are steps for measuring hypothesis test with SPSS:

- 1) Open SPSS 16.0 version program.
- 2) Input data in the Data View sheet.
- 3) Make two variables (variable “Score” and variable “Class”)
- 4) Click the Variable View sheet → in the Label column fill “Score” for variable Score and fill “Class” for variable Class.
- 5) Click Analyze → Compare Means → Independent-Samples T Test
- 6) Click variable “Score” take it into Test Variable(s) box, then click variable “Class” and take it into Grouping Variable box.
- 7) Click Define Groups, fill Group 1 with 1 and Group 2 with 2, then click OK.



⁵⁷ Ary et al., *Introduction to Research in Education*, 206.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Research Procedure in Control Class

Before giving the material in the control class, the researcher did a pretest. The pretest consisted of 20 multiple-choice questions of simple past tense with a time of 45 minutes. The purpose of doing a pretest was to determine the students' mastery of simple past tense before the researcher gave the material of simple past tense. After pretest was given to the control class, the next procedure was the researcher taught simple past tense in the control class. There are three meetings in the control class. In the control class, the students were taught in conventional method by using textbook media.

In the first meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. After that, the students got an explanation of the simple past tense from the researcher. In the first meeting, the researcher focused on the form of simple past tense and the verbs used in the simple past tense. After getting an explanation of simple past tense, students have opportunity to ask questions about the material to the researcher.

In the second meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. After that, the students got an explanation of the simple past tense from the researcher. In the second meeting, the researcher focused on the adverbial time of simple past tense and the use of the simple past tense. After

getting an explanation of simple past tense, students have opportunity to ask questions about the material to the researcher.

In the third meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. After that, the students got an explanation of the simple past tense from the researcher. In the third meeting, the researcher focused on review the material that have been taught to the students. The material included the form of simple past tense, the verbs used in simple past tense, adverbial time of simple past tense, and the use of simple past tense. To measure the students' understanding, the researcher asked students to make sentences from the verb II that were given.

After giving the material in the control class, the researcher did a posttest. In the posttest both the control class and experimental class got the same treatment. The posttest consisted of 20 multiple-choice questions of simple past tense with a time of 45 minutes. The purpose of doing a posttest was to determine the students' mastery of simple past tense after having been given material.

2. Research Procedure in Experimental Class

Before conducting the treatment, the researcher did a pretest. The pretest consisted of 20 multiple-choice questions with a time of 45 minutes. The purpose of doing a pretest was to determine the students' mastery of simple past tense before the treatment.

In the first meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. After that, the students got an explanation of the simple past tense from the researcher before taught using flashcards media. In the first meeting, the researcher focused on the form of simple past tense, the verbs used in the simple past tense, adverbial time of simple past tense, and the use of simple past

tense. After getting an explanation of simple past tense, students have opportunity to ask questions about the material to the researcher.

In the second meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. Then, the researcher gave flashcards, which consist of verb I and verb II to each student. The students got an explanation of simple past tense including the form and the verbs used in the simple past tense. After getting an explanation, the researcher asked students to identify which the regular and irregular verbs from the flashcards. The researcher took turns pointing out the regular and irregular verbs, and the students who got them had to raise their flashcards and show their friends the word. In the next step, students were asked to arrange a sentence from the words that they had got. Then, the researcher asked students to make sentences from the word in the flashcards they had got.

In the third meeting the researcher began by greeting the students, and checking their attendance. The researcher gave brainstorming and brief introduction about the material that will be taught in the class. In the third meeting, the researcher review the material from the previous meeting and continue taught the students using flashcards media. The steps in the third meeting are giving random flashcards to the students, asked the students to guess what kind of the verb (irregular or regular verb). After that, the students were asked to make sentences from the verb in the flashcards that they got. Before closing the meeting, the researcher reviewed the material from the first meeting included the form of simple past tense, the verbs used in simple past tense, adverbial time of simple past tense, and the use of simple past tense.

After conducting the treatment, the researcher did a posttest. In the posttest both the control class and experimental class got the same treatment. The posttest consisted

of 20 multiple-choice questions with a time of 45 minutes. The purpose of doing a posttest was to determine the students' mastery of simple past tense after the treatment.

3. Research Schedule of Control and Experimental Class

The researcher did pre-observation before conducting the research in SMPN 1 Kauman Ponorogo, then the researcher did observation which consisted of pretest, giving material, and posttest for the control class. For the experimental class, the observation consisted of pretest, treatment, and posttest. The research started on February 17th, 2022 and was completed on April 14th, 2022. The research schedule from the experimental and the control class can be seen from the tables below.

Table 4.1

Research Schedule of The Control Class

Time	Schedule
17 th February 2022	- Pre-observation
24 th February 2022	- Pre-observation
28 th March 2022	- Pretest
30 th March 2022	- First meeting
6 th April 2022	- Second meeting
13 th April 2022	- Third meeting
13 th April 2022	- Posttest

Table 4.2

Research Schedule of The Experimental Class

Time	Schedule
17 th February 2022	- Pre-observation
24 th February 2022	- Pre-observation

Time	Schedule
29 th March 2022	- Pretest
31 th March 2022	- First meeting
7 th April 2022	- Second meeting
14 th April 2022	- Third meeting
14 th April 2022	- Posttest

4. The Students' Achievement of Control Class

The control class is the group that receives the treatment through textbook. The researcher taught simple past tense without using flash cards in this class. This is the result of pretest and posttest from control class.

Table 4.3

The Result of Pretest and Posttest from Control Class

No.	Sample	Pretest Score	Posttest Score
1.	Aldian Fahril Firmansyah	65	75
2.	Alfian Kamarul Nazarudin	35	85
3.	Ananda Bagus Putro Wiyono	55	85
4.	Andriansyah Harnando Dwi Janarko	15	70
5.	Anisa Dewi Rahmasari	55	90
6.	Anita Selfiana Dwi Cahyani	50	90
7.	Ardi Ubaidillah Arwi	35	75
8.	Arla Nabila Cahyani	55	90
9.	Avieca Mutiara Sendy	70	90
10.	Devina Imsan Fauziyah	60	90
11.	Diva Laudya Wasiatu Sa'diyah	45	90

No.	Sample	Pretest Score	Posttest Score
12.	Farel Bastian	70	70
13.	Gaska Aditya	35	85
14.	Giovanni Ihsan Bhamakerti	45	80
15.	Hamzah Lailatul Hasna	45	90
16.	Keysha Ahmad Rafa'el	50	95
17.	Lidia Agustina Citra Dewi	50	95
18.	Lintang Dewantari	50	85
19.	Marsiano Akbar Pratama	45	85
20.	Ma'rup Afandi	35	80
21.	Muhammad Iqbal Aka Adwadanti	30	80
22.	Muhammad Rizki Alfiansyah	40	80
23.	Norista Zoya Indriyani	50	90
24.	Rizalu Ilham Nurkholis	40	70
25.	Secha Algata	50	90
26.	Trika Puji Rahayu	50	90
27.	Wibi Kharisma Putra	30	85
28.	Zakka Rifa Fahriha	40	90
TOTAL		1295	2370

Table 4.3 shows the result of pretest and posttest from control class. The highest score of pretest from control class was 70 and the lowest score of pretest was 15. While the highest score of posttest in control class was 95 and the lowest score was 70.

Table 4.4**The Classification of Pretest Score from Control Class**

No.	Score	Classification	Frequency	Percentage
1.	81-100	Very good	0	0%
2.	61-80	Good	3	10.7%
3.	41-60	Fair	15	53.6%
4.	21-40	Poor	9	32.1%
5.	0-20	Very poor	1	3.6%
Total			28	100%

Table 4.4 shows the classification of pretest score from control class. There were 4 students (14.28%) got good score, 14 students (50%) got fair score, 8 students (28.57%) got poor score, and 1 student (3.57%) got very poor score.

Table 4.5**The Classification of Posttest Score from Control Class**

No.	Score	Classification	Frequency	Percentage
1.	81-100	Very good	19	67.86%
2.	61-80	Good	9	32.14%
3.	41-60	Fair	0	0%
4.	21-40	Poor	0	0%
5.	0-20	Very poor	0	0%
Total			28	100%

Table 4.5 shows the classification of posttest score from control class. There were 19 students (67.86%) got very good score, 9 students (32.14%) got good score.

5. The Students' Achievement of Experimental Class

The experimental class is the group that receives the treatment through textbook. The researcher taught simple past tense without using flash cards in this class. This is the result of pretest and posttest from experimental class.

Table 4.6
The Result of Pretest and Posttest from Experimental Class

No.	Sample	Pretest	Posttest
		Score	Score
1.	Aldi Rahmadani	40	90
2.	Andika Wahyu Pratama	35	85
3.	Arif Agus Kurniawan	35	80
4.	Aulia Zahra Ramadhani	55	95
5.	Bagas Harno Wibowo	65	90
6.	Bagus Awang Satria	50	90
7.	Bagus Satria Kurniawan	40	85
8.	Bunga Putri Lambayung	60	95
9.	Dafa Afrian Rayhandika	45	85
10.	Dava Aditya Mahendra	30	95
11.	Dimas Sholikul Huda	55	90
12.	Eky Yusnita Anggraini	50	90
13.	Fahril Ramaoktya Fumingstyo	45	85
14.	Flowren Jelita Prahar	65	95
15.	Galuh Artika Putri	55	95
16.	Henanda Juliansyah	35	85
17.	Kevin Boentolo	55	90

No.	Sample	Pretest Score	Posttest Score
18.	Layin Mahfiana Suroso Putri	35	100
19.	Levi Aditya Wicaksono	35	100
20.	Martha Sella Azzahra	80	100
21.	Muhammad Fauzan Gion Prayoga	50	80
22.	Nadia Indriana Putri	40	95
23.	Nadilla Shafira	80	100
24.	Nadin Aziza Pertiwi	80	95
25.	Nosa Herdian Frianantha	30	85
26.	Sella Ardyan Rahayu	65	100
27.	Septya Brilianingtyas	65	95
28.	Sitti Diana Pertiwi	80	95
29.	Tegar Febri Saputra	55	85
30.	Titania Yulianti	50	95
TOTAL		1560	2745

Table 4.6 shows the result of pretest and posttest from experimental class. The highest score of pretest from experimental class was 80 and the lowest score of pretest was 30. While the highest score of posttest in experimental class was 100 and the lowest score was 80.

Table 4.7

The Classification of Pretest Score from Experimental Class

No.	Score	Classification	Frequency	Percentage
1.	81-100	Very good	0	0%

No.	Score	Classification	Frequency	Percentage
2.	61-80	Good	8	26.66%
3.	41-60	Fair	12	40%
4.	21-40	Poor	10	33.34%
5.	0-20	Very poor	0	0%
Total			30	100%

Table 4.7 shows the classification of posttest score from experimental class. There were 8 students (26.66%) got good score, 12 students (40%) got fair score, and 10 students (33.34%) got poor score.

Table 4.8

The Classification of Posttest Score from Experimental Class

No.	Score	Classification	Frequency	Percentage
1.	81-100	Very good	28	93.4%
2.	61-80	Good	2	6%
3.	41-60	Fair	0	0%
4.	21-40	Poor	0	0%
5.	0-20	Very poor	0	0%
Total			30	100%

Table 4.8 shows the classification of posttest score from experimental class. There were 28 students (93.4%) got very good score, 2 students (6%) got good score.

B. Descriptive Statistics

Descriptive statistic is the statistic that used to analyze data by describing it in order to achieve a general conclusion.

1. The Pretest and Posttest Result of Control Class

Table 4.9
The Result of Statistical Descriptive

Statistics

	Pretest	Posttest
N Valid	28	28
Missing	2	2
Mean	46.2500	84.6429
Median	47.5000	85.0000
Std. Deviation	12.36969	7.31925
Variance	153.009	53.571
Sum	1295.00	2370.00

Table 4.9 shows the result of statistical descriptive from control class. There are 28 students from control class who have done the pretest and posttest. In pretest, the mean score is 46.25, the median is 47.5, the standard deviation is 12.37, the variance is 153, and the total score is 1295. Besides in posttest, the mean score is 86.64, the median is 85, the standard deviation is 7.31, the variance is 53.57, and the total score is 2370.

2. The Pretest and Posttest Result of Experimental Class

Table 4.10
The Result of Statistical Descriptive

Statistics

	Pretest	Posttest
N Valid	30	30
Missing	0	0
Mean	52.0000	91.5000
Median	50.0000	92.5000
Std. Deviation	15.40264	6.03867
Variance	237.241	36.466
Sum	1560.00	2745.00

Table 4.10 shows the result of statistical descriptive from experimental class. There are 30 students from control class who have done the pretest and posttest. In pretest, the mean score is 52, the median is 50, the standard deviation is 15.4, the variance is 237.2, and the total score is 1560. Besides in posttest, the mean score is 91.5, the median is 92, the standard deviation is 6.03, the variance is 36.47, and the total score is 2745.

C. Inferential Statistics

The inferential statistics are designed to answer the problem formulation question, which is whether or not there is a significant difference in the teaching learning process between students taught with flashcards media and those taught without flashcards media.

1. Normality Test

Table 4.11

The Result of Normality Test from Control Class and Experimental Class

One-Sample Kolmogorov-Smirnov Test

	Pretest Control	Pretest Experiment	Posttest Control	Posttest Experiment	
N	28	30	28	30	
Normal Parameters ^a	Mean	46.2500	52.0000	84.6429	91.5000
	Std. Deviation	12.36969	15.40264	7.31925	6.03867
Most Extreme Differences	Absolute	.131	.123	.232	.219
	Positive	.131	.123	.161	.159
	Negative	-.119	-.099	-.232	-.219
Kolmogorov-Smirnov Z	.693	.673	1.229	1.199	
Asymp. Sig. (2-tailed)	.724	.756	.098	.113	

a. Test distribution is Normal.

Table 4.11 shows the result of normality test from control class and experimental class. The asymp. Sig (2-tailed) from control class are 0.724 for pretest and 0.756 for posttest. While the asymp. Sig (2-tailed) from experimental class are 0.098 for pretest

and 0.113 for posttest. The result is higher than 0.05, it can be concluded that distribution of the data is normal.

2. Homogeneity Test

Table 4.12

The Result of Homogeneity Test from Control Class and Experimental Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.495	1	56	.485
	Based on Median	.296	1	56	.589
	Based on Median and with adjusted df	.296	1	50.235	.589
	Based on trimmed mean	.363	1	56	.549

Table 4.12 shows the result test of homogeneity of variance. Based on the table above, the result (Sig.) based on mean is 0.485 at the significance level 5% (0.05). The result is $0.485 > 0.05$. It can be conclude that the variance of control class and experimental class is homogeneous.

3. Hypothesis Test

Table 4.13

The Result of Independent t Test from Control Class and Experimental Class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.495	.485	3.903	56	.000	-6.85714	1.75708	-10.37700	-3.33729
Equal variances not assumed			3.877	52.482	.000	-6.85714	1.76884	-10.40580	-3.30849

Table 4.13 shows the result of independent sample t test from control class and experimental class. The result of (Sig. 2-tailed) is 0.000 which is lower than the level of significance 0.05. Based on the result it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

D. Discussion

The discussion was based on the research question, which was to know the effectiveness of flashcards media can improve students' mastery of simple past tense at the eighth grade of SMPN 1 Kauman Ponorogo in the academic year 2021/2022. The sample in this research was divided into control class (VIII D) which was taught without flashcards media and experimental class (VIII C) which was taught with flashcards media.

It could be seen from students' achievement in pretest and posttest. In control class (VIII D), the result of the pretest showed that 4 students (14.28%) got good score, 14 students (50%) got fair score, 8 students (28.57%) got poor score, and 1 student (3.57%) got very poor score. While the posttest score showed that 19 students (67.86%) got very good score, 9 students (32.14%) got good score. The mean pretest score in the control class was 46.25, and the mean posttest score in the control class was 84.64. In experimental class (VIII C), the result of score in pretest shown there were 8 students (26.66%) got good score, 12 students (40%) got fair score, and 10 students (33.34%) got poor score. While the posttest score showed that 28 students (93.4%) got very good score, 2 students (6%) got good score. The mean of pretest score in the experimental class was 52, and the mean of posttest score in the experimental class was 91.5. Based on the findings above, it was found that there was a significant difference between students' simple past tense achievement in the control class and the experimental class. It also can be seen from the result of hypothesis test. The result of (Sig. 2-tailed) is 0.000

which is lower than the level of significance 0.05. The alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected.

Related to the theory in the chapter II and as the alternative hypothesis (H_a) was accepted, it shows that flashcards can be a fun way to learn vocabulary and grammar in language teaching.⁵⁸ Using flashcards as a teaching strategy improved students' mastery of simple past tense as the result of posttest in the control and experimental class was different. Furthermore, the findings of this study confirm the theory about flashcards media for teaching grammar. Flashcards can be useful media for teaching grammar. There are some advantages from flashcards media.

The first advantage of flashcards media is easy to carry anywhere. The flashcards media is small and easy to carry; it can be stored in a bag or even a pocket, so it does not take up much space and can be used anywhere, in or out of the classroom. The second, flashcards media can help memorizing. Flashcards media can help summarizing and memorizing because they are made as interesting as possible so that they can attract students' interest. The characteristics of flashcards media include the presentation of short messages on each card. Recognize words, recognize numbers, and recognize animals, for example. This brief message presentation will help students remember the message. The combination of color and text makes it easy for students to recognize the concept and learn the new verbs, which can be aided by flashcards. The third, Flashcards media is fun to use as a media learning in the form of game. Flashcards media can be use through games. For example, students are competition to find one object or certain names from flashcards media that are store random, by running students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical). The forth, flashcards media is useful for drilling new letters, syllables, words, and other information. English verbs in the form of verb I and verb II are written in the flashcards,

⁵⁸ Gelfgren, *Fun with Flashcards. 150+ Ideas for Using Flashcards in the Classroom.*, 1.

which can also be made in colors and pictures to make them more appealing. As a teaching tool, flashcards media can be used to present and practice new words and structures, as well as for revision. Teachers can use flashcards media to teach simple past tense in the classroom in a variety of ways.

From the discussion above, it can be seen that flashcards media have advantages as the media in teaching and learning grammar, especially simple past tense. It is also depends on how the teacher can applied flashcards media appropriately in teaching tenses especially simple past tense. Thus, the researcher concludes that the use of flashcards media is effective to improve students' mastery of simple past tense at eight grade of SMPN 1 Kauman Ponorogo as well as facilitating students' creativity and motivation in the teaching and learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the researcher concludes that the use of flashcard media is effective to improve students' mastery of simple past tense at eight grade of SMPN 1 Kauman Ponorogo. It can be seen from the mean score of posttest from control class and experimental class. The mean score of posttest from control class was 84.64 and the mean score of posttest from experimental class was 91.5. It means that the mean score of control class was lower than experimental class. In addition, it can be seen from the result of independent t test from control class and experimental class. The result of (Sig. 2-tailed) is 0.000 which is lower than the level of significance 0.05. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The use of flashcards media as the teaching method could improve the students' interest in learning English grammar especially simple past tense. Through flashcards media, the students' seemed enjoy and more active as long as the process of teaching and learning simple past tense in the classroom. So that they were easier in improving their simple past tense mastery.

B. Suggestion

Based on the research findings and conclusion, there are suggestions for English teacher and students. The suggestions are as follows:

1. For the Teacher

- a. Teachers could use various teaching techniques and teaching media, such as flashcards, that are attractive, enjoyable, and meaningful by considering factors such as class size, time allocation, student character, and so on.
- b. The English teacher can assist students in mastering their skills by employing effective and relevant techniques or media. This can be done based on the technique or media used, as well as the materials that will be taught so that they can develop their skills.

2. For the Students

- a. Students should be more active or motivated in the teaching and learning process because they play critical roles in their educational achievement.
- b. Students should study harder on simple past tense because it is the basic principle that must be learned and mastered in order to master English.

3. For the Other Researcher

- a. The researcher used flashcards media to improve students' mastery of the simple past tense. Other researchers could use the flashcards media to improve students' mastery of other tenses or find an appropriate other technique to improve students' mastery of the simple past tense.
- b. In this study, the researcher used flashcards media to assist junior high school students, particularly in the simple past tense. Other researchers can use the flashcards media for elementary, junior high, or senior high school students.

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