

CHAPTER V

DISCUSSION

In this chapter, the writer discusses about discussion about the significant between the mastery of simple past tense in narrative text for the eighth grade students of MTs N Winong Pati in the academic year 2014/ 2015 before and after being taught by Student Teams Achievement Divisions.

5.1 The Mastery of Simple Past Tense for the Eighth Grade Students of MTs N Winong Pati In Academic Year 2014/ 2015 Before Being Taught By Using Student Teams Achievement Divisions

Before the writer gave pretest and applying the Student Teams Achievement Divisions, the writer observed to find some problem. And the writer found that the problem in teaching simple past tense. Most of the students still confused to have change V_1 into V_2 in regular or irregular verbs , For example V_1 “ catch” which has change V_2 become ” caught” but the students change V_2 became “ caught” it indicate students confused when they have to change into regular or irregular verb. and students never heard about simple past form itself It happened because the students are not interested and motivated, because it is no variation technique from the teacher, and something the teacher teach monotonous and seriously, so the students unwilling to memorize and not clear about the material.

After the writer found some problem, the writer gave pretest to know the mastery of simple past tense in narrative text before using Student Teams Achievement Divisions. From the pretest, it is calculated that mean= 65.44 and

the standard deviation 10.96 it doesn't not fulfill the score of criteria of minimum value (KKM) that is 75 it means that they have a sufficient level.

5.2 The Mastery of Simple Past Tense for the Eighth Grade Students of MTs N Winong Pati in Academic Year 2014/ 2015 After Being Taught by Using Student Teams Achievement Divisions

Facing the problem that only few of the students who confused when they have to change into regular or irregular verb. The writer has good idea to use an interesting technique that be able to make students not difficult again about simple past tense itself. So that the writer used Student Teams Achievement Divisions as the technique. After the students did the pretest, the writer gave treatments to teach simple past tense in narrative text by using Student Teams Achievement Divisions. The treatment of teaching was conducted four meetings, each meeting had 90 minutes.

The first meetings the writer introduced the concept of Student Teams Achievement Division. Some of students did not pay attention to writer's explanation. The teacher explained about narrative text.. Student work in group to rearrange the random story about narrative text to make good story .The students got difficulty to applied teaching and learning activity using Student Teams Achievement Division. It happened, because, when the teacher determines the member of group the students not enjoy because they want to choose the member of group by their self and when the teacher order to worked exercise in group some of student still learn individually.

In the second meeting, the writer gave continued explain about narrative text. After this, the writer gave the example of narrative text in every group again.

Student work in group to complete the word to be a good story, Students read a text about the story narrative and find specific information from the story, Students identifying the generic structure of narrative text based the story. They are more enthusiastic the student had to analyzing the generic structure and found V2 after that the student had to change into V1 although some students had still difficulties in identifying simple past tense in narrative text. in this meeting the student already want to share their idea do in group not individually again

In the third meeting, the writer gave story of narrative text again, and the student must complete the story. The students work in cooperative learning to write the verbs which bold word, they are think wrong to be correct form. in this treatment showed that the student had good response and enthusiasm to the activity. Some of students used active to answer the question from the teacher about the material.

In the last meeting, the students did more active and easily to analyze V2 in narrative text based on the text and complete the story. In this case the students could improve their mastery of simple past tense. In last meeting the writer announced the best group and give the reward.

After the writer did the treatments, the writer gave posttest to know the mastery of simple past tense in narrative text by using Student Teams Achievement Divisions. Then, the writer got the result of posttest and calculated the data scores. After analyzing the data of post test, the writer found that the mastery of simple past tense shows that the highest score is 95, lowest is 70

,means is 86.35 and the standard deviation is 8.04 it indicates that it was good level.

It can be seen that the mastery of simple past tense in narrative text is better than before using Student Teams Achievement Divisions., because the Student Teams Achievement can make student enjoy in teaching and learning because it has process class presentation, teams, quizzes, individual improvement, scores and team recognition to motivation each other. So it make student easy in memorizing the simple past tense both regular or irregular verb.

5.3 The Significant Difference the Mastery of Simple Past Tense for the Eighth Grade Student of Mts N Winong Pati in Academic Year 2014/2015 Before and After Taught by Using Student Teams Achievement Divisions

After analyzed the score of simple past tense for the eighth grade students of MTs N Winong Pati in the academic year 2014/2015 before being taught by using Student Teams Achievement Divisions, the writer found that the highest score is 85 and the lowest score is 40. The mean is 65.44 and the standard of deviation is 10.96

Meanwhile, for the score of simple past tense for the eighth grade students of MTs N Winong Pati in the academic year 2014/2015 after being taught by using Student Teams Achievement Divisions, the writer found the highest score is 95 and the lowest score is 70. It means, after being taught by using Student Teams Achievement Divisions, the score of the students was better than before being taught by using Student Teams Achievement Divisions. So, this technique gives chance for the students to share the ideas with their group, they also can increase the friendships, solve problem, and integrating their knowledge

among the students from different level students' performance, ranking and gender. It also individual test to know the measure the material clear enough or not. When the teacher give the reward, the student can motivate to be active in the class, it can be shown when the teacher ask sometimes many student It can be seen from the student's activity and score of pretest and posttest.

Based on the calculation of t-test, with the level of significant (α) = 0,05 and the degree of freedom (df) which gained from $N-1=38$, t-table is ± 2.024 and the t-observation is 11.89. The result of t-observation (t_0) is highest than the t-table. So, the hypothesis null was rejected, while the alternative hypothesis was accepted.

Based on finding of the research above, the mastery of simple past tense for the eighth grade students of MTs N Winong Pati in the academic year 2014/2015 before being taught by Student Teams Achievement Divisions. got the average score (mean) is 65.44, it is categorized as “**Sufficient**”. Meanwhile, after being taught by using Student Teams Achievement Divisions got the average score (mean) is 8.04 it is categorized as “**good**”.

From the statement above, it can be concluded that Student Teams Achievement Divisions as the teaching technique was significant to teach simple past tense for the eighth grade students of MTs N Winong Pati in the academic year 2014/2015.