THE ANALYSIS OF SIMPLE PAST TENSE IN READING CLASSROOM TO EFL BY USING SHORT STORY

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Abstract
The objective of this paper focused to describe the use of short story in textbook in teaching simple past tense to English Foreign Learners (EFL). There are some skills that should be mastered by the learners in learning English, they are listening, speaking, reading and writing. There are many short stories in Textbook that can be used as one of the media in teaching writing. Stories are related to tenses. Stories are also related to simple past tense. Simple past tense is used in retelling story. Simple past is used to show about the activity which had done in the past. There are two kinds of verb used in simple past; they are regular and irregular verb. Regular verb is the verb by adding –d, -ed, and –ied after the verb, examples: bake – baked, cook – cooked, and carry – carried; while irregular verb is the verb which some are not changed in form and some are completely changed in form, such as hit – hit, put – put, set – set, drive driven, bring – brought, and think – taught. The results of the research are: (1) most EFL have understood about the pattern of simple past tense; (2) most of them have known about using whether regular or irregular verbs; (3) some of them made mistakes by omitting the letters whether regular or irregular verb.

Keywords: the nature of grammar, the nature of textbook, the nature of reading

Abstrak
Tujuan dari makalah ini difokuskan untuk mendeskripsikan penggunaan cerita pendek dalam buku teks dalam pengajaran simple past tense kepada English Foreign Learners (EFL). Ada beberapa keterampilan yang harus dikuasai oleh pembelajar dalam belajar bahasa Inggris, yaitu mendengarkan, berbicara, membaca dan menulis. Ada banyak cerita pendek dalam Buku Ajar yang dapat digunakan sebagai salah satu media dalam pengajaran menulis. Cerita berhubungan dengan tenses. Cerita juga terkait dengan simple past tense. Simple past tense digunakan dalam menceritakan kembali cerita. Simple past digunakan untuk menunjukkan tentang kegiatan yang telah dilakukan di masa lalu. Ada dua jenis verba yang digunakan dalam simple past; mereka adalah kata kerja beraturan dan tidak beraturan. Regular verb adalah verba dengan menambahkan –d, -ed, dan –ied setelah verb, contoh: panggang – panggang, masak – masak, dan bawa – bawa; sedangkan kata kerja tidak beraturan adalah kata kerja yang ada yang tidak berubah bentuk dan ada yang benar-benar berubah bentuk, seperti hit – hit, put – put, set – set, drive driven, bring – bring, dan think – teaching. Hasil penelitian adalah: (1) sebagian besar EFL
I. INTRODUCTION

English language has been used for communication by people in the world. Learning English is one of ways to improve Indonesian human resources and develop four skills, they are listening, speaking, reading and writing.

Based on the problem on the English learners, the focus on the research focused on the use of short story in Textbook to teach simple past tense in writing to EFL.

Besides, Learning grammar or structure in English is also learning simple past tense. Simple past tense is one of the tenses that students learn when learning English especially grammar or structure. Simple past tense is defined as time signal for things happened in past time. According to (Narius, 2014), “Simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not.” From the experts’ definition, the writer can says that simple past tense is an action used to express situations, activities, or events at some points prior to the moment of speaking, whether or not the time signal is stated.

There are two verbs used in simple past, they are called regular and irregular verb. Regular verbs are used by adding –d, -ed, -ied after verbs. Meanwhile, irregular verb has two patterns; they are the verbs which change completely and the verbs which do not change at all.

II. THEORITICAL REVIEW

The theoretical review is about the nature of Grammar, the nature of simple past tense, the nature of textbook, and the nature of reading.

2.1 The Nature of Grammar

English has developed as a language on its own lines and can not be forced to conform with any earlier language rules. Ultimately, the only purpose grammar is to serve the conveyance of meaning (Cruse, 1995; 2).

The role of grammar is perhaps one of the most controversial issues, it is because of grammar teaching formed an essential part of language instruction, so much so that other
aspects of language learning were either ignored or downplayed. Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the notion of communicative competence.

People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners’ language development will be severely constrained.

Swan as cited in (Jakarta, 2018) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Swan suggests that the teaching of grammar should be determined by the needs of the students. Grammar is a method to make a good sentence and coherence each word, through arrange a word, phrase, and clause until to be a good sentence, but not only about to arrange a good sentence it is describe about sound and pronouncing too. Good pronunciation reflects good understanding of listener, it means good in pronouncing word to word in articulation, saying sentence structure and using of tenses. (Aarts, 2011) said, “Grammar is concerned with the structure of words (morphology) and of phrases and clauses (syntax).” Grammar is a process of forming words from the small unit, then to be phrases and also clauses until to be a higher form that unit of sentence.

Hopper as cited in (Brisard, 2009), “Grammar is discrete set of rules which are logically and mentally presupposed by discourse.” Grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which makes the text acceptable and easily understood by the reader.

Gordon has defined grammar as ‘a body of empirical rules which explain and regulate the structure of the sentence’. And, as he says, the important words there are ‘empirical’ and ‘structure’. (55)

In addition, Frisby also adds that grammar is the study of behavior of words, word-groups and changes in the meanings of words which are a reflection of changes in the appearance and sound of words (65). Grammar is not a separate ‘subject’, nor is it even a separate division of English work.

According to Thornbury, Grammar is partly the study of what forms or structures are possible in a language (1-2). Therefore, a grammar is a description of the rules that govern how sentences are formed. In other
words, grammar is a process for making a speaker’s or writer’s meaning clear when contextual information lacking.

According to David Crystal, Grammar is structural foundation of our ability to express ourselves. The more we aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone – not only richness of expression available in English and teachers of English, but also help the teachers of anything, for all teaching is ultimately a matter of getting to grips with the meaning (2004)

Besides, Frisby also states that grammar is not a separate ‘subject’, nor is it even a separate division of English work. If it is so marked in the syllabus or time-tible, this is done only for convenience. It is a small part of the English course; that study of the nature of the language which helps us to get the ‘feel’ of the language.

It is the study of the behavior of words, word-groups and changes in the meanings of words which are a reflection of changes in the appearance and sound of words. The study of the language as we hear it and see and say it, of its analysis into its several parts and our ability to put it together again and to follow patterns already learnt – this is grammar, and this is language. (266-269: 1957)

Grammar is the system of rules governing the conventional arrangement and relationship or words in a sentence. The components of words are indeed a part of grammar. Technically, grammar refers to sentence – level rules only, and not to rules governing the relationship among sentences (420).

Based on the experts’ theories above, it can be concluded that grammar relates to words, phrases, clauses to be built as a good sentence. It also relates to structure of words (morphology) and phrases and clauses (syntax).

2.2 The Nature of Simple Past Tense

Learning grammar or structure in English is also learning simple past tense. Simple past tense is one of the tenses that students learn when learning English especially grammar or structure. Simple past tense is defined as time signal for things happened in past time. According to (Narius, 2014), “Simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not.” From the experts’ definition, the writer can says that simple past tense is an
action used to express situations, activities, or events at some points prior to the moment of speaking, whether or not the time signal is stated.

There are two verbs used in simple past, they are called regular and irregular verb. Regular verbs are used by adding –d, -ed, -ied after verbs.

### Infinitive

| Verbs (simple past) | Examples |
|--------------------|----------|
| Used              | Baked, called, cried, read, died, stood |
| Baked             | baked - baked |
| Called            | called - called |
| Cried             | cried - cried |
| Read              | read - read |
| Died              | died - died |
| Stood             | stood - stood |

### Irregular verbs

| Verbs (simple past) | Examples |
|--------------------|----------|
| Used              | Baked, called, cried, read, died, stood |
| Baked             | baked - baked |
| Called            | called - called |
| Cried             | cried - cried |
| Read              | read - read |
| Died              | died - died |
| Stood             | stood - stood |

2.2 The Nature of Textbook

In language teaching, each lesson in the textbook should stand for a set of skills, a set of language patterns. To make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns, the teacher is wise to have a textbook.

The components of textbook, they are; tasks, practical exercises, examples, reading texts and grammar focus. As the part that become the focus here are the grammar of simple past tense and reading text which concern on it. Kim and Hall (2002:3) state that textbook plays an important role in English Language Teaching (ELT), particularly in the English as a Foreign Language (EFL) classroom where it provides primary from of linguistics input.

They also add that textbook can also be used as a tool to initiate learning activities both teacher and the student. Even though Werner (1995) says that it is also necessary to realize that no commercial textbook will ever be a perfect fit for a language program.

Understanding and realizing the importance and the crucial roles of textbook for EFL classroom, textbook itself should be good and appropriate to use. According to Berry, the textbook should consist of the authentic language forms.

Giroux also explains that book is essential as teacher’s role in the classroom. Book is a backbone of the materials. It is the media of subjects that student learn and apply their thinking abilities through knowledge and activities. By using the data and materials, students get a deeper understanding of the basic ideas that drive theories of the discipline (102).
Brown says that textbook are one of type of text, a book for use in an educational curriculum. Whether a curriculum or textbook is billed as functional, communicative, structural, or whatever, grammar and grammar sequencing is an issue.

2.3 The Nature of Reading

According to the teachers, when they teach reading for comprehension, the students do not fully understand the passage they have read. In Indonesia, reading for comprehension is the main objective of learning English. They are supposed to be able to read many scientific books which are mostly written in English without too much difficulty.

The writer believes that reading is the way to enrich their grammar patterns, especially in learning Simple Past Tense. The writer hopes that the students enjoy reading and looking for information in improving their knowledge. Such reading is used as a means of self-education.

English teacher plays an important role for the student’s progress including the reading habit for the students. Success in Reading depends on a child’s knowledge about early literacy and reading before they are able to pick up a book and read. These children learned to read because they developed early literacy skills through being read to and having access to book (Adams, 1990)

Real reading includes understanding and interpreting the messages of the text (Kirk, 2001) Reading is really a complex task that involves using many strategies simultaneously. Readers must be able to use all of the text in meaningful way.

The Michigan Department of Education (Wixson, Peter, Weber, and Robert (1987) state, “Reading is the process of constructing meaning through the dynamic interaction among the reader’s exiting knowledge, the information suggested by the text being read, and the context of the reading situation.”

Based on the definition above, reading is a process to get know the words and understand the meaning of printed symblos on a text. Anderson (1998) cites, “Reading is a complex activity ... the study of reading must be interdisciplinary. If the ability involves so may aspects of language, cognition, life and learning, then no one academic discipline can clime to have the correct view to what is crucial in reading: linguistics certainly not, probably not even applied linguistics”.

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III. RESEARCH METHOD AND PROCEDURE OF THE ANALYSIS

Method is specific research technique. The method used in this research is the qualitative descriptive method. The research describes and analysis how simple past tense can be revealed in Reading Classroom to EFL by using Short Story.

The participants of this research were the English Department Students, 1st semester at Bina Sarana Informatika University. The data for this research was taken from the learners’ paper and the method used in this research is descriptive qualitative.

Descriptive method was used in this research. (Best, 2006) explained that descriptive method is the method which tries to give the explanation about the symptoms relating to the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the recent variables aren’t manipulated by the researcher.

Reading the short story in textbook, skimming and scanning it well, filling the paper given related to the story then discussing it together were done as the procedures of the research. They were done in order to know about the effectiveness of using short story in textbook to teach about simple past tense to EFL.

The aim of descriptive study is to make a description and a picture in a systematic and accurate manner on conclusion which is applied in real life.

IV. FINDING AND DISCUSSION

This part present the result of the data from one of short stories that has been taken from Reading Classroom of the students at the college. It also presents the discussion of the finding of data analysis.

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace (Orientation). However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.
One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets (Complication). Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats (Resolution).

The past tense of most verbs is a matter of adding -ed from word base;

Here are some examples of regular verb past tense;

- Live » lived
- Destroy » destroyed
- Crush » crushed
- Apologize » apologized
- Save » saved
- Trap » trapped
- Remember » remembered
- Summone » summoned
- Danced » danced
- Decide » decided
- Agree » agreed

Here are some examples of Irregular verb past tense;

- Come » came
- Tell » told
- Take » took

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