

CHAPTER II

TEACHING SIMPLE PAST BY USING FOLKTALES

A. FOLKTALE

1. Definition of folktale

In teaching English exactly for second grade students of senior high school the students' should master the simple past, the writer use folktale as a media to improve students' understanding of simple past because the use of folktale is a media that can make the students easy to know the specification about past tense it is because folktale is related to past time especially simple past tense. The definition of folktales differs and comes from many linguists. According to Hucks and Kiefer (2010) "folktale is all forms of narratives, written or oral, which have come to be handed down through the years". It means folktales as traditional and orally transmitted stories that may or may not be based on fact, which have come to be handed down through the years from generation to generation.

Moreover, Emery (2007) concerns that "folktale is a traditional narrative, usually anonymous, handed down orally, for example: fables, fairy tales, legends, etc". Traditional narrative means that the story comes from the broad society that happened in the past. The generic structure of folktale is using past tense. Such as fairytales, legends of all types, memories, fables, tall tales, and humorous anecdotes. The original author is always unknown; in the rare cases an individual who shaped the current

version has been identified, for examples Tangkuban perahu, Malin Kundang, Cinderella and etc.

Furthermore, according to Harvilahti (2003) "There is no definition of folklore that would cover the whole discipline. Folklore in its oral and traditional form is in most cases transmitted orally and serves as shared tradition-based creations of a cultural community". Indirectly folklore has famous from the old generation until modern generation even though unknown created.

2. Kinds of Folktale

There are many kinds of folktale that usually found in the society. There are some experts who defines the kinds of folktale, actually the definitions from the expert almost same even it is stated in different way.

According to Thompson (1946) he divided folktale into four kinds, they are:

a. Marchen

Märchen is a tale of some length involving a succession of motifs or episodes. It moves in an unreal world without definite locality or definite characters and is filled with the marvelous. For examples: "Cinderella," and "Snow White."

b. Novella

Novella is similar with Märchen. In novella the action occurs in a real world with definite time and place, and though marvels do appear, they are such as apparently call for the hearer's belief in a way that the does not. Example: The adventures of Sinbad the Sailor.

c. Hero Tale

Hero tale is a tale which moves in the frankly fantastic world of the former or the pseudo-realistic world of the latter. Most and novella, of course, have heroes, but would hardly be called hero tales unless they recounted a series of adventures of the same hero. "Hercules" is one of Hero tale kind.

d. Sage

This form of tale purports to be an account of an extraordinary happening believed to have actually occurred. It expresses the idea of local tradition, local legend, and migratory legend. It may tell of an encounter with marvelous creatures which the folk still believe in—fairies, ghosts, water-spirits, the devil, and the like.

From the explanation above, there are four kinds of folktales. The writer can use one of the types as a media to teach simple past. Because folktale related to past time, the writer will apply it as a media to conduct the research. Moreover the writer can use all of the types in order to make the students interested or not bored.

B. Folktale in Teaching English as Foreign Language

Today, English is included as a compulsory subject for the students at any grade in Indonesia, from elementary school up to university. English becomes the first foreign language that is obligatory to be learned, the purpose is to develop science, technology, and culture. It explains that foreign language especially English is an international language that is very essential for global communication. In educational world especially in Indonesia, English is compulsory subject in the national curriculum. English is one of the subjects that must be mastered by the student, because included in the national examinations. There are two aspects that must be mastered by the students in learning English. First, language performance, or called as language skills, consisting of listening, speaking, reading, and writing.

Second is language competence, consisting of grammar, vocabulary, pronunciation, etc.

However, in mastering those skills, the students in Indonesia as foreign language learners face difficulties. Nagaratnam (2011:71) state that grammar instruction in an ESL/EFL context has been seen to be a problem in students and teachers in decades because the learner often find it difficult to make use of flexible rules of grammar are taught in the classroom. Perhaps they know about the rules perfect, but they can not apply it clearly to their own language. Furthermore, Nagaratnam (2011:70) also state that teachers strongly agree that grammar is the foundation for students to build their knowledge in using language appropriately, because grammar is considered as obligatory rules that must be use by EFL to arrange words into sentence in grammatical order.

In this case, the writer will raise about one of difficult grammar materials according to second grade students of IPS 1 Sungai Raya Kepulauan. However, there are parts of grammar items that are considered to be the most difficult for English foreign learner, but the writer found from the pre observation tenses one of essential problem of students especially simple past. The use of simple past tense often makes students confused with its complexity. So, to support statements above the writer which is conducted by Syukron (2013) state that there are three reasons, why tenses include difficult material. First, it is because tenses have sixteen patterns to comprehend by students. Second, English has infinitive, past tense, past

participle verbs. Moreover, verbs in English are divided into regular and irregular verbs which make students need more effort to understand the material. Third, there are many almost similarities in the pattern or in the function in tenses. This proves that English is really difficult for a lot of EFL students who try to use and understand it. Therefore, students need a lot of practice, especially in using grammar.

Base on the statement above, in achieving the EFL, learners need to have a good ability in understanding of simple past, teaching English needs a good strategy. There are many strategies that are available in teaching simple past tense and one of them is the use of folktale as a media. Stephen & Olajide (cited in Adeyemi, 1998) “folklore has been found to be a potent means of transmitting knowledge”. Stephen & Olajide (cited in Kachru, 1991) believe that “folktales sensitize the learner to language skills and should be employed by the teacher, especially in the second language situation; this implies that proverb are another folklore that may be used in English language classroom for effective learning”. Thus, by applying folktale in teaching simple past tense will help the EFL learners in improving their understanding about simple past.

C. The Nature of Simple Past

1. Definition of simple past

Simple past is one part of tense that should master by the students, exactly for second grade students in senior high school. Simple past is

always talks about past time. According to Michael Swam (2005) “simple past is a past verb form that has no auxiliary verb in the affirmative”. Furthermore Azar (2002) stated “at one particular time in the past, this happened. It began and ended in the past”. Then Davidson argue “simple past tense is use to describe 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”.

Base on the definition above, the writer concluded the definition of Simple past tense is one of the tense that is used to express the past activities and take place in the past time. Students should understand about simple past tense more and more, so their understanding of simple past will improve.

2. The Form of Simple Past Tense

Simple past tense is one of three basic tenses in English that need to be mastered by English learners. Adverb of time that is usually used are yesterday, two days ago, a month ago, last week, last year, once upon a time, a long time ago, etc. Some grammarians have explained about the form of simple past tense itself. According to Azar (2006: 213) there are two forms in simple past. There are verbal and nonverbal (using be).

Verbal sentence It is usually formed by adding *-ed* or *-d* to the Regular verb or use past verb in Irregular verb for affirmative sentence. According to Murphy (1994) in his book “English Grammar in Use” very often the past simple ends in *-ed* (regular verbs) for example: She passed

her examination because she studied very hard. But many verbs are irregular. For example: Bobby wrote letter last night. Moreover Eastwood (1999:18) stated that in affirmative form especially for verb consist of two forms. First form is a regular form that always ends in -ed for example: She studied English last night or Tina posted the letter 2 weeks ago. Second form is an irregular past form. For example; Tia went to Jakarta last week or My aunty bought a new car two days ago.

From the explanation above both forms that use in verbal sentence only used in affirmative sentence. It is because the pattern of simple past for affirmative sentence is subjects (I, you, they, we, she, he, it) + verb 2 (regular/ irregular) + object. So for negative and interrogative sentences cannot use past verb. The pattern for negative is subjects (I, you, they, we, she, he, it) + did + not+ verb 1+ object. So that, we don't need use past verb in negative sentence. For example: I did not (didn't) go to school yesterday. So for interrogative form is Did + subjects (I, you, they, we, she, he, it) + verb 1+ object.

The past simple is the same in all persons except in the past tense of be (nonverbal). Azar (2006) stated that nonverbal sentence always following to be (was, were). There is no verb (irregular/regular) in Nonverbal sentence. Moreover, Uchiyama (2006) said "The patterns we follow with the verb *be* are different from the patterns we usually follow". It means usually we often find verbal form in past sentence. But in pattern of simple past consist of two forms (verbal and nonverbal). In

nonverbal sentence also have three sentences forms there are affirmative, negative and interrogative. For the subjects I/he/she/it use was for example; I was ill last week. Then for subjects you/we/they uses were for example; those cakes were nice. Then for negative form have to add not after be (was, were). For example; I was not at the house last night. Or we were not busy yesterday. The last explanation for interrogative form, we add be (was, were) in the beginning of interrogative sentence or in front of the subject.

The point of explanation above we use the past simple for something in the past which is finished. While the simple past have two forms in pattern, but both of them are same, it because talks about past time.

3. The Use of Simple Past Tense

Generally every tense in structure has each function that appropriate with condition. Simple past also has some uses/functions.

According to Louis (2003) the use of simple past tense as bellow;

a. Simple Past Tense use in completed action

We normally use the simple past tense to talk about events, action or situations which occurred in the past and are now finished they may have happened recently. For example: Sam phoned a moment ago. Then for context in the distant past we have to put time reference clearly. For example; The Goths invaded Rome in A.D.410. We must be understood from the context also, example; I had a word with Julian this morning, I saw Fred in town (when I was there in this

morning). When we use the simple past, we are usually concerned with when an action occurred, not with its duration (how long it lasted).

b. Simple Past Tense is also used for past habits.

The 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 the habit, we often add expressions such as: always, often, usually, never, when I was child, when I was younger, etc. For example; I always came late last year. Or I smoked forty cigarettes a day till I gave up.

c. Simple Past Tense used for polite inquiries

Simple past tense does not always refer to past time it can also be used for polite inquiries (particularly asking for favors’). Often with verb like hope, think, or wonder compare: For example; I wonder if you could give me a lift. Or another sample is, I wondered if you could give me a lift (more tentative/polite)

d. Simple Past tense used in conditional sentence

Simple Past Tense can be used in conditional sentences in the present time or the second time of conditional sentence. First example, If I were you, I would accept their invitation. Second example, If he here night now, he would help us.

e. Simple Past Tense can be used in subjective sentence with “If only, would rather, and wish”. For example subjective sentence use only ; If

I only talked to her. And for subjective sentence use wish; I wish he knew French.

f. Adverbial with simple past

Adverbials used with the past tense must refer to past (not present) time. This means that adverbials which link with the present (before now, so far till now yet) are not used with past tenses. Some adverbials like yesterday, last summer, ago. For example; I saw Jane yesterday/last summer. Ago meaning 'back from now' can combine with a variety of expressions to refer to the past; example. Two days ago, six months ago, ten minutes ago, a long time ago. The example in a sentence; I met Robert Parr many years ago in Czechoslovakia.

The past is also often used with when to ask and answer question:

For example; When did you learn about it. When I saw it in the papers

When often points to a definite contrast with the present: example;

I played football every day when I was a boy

Other adverbials can be used with past tenses when they refer to past time, but can be used with other tenses as well, for example: I always liked Gloria, I often saw her in Jakarta, and for interrogative, Did you ever meet Siska? I never met Siska. Past tense also used for preposition phrases, for example: We left at 4 o'clock on Tuesday, We had our holiday in July and the last simple past used for adverbial clauses, for example; I waited till he arrived, I met him when I was at college, and (as + adverb + as) I saw him as recently as last week.

4. Pattern of Simple past tense

Simple past has two forms of pattern which the students have to master both of them in order to avoid misunderstanding in using simple past. According to Walker and Elsworth (2000) there are two forms of simple past pattern they are: Part I is verb and part II is nominal verb. For verb pattern have three forms (positive, negative and interrogative). First, positive form started with subject (I, you, they, we, she, he, it) followed by past verb (verb 2) then object and adverb. For example; (+) The train arrived this morning. Second, negative form started with subject (I, you, they, we, she, he, it) add did not usually in brief (didn't) followed by present verb (verb I) then there are object and adverb. For example;(-) The train did not arrive this morning. Third, Interrogative form started with did followed by subjects (I, you, they, we, she, he, it) and present verb (verb I) add object and adverb then at the end of sentence give question mark. For example; (?) Did the train arrive this morning?

Nominal verb also has three forms, but in this form there is no verb and we should use to be was and were. Was used for subjects I, she, he, it. Were used for subjects you, they, we. First, positive form started with subjects (I, you, they, we, she, he, it) followed by to be (was/were) then add object and adverb. For example; (+) Lina was sick last night. Second, negative form started with subjects (I, you, they, we, she, he, it) followed by to be (was/were) add not usually in brief (wasn't /weren't) then add object and adverb. For example; (-) Lina was not sick last night? Third,

interrogative form started with to be (was/were) followed by subjects (I, you, they, we, she, he, it) then add object and adverb at the end of sentence give question mark.

Those are the explanation of pattern of simple past that should master by students especially for second grade students of IIS 1 Sungai Raya Kepulauan.

D. TEACHING SIMPLE PAST TENSE BY USING FOLKTALE

In teaching foreign language, writer is expected to be the one who can encourage the students to learn while teaching in the classroom; she must be able to use appropriate method and media. This makes the students enjoy the lesson.

In teaching English, many factors should be considered such as: condition of the school, reference books, teaching method and media which are used during teaching learning process. In this case the writer will apply the use folktale as a media for teaching grammar exactly simple past tense to improve students understanding of simple past. One of expert argues that Grammar is essential aspect of language which include in four skills. According to Saddleback Educational (2000);

” Grammar is a very old field of study. Grammar counts. Every time you speak or write a sentence, your mind is choosing words from the eight parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections. Studying these different kinds of words—and the basic patterns of English sentences—steadily develops the skills and concepts you need to communicate effectively”.

Grammar may be defined as the rules of a language, governing in way which words are put together to convey meaning in different contexts. An utterances (in speech) or a sentence (in writing) is grammatical if it follows the rules of grammar and ungrammatical. Knowledge of grammar enables language users to put words together in the correct order to communicate ideas and intentions effectively.

It is possible that someone who can produce perfectly correct sentences and communicative effectively may not be able to explain the rules of grammar. In teaching simple past, the students also need more communicative media, in this case the writer uses folktale as a media to learn and give more understanding of simple past to the students, especially for class IPS 1 in second grade students of SMA Negeri 1 Sungai Raya Kepulauan.

Emery (2007) state that folktale is fictional stories that were handed down by re-telling, with no known original authors, thus creating different versions. These stories contained the beliefs and customs of a region or country. They are set in an unnamed location or time (once upon a time), and often containing repetition of language, transformations, and a plot of good evil (with good winning). The characters perform a task, using their own ingenuity and perseverance, often aided by magic and trickery. (Examples: Sangkuriang, Mouse deer and crocodile, Snow white, Cinderella etc).

Murcia and Hilles said “Everyone loves a story, including ESL students. Stories are used in contemporary ESL materials to promote communication and expression in the classroom”. It means that stories, including folktale, are used as a material in teaching learning activity especially in English as a Second Language (ESL) class room in order to make communication activity in the class .Murcia and Hilles also explained that:

“Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is perfect context for a structure-discourse match, but the technique can also be use d effectively for a structure-social factor match. Story telling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool. You may even find that it is the technique that holds students ' attention best, as well as the one they enjoy most.

The explanation above can be concluded that the use of folktale is one a media that can help students to improve their understanding of simple past, and could be a media that is easier and fun to understand. Generally every human is very interesting with the story, because from the story we can learn a good lesson that can apply in our daily life. According the explained by Murcia and Hilles, because of that the writer interest to conduct this action research by using folktale.

In carrying out the teaching learning activity, the English teacher of SMAN 1 Sungai Raya Kepulauan does not use English all the time, because most of the students find it hard to catch the entire lesson if the

teacher uses English. The teacher applies the procedures which has been stated in curriculum and lesson plan. In this opportunity the writer will applies the use of folktale as a media to teach simple past tense. The teacher will applies this media in the teaching and learning process as follows:

1. The writer will give the students a text in folktale form. Each student will get a text of folktale.
2. Before the writer gives the explanation more about simple past material. The writer will ask the students to read the text.
3. The writer will ask to the students. The questions is What do you think about this text?
4. After the students give the answer, the writer will continue to explain what simple past tense is.
5. So the writer asks to students find the example of simple past directly from the text of folktale.
6. The teacher gives opportunity to students to ask questions.
7. The last activity, the writer will give exercise to the students.

From the steps above the writer will do the steps when she will conduct the research.

E. Relevant Study

Teaching simple past tense by using folktale will positively involve the students in the process of teaching learning activity. This media can maximize students' understanding of simple past by using story. It provided many opportunities to students to know about simple past more during the activity. According to Umroh (2011) "the students understanding of simple past tense by using folktale has increased. This research explained about the use of folktale in teaching simple past for students. This media applied to minimize the students' error and difficulties in learning simple past because this method can made students to know directly about simple past, the students can saw the text directly that given by the teacher. The students also know directly about simple past from the text, and they did not more focus about the meaning of the story, because the writer chooses the famous story to teach simple past. Furthermore Students may enjoy with that media and they also find new vocabulary from the text.

Based on fact above the writer concluded that the use of folktale is useful for student to improve their understanding of simple past and made student more active in the class, because they will find directly example of simple past from text of folktale form.