The Comparison Between Using English Grammar Book And Using Internet As A Media On The Students' Ability In Mastering Past Participle At Mts N 2 Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbandingan antara penggunaan buku tata bahasa Inggris dan menggunakan internet sebagai media pada kemampuan siswa dalam menguasai participle pastle di MTs N 2 Medan. Populasi penelitian ini adalah siswa kelas dua MTs N 2 Medan. Populasi terdiri dari sepuluh kelas dan jumlah total populasi adalah 392 siswa. Peneliti menggunakan sampling cluster untuk mendapatkan sampel. Sampel terdiri dari 87 siswa, yang terdiri dari VIII1 44 siswa yang diajar dengan menggunakan buku tata bahasa Inggris sebagai media dan VIII5 43 Siswa yang diajar dengan menggunakan internet sebagai media. Pendekatan kuantitatif penelitian ini dan teknik pengumpulan data menggunakan rumus t-test. Hasil penelitian menunjukkan bahwa perbandingan antara menggunakan buku tata bahasa Inggris dan menggunakan internet sebagai media pada kemampuan siswa dalam menguasai participle pastle dapat digambarkan sebagai berikut: skor rata-rata kemampuan siswa yang diajar dengan menggunakan buku tata bahasa Inggris. sebagai media = 85 dengan nilai tertinggi = 100 dan nilai terendah = 50 dan nilai rata-rata kemampuan siswa yang diajarkan dengan menggunakan Internet sebagai media = 90,2 dengan skor tertinggi = 100 dan skor terendah = 60. Berbasis pada perhitungan statistik rumus t-test, ditemukan koefisien = 2.31dimana nilai ttabel = 1,66. Itu menunjukkan bahwa ada perbandingan antara menggunakan buku tata bahasa Inggris dan menggunakan internet sebagai media pada kemampuan siswa dalam menguasai participle pastle di MTs N 2 Medan. Hal ini menunjukkan bahwa proses belajar mengajar dengan menggunakan internet lebih efektif untuk meningkatkan kemampuan siswa dalam menguasai participle past participle di MTs N 2 Medan.

Abtract

This research was aimed to know the comparison between using English grammar book and using Internet as a media on the students' ability in mastering past participle at MTs N 2 Medan. The population of this research was the second year students of MTs N 2 Medan. The population consists of ten classes and the total number of the population was 392 students. The researcher used cluster sampling to get the sample. The sample consist of 87 students, which consist of VIII[1] 44 students that taught by using English grammar book as media and VIII[5] 43 Students that taught by using Internet as media. This research quantitative approach and the technique of collecting data used t-test formula. The result of the research showed that the comparison between using English grammar book and using Internet as a media on the students' ability in mastering past participle can be described as below: the average score of the students' ability which taught by using English grammar book as a media = 85 with the highest score =100 and the lowest score = 50 and the average score of the students' ability which taught by using Internet as a media = 90.2 with the highest score =

100 and the lowest score = 60. Based on the statistical computation of t-test formula, found the coefficient = 2.31whereas the value of t_{table} = 1.66. It was indicated that there was the comparison between using English grammar book and using Internet as a media on the students' ability in mastering past participle at MTs N 2 Medan. It showed that the teaching learning process by using Internet was more effective to increase the students' ability in mastering past participle at MTs N 2 Medan.

Introduction

Language holds a very important role in human lives. It is a means of communication. Without language there would be coherent thought and human civilization would not spread as today. This is suitable with Alqur'an Ar-Ruum verse: 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ

The meaning:

And among the signs is the creation of the heavens and the earth, and the variation in your language and your colors: variety in that signs for those who know (Ali: 1784).

From the above verse, we can conlude that the variation language is one of the sign of Allah's power. Different country has different language, so to be able to get a good interaction each other we should understood well about their language. There are many variation language such as Indonesian, Arabic, Malay, English language and etc.

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English as one of the subjects is taught from elementary school to university in Indonesia. English teaching covers four skills, namely listening, speaking, reading and writing. To know and understand English well, every person must have good mastery in that four skills.

There is also one important aspect we need to have a good understanding in English, this important aspect is structure. Structure becomes the main objective, all material are directed toward learning the structure. It is important for the students to be competent in grammatical rules in addition to vocabulary of the target language. It is assumed that the students, who want to study English, should know the grammatical rules correctly in order to be able to communicate both in spoken and written English. One of the materials in structure that must be learnt by the students is past participle.

The past participle is the third underlined principal part of a underlined verb, created by adding – *ed, -d*, or *-t* to the underlined base form of a underlined regular verb and the past participle forms of underlined irregular verbs have various endings, including *-d, -t*, and *-n*. Past participle can also define as a participle that typically expresses completed action, that is traditionally one of the principal parts of the verb, and that

is traditionally used in English in the formation of perfect tenses in the active voice and of all tenses in the passive voice.

To master past participle, there are many factors that influence it such as structure word-order; sentences arrangement, vocabulary, strategy, media and etc. The media is anything that can be used to deliver messages from the sender to the receiver. So in conclusion, media is the medium that carries the information or messages as a source of learning, whether in the form of software and hardware. There are many media can also be used with the variation that is not boring such as picture, tape, projector, internet, English grammar book and etc.

Review of Literature

B.1.1   Grammar

Grammar is the study of words and their function. In its wider sense it may include phonology (pronounciation), morphology (inflection forms), syntax (the relation of words to other words in phrases, clauses, and sentences), and semantics (meaning of words). In its narrower sense it may deal only with the forms and with the uses of words. Since grammar is a science, it must describe and analyze the basic facts of speech and explain and interpret the laws governing the behavior of language (Cliff: 1982).

B.1.2. Historical Grammar

Historical grammar is systematic study of the changes occurring in a language or a group of languages as they vary from generation to generation, from century to century. Historical English grammar is a study of the nature, the origin, and the growth of the English language from its earliest written form to the presenttime. It describes the characteristics of Old English (Anglo-Saxon), Middle English, and New (or modern) English, and analyzes the variations and changes that occur in these three periods.

B.2   Students' ability

If we reread the Indonesian dictionary, we will find the word "potential " that defined as a power, capacity and ability. If potential is understood as ability so potential is the power or capacity that should be develoved. Hornby states in his dictionary that ability is

capacity or power to perform act, physical and mental. Especially for academic field, Hornby also defines ability as cleverness and intelligence (Hornby: 1992).

On the other hand, William B. Michael stated that ability is an aptitude may be defined as a person's capacity, or hyphotetical potential, for acquisition of a certain more or less weeldefined pattern of behaviour involved in the performance of a task respect to whichthe individual has bad littel or no previous training (Suryabrata: 2011).

From the definition above, the writer can conclude that ability is potential that found in the human being self. Ability is a present state of being able to make a certain respond or to perform a certain task, beside that. The ability of the student in learning can be seen from the result of the learning itself. The ability of the student to master the materials is not same, event thought by the same teacher, because their power to receive the materials is different (Lestari: 2014)

B.3   Media Education

A medium (plural) is a chanel of communication,smaldino, lowther, and russel said that media are "carriers of information between a source and receiver".

Gerlach and ely said that if the media is understood broadly, media can be defined as human, material or events that establish the conditions that enable the pupils to acquire the knowledge, skills, or attitudes.(Arsyad : 2003) Besides that, Briggs states that media is all the physical tools that can give the message and stimulate students to learn. (Sadiman : 2012)

While Carter V. Good in dictionary of education stated that education is (1). The art practice, or profession of teaching (2). The systematized learning or instruction concerning principle and method of teaching and of student control and guidance, largely replaced by the term education.(Tim Dosen :1988). On the other hand, Perguin stated that education is a help those people who are responsible to the development of children so that they become adults. (Bakar : 2000)

Based on the definition above, the writer can conclude that media education is tools in the learning process that issued to distribute messages, information, or lesson to the students, in which it is done by people who are responsible to the development of children. Dr.Oemar Hamalik support this statement which is defined media education as tools, methods and techniques that is used to streamline more the communication and interaction between teachers and students in the educational process and teaching in school. (Hamalik : 1986).

B.3.1. The usefulness of media education.

Generally, media education hasthe usefulness in teaching and learning as follows :

Clarify the presentation of the message that is not to be verbalistis (In the form of written or spoken words). Overcome the limitations of space, time and power of senses, such as:

- The objects that are too large - can be replaced with reality, image, movie frames, or model.
- The objects that are too small - assisted with micro projectors, movie frame, movies, or pictures.
- The motion that is too slow or too fast, can be helped by time-lapse or high-speed photography.
- The Event that occurred in the pastcan be played back through there cording film, video, movie frames, photo or in verbal.
- The objects that are too complex (e.g.machines) canbe presented with models, diagrams, and others.
- The concept is too broad (volcanoes, earthquakes, climate, etc.) can be visualized in the form of a film, the film frame, image, etc.

The use of variation media appropriately can overcome the passivity of students. In this case media education is useful for:

- Inflicting the excitement of learning.
- Allowing a more direct interaction between students with the environment and reality.
- Allowing the student to learn invidually according to their ability and interest. With the unique character for each student and the different environment and experience, while the samecurriculum and materials have been determined for the all of students, and then the teacher found many difficulties when they should be solved it by themselves. It would be more difficult if the environmental background of teachers and students are also different.

This problem can be solved by media education, i.e. with the ability of teachers to:

- Provide the same stimulus.
- Treat alike the experience

- Create the same perception.

B.4 Past Participle

The past participle of most verb ends – ed (accepted) it's called a regular verb but some verb have an irregular past participle (worn, frozen).(Martin Handbook :2010) In addition, past participle is the third conjugation verbs which used to make the perfect tense, either in the form past(e.g. she had eaten some bread) or in the form present(e.g. she has eaten some bread) (M.Ed. : 2011)

On the other hand, the past participle is the third principal part of a verb, created by adding *-ed, -d*, or *-t* to the base form of a regular verb and the past participle forms of irregular verbs have various endings, including *-d* (*said*), *-t* (*slept*), and *-n* (*broken*). Another term for past participle is *"-en" form.* (Htm :2016)

From the definition above, the writer can conclude that past participle is a change in the basic form of the verb that can be changed based on the derivation, one of whichis convertedinto apast participle. For aregularverb, past participlechangewill be followedbythe suffix-dor-ed.Whileirregularverbwill be followedbythe suffix-t, -en, or-n.

For example of past participle:

They are confused student.

The written lesson is below.

B.4.1 The use of past participle

There are many form and usage of past participle, including:

B.4.1.1 To form the perfect tenses

The past participle is used to form the perfect tenses.

They have arrived. (Present perfect)

Mereka telah tiba.

They had left me. (Past perfect)

Mereka telah meninggalkanku.

They will have returned. (Future perfect)

Mereka akan telah kembali

We should **read** this information (past future perfect)

Kami akan sudah membaca informasi ini

B.4.1.2 As an adjective

The past participle can be used as an adjective in all the positions and functions of a typical adjective.

She swept away the fallen leaves.

Dia menyapu daun-daun jatuh.

He wore a torn shirt.

Dia mengenakan kemeja robek.

Here the past participles are used as adjectives before the nouns they qualify.

B.4.1.3 To form passive Voice

The passive voice in English is composed of two elements:

The appropriate frm of the verb 'to be" + past participle

The money was stolen **by** her husband

Uangnya telah dicuri oleh suaminya

the house **is cleaned** by Tom

rumah itu telah dibersikan oleh tom

B.5   Internet as media

B.5.1.   Internet

Nowdays internet is popular. Some user of internet might undersand what it is others migth not know and have such a great experience involved in this Universal Cyber Space. Internet maniacs spend most of their time to browse on internet. This site deals with shopping, studying, business, politic, health, travel, law, art, humanity, technology, entertainment, sport, and other things that cannot explain details.

B.5.2. Learning using the internet.

Internet usage in education is increase continiouly. Now, Students are not just studying with the book but also to the educational material that is far beyond the walls of the school building. Students can find information from various libraries and the teacher can also

improve teaching and learning in the class that can be done by accessing information from many references in the internet.

As a media which is expected can be a part of the learning process in school, the internet is expected can provide support for the implementation of process interactive communication between teachers and students which is required in a learning process.

Boettcher said the conditions that need to be supported in the internet is in learning strategies that will be developed, which can be defined as a communication activities that done to encourage students doing their tasks and assist students in acquiring the knowledge that needed to do their tasks.

B.3.   The advantages and limitations of Internet.

The advantage and limitations of learning by using internet as media are as follows: (Russel : 2002)

The advantages of learning by using internet

Variety of media. The internet is a versatile means of delivering information to learners around the world. Internet sites may contain a variety of media, including text, audio, graphics, animation, video, and downloadable software.

Up-to-date information access. Until recently, educators were limited to the resources in their classrooms or school buildings. Now, with the ability to connect to resources in the community and throughout the world, new vistas on teaching and learning have opened up. Students can access libraries and database well beyond local limits, this expands the horizons for smaller and rural schools as well as for individuals participating in home schooling.

Navigation. A primary advantage of the internet is the ability to move easily within and among documents. With the push of a button or the click of a mouse, users can search a variety of documents in multiple locations without moving from their computers.

Idea exchange. Students can engage in "conversation" with expert in specific fields of study. Further, they can participate in activities that allow them to exchange ideas with others students, even those living in other countries.

Convenient communication. The internet allows people in various location to share ideas, just as they do now on the telephone, but without playing "telephone tag "so common among busy people. Users can "speak" to teach other at different times and respond at their own convince. Records are kept of their exchanges.

Low cost. The costs of hardware, software, telephone time and telecommunication services are nominal and are decreasing.

The limitations of learning by using internet

Age-inappropriate material. One concern is that some of the topics discussed on computer networks, especially on the Internet, are not appropriate for younger students. Tobacco and alcohol ads are on the Internet along with games and music kids enjoy. Students can find their way, innocently enough, in to topics that might be too advanced for their understanding or too adult for their viewing. Close supervision is essential. There are no some computer networks. Control is in the hands of individuals; consequently, students may access questionable materials. Software is available to prohibit access to topics specified by the teacher or parent.

Copyright. Because information is so easily accessible, it is also very simple for an individual to quickly download a file and with a few changes illegally appropriate it. Thus, students may turn in a paper or project that is not their own work.

Unprecedented growth. It is estimated that several thousand new websites are added to the internet everyday. This growth makes finding information extremely difficult. To assist in information retrieval, several commercial companies and universities provide search engines that follow Web links and return results matching your query.

Support. God technical support needs to be readily available. Without such support and thoughtful management, a computer network may die quickly. Problem on a network can disable a lab or even shut down an entire school or corporation. Technical supervisors are needed to set up and maintain network.

Access. Whether by means of hardwires system or a mode, all users must have a way of connecting to the network.

Access speed. Another limitation is the speed at which users can access information. Lengthy wait times can be prevented through prudent Web page design. Web pages designed for modem users should contain text and no individual graphics larger than 50K. Another way to reduce wait time is to install Integrated Services Digital Network (ISDN) digital communication lines capable per second (kbps) or more.

Luck of quality control. Users need to be critical thinkers and reader who know how to evaluate information. Everything posted on the Internet is not "gospel." Anybody can post anything on the Web, including unsubstantiated, erroneous, or untruthful information.

B. 6. English Grammar book as media

Hall-quest stated that book is recording racial mind which is prepared for instructional purposes. (Djago Tarigan: 1986) Furthermore, according to Bacon said book is the book that designed to be used in the classroom which is prepared and validated carefully by the experts in the field of their sciences and equipped with appropriate and harmonious facilities of teaching.

Meanwhile, according to Buckingham said that book is learning tool that is commonly used in schools and colleges to support a teaching program.[i]

On the other hand, English grammar defined as a science that teacher show to speak, read, and write English properly. (Ali: 2011)

From the definitions above, we can conclude that English grammar book is the book that study about the way of English language correctly which is compiled by the experts with the instructional goals that can support a teaching program.

B.6.1. The advantages and limitations of book

The advantages and limitations of learning by using book as media are as follows:
Availability. Books are readily available on a variety of topics and in many different.
Flexibility. They are adaptable to many purposes and may be used in any lighted environment.

Portability. They are easily carried from place to place and do not require or electricity.

User friendly. Properly designed books are easy to use, not requiring special effort to "navigate' through.

Economical. Books are relatively inexpensive to produce or purchase and can be reused. In fact, some may be obtained free. The limitations of learning by using book.

Reading level. The major limitation of book is that they are written a certain reading level. Some students are nonreader or poor reader lacking adequate literacy skills; some books above their reading level.

Prior knowledge. Even though books are generally written to be more considerate of the reader with clear language and simple sentence structures, reader who luck some prerequisite knowledge may struggle to comprehend the text.

Memorization. Some teachers require students to memorize many facts and definitions. This practice diminishes books to mere memorization aids.

Vocabulary. Some texts introduce a large number of vocabulary term and concepts in a short amount of space. This practice places a heavy cognitive burden on students, which may be overwhelming for some.

One-way presentation. Since most books are not interactive, they tend to be used in a passive way, often without comprehension.

Curriculum determination. Sometimes textbook dictate the curriculum rather than being used to be used to support the curriculum guidelines of particular states or provinces. Consequently, the preferences of these authorities disproportionately influence textbook content or its treatment.

Cursory appraisal. Selection committees might not examine textbooks carefully. Sometimes textbooks are chosen by the "five-minute thumb test" whatever catches the reviewer's eye while thumbing through the text book.

C.   Research Methodology

1.   The location of study

The research was conducted at Madrasah Tsanawiyah Negeri 2 Medan. It is on Jl. Peratun No. 3 Telp. 061 – 6627356 Medan.This school has some facilities to support the teaching and learning process such as the classroom, the principal office, library, bathroom, canteen, football field, parking area, and the administrative staff room.

2.   Population and Sample

Population

Population is composed of the generality of the object or subject that has a certain quantity and characteristics by researchers to learn and then drawn the conclusion. According to Suharsimi Arikunto said that population is the whole subject of the research.(Arikunto :1993) Another ideas was mentioned by Sudjana, he said that population is the totally of all possible, the result of calculation for certain characteristic regarding a set of complex and

clear objects to be studied.(Sudjana : 1984) So, the population is total number of subjects that should be observed in this research.

The population of this research in 2015/2016 was the second year students of Madrasah Tsanawiyah Negeri 2 Medan which consisted of ten department classes with total number 392 students.

Sample

Sample is small proportion of population selected for observation and analysis. From the statement above we can conclude that the sample the large numbers that is population and the group that is investigate is sample.

In this research, the samples were taken by using cluster random sampling. In doing the research, researcher got two classes as the sample; class VIII [1]consist of 44 students, VIII consist of 43 students, with totaling 87 students as a sample in this research.

D.   Technique of Data Analysis

Before doing hypothesis examination, hence is beforehand done a condition test that is the normality test and homogeneity.

E.   Research Finding

There are some findings from the analyzing of the data in this research, the findings are:

Based on the result of the calculation above, it was found that that the average score of the students' ability in mastering past participle that taught by usingEnglish grammar book as a media = 85 with the highest score =100 and the lowest score = 50

According to the result of the calculation above, it was found that the average score of the students' ability in mastering past participlethat taught by using Internet as a media = 90.2 with the highest score = 100 and the lowest score = 60

The conclusion of t-test,it was found that the coefficient of t_{count} was 2,31. Then, the t_{count} was compared with $t_{table,}$ where the coefficient of t_{table} at real level   α =0,05 with dk= 43 + 44 -2 gained the cooefficient of $t_{0,05(85)}$ = 1,66In fact, the coefficient of t_{count} (2,31) > t_{table} (1,66). T shows that t_{count} was in zero hypothesis rejection (H_o) thus, alternative hypothesis (H_a) was accepted.

The hyphotehsis above showed that there was the significant different between English grammar bookand Internet as mediaon the students' ability in mastering past participle is accepted.

F.   Conclusions and Suggestions

1.   Conclusions

In the final part of this skripsi writing, the researcher gives some conclusion as following:

The students' ability in mastering past participle that taught by using English grammar book as a media showed that the average of the score =85 with the highest score =100 and the lowest score = 50.

The students' ability in mastering past participlethat taught by using Internet as a media showed that the average of the score =90.2 with the highest score = 100 and the lowest score = 60.

Based on the statistical computation t-test, it was found the coefficient t $_{count}$=2.31 whereas the value t_{table} = 1.66. It showed that the hypothesis which the researcher proposes that there was significant difference between using English grammar book and Internet as media in mastering past participlewas acceptable. It showed that the teaching-learning activity by using Internet as mediawas more effective to increase the students' ability in mastering past participle at MTs N 2 Medan.

2.   Sugestions

In relation to the research findings, the researcher suggests to:

The principal of MTS N 2 Medan, to give direction to the English teachers about the English teaching by using media that are suitable to the students' situation or based on the students backward and the material in mastering past participle.

The English teacher, to increase the students' ability in learning English, especially in increasing the students' ability in mastering past participle and pleasant teaching-learning process. One of the way is using Internet as a media.

The students, to increase the ability in mastering past participle by using Internet as media in learning.

Others researcher, the findings of this researcher are subject matters which can developed largely and deeply by adding other variables or enlarge the samples.

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