

**THE EFFECTIVENESS OF MINIATURE LANGUAGE IN  
TEACHING SIMPLE PRESENT TENSE AND SIMPLE PAST  
TENSE AT THE SECOND GRADE STUDENTS OF SMP  
NEGERI 2 SOKARAJA IN THE ACADEMIC OF YEAR  
2011/2012**



A Thesis

by:

**Ika Puji Lestari**  
**0801050087**

Submitted to the English Department  
as a partial fulfillment of the requirement for S.Pd Degree

**ENGLISH DEPARTMENT**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**MUHAMMADIYAH UNIVERSITY OF PURWOKERTO**

**2012**

## MOTTO

*“Be honest from yourself”*

*“Success on your hand”*

*“Truly good friends are hard to find, difficult to leave, and impossible to forget (G. Randoff)”*

*“The beautiful life is when we work hard and get its’ result”*

*“Hiduplah dengan hatimu dan lindungan-Nya, Insy Alloh Dia akan membawa kamu ke jalan yang benar”.*

*“Those that know, do. Those that uderstand, teach”.*  
*(Aristoteles).*

*“Everything has its beauty but not everyone sees it”*  
*(Conficius Quoto).*

## DEDICATION

*From the deepest and purest of my heart, I would like to present this little creation to:*

- 1. Alloh swt who always give mercy and healthy, so the writer can finish this thesis. Alhamdulillah, thanks God for Your mercy.*
- 2. My beloved mom and dad, thanks for everything that you gave to me. I'm very proud of being your daughter.*
- 3. My beloved sister Dewi who had supported me. I love you.*
- 4. My boy friend Mushtofa who always give me smile and advice. Thanks for your love and your support in lighting my life.*
- 5. All of my friends (mba ery, mba naw, mba any and mb pipit) and of course my friends in English Department especialy class B in academic year 2008. Thanks so much for your friendship.*
- 6. All of lecturers in English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.*
- 7. My beloved Joeys (notebook Acer Extensa 4630 gray), mushtofa's flash disk, hp Cross CB83AT and Nokia 3310 and also my Vega-R blue 2008.*

## **ABSTRACT**

### **THE EFFECTIVENESS OF MINIATURE LANGUAGE IN TEACHING SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE AT THE SECOND GRADE STUDENTS OF SMP NEGERI 2 SOKARAJA IN THE ACADEMIC OF YEAR 2011/2012**

**By**

**IKA PUJI LESTARI  
0801050087**

#### **Abstract**

The aim of this research was to know the effectiveness of miniature language in teaching simple present tense and simple past tense. This research was conducted at the second year students of SMP Negeri 2 Sokaraja in academic year 2011/2012.

The experimental research was used in this research. The total sample was 64 respondents. The writer took two classes as the sample, they were VIIIC as experimental class and VIIID as the control one. The data was collected on January 16<sup>th</sup> until February 1<sup>st</sup> 2012. In collecting the data, the writer used test as an instrument. The test was done twice, the first was pre-test and the second was post-test. The tests consisted of multiple choice and simple completion. After getting the data, the writer computed the data using t-test formula to analyze it.

The result of the research showed that the students' competence in experimental class was higher than control one. It was seen from the class percentage in experimental class that was 76.98%, the lowest score was 60 and the highest score was 93. The class percentage in control class was 63.96%, the lowest score was 37 and the highest one was 87. The t-test result was 2.78 and t-table was 1.67 in degree of freedom 62 ( $N_x + N_y - 2$ ) at the significant level 0.05. The t-test was higher than t-table ( $2.78 > 1.67$ ). It means that the hypothesis which stated that miniature language was effective in teaching simple present tense and simple past tense at the second grade students of SMP Negeri 2 Sokaraja in the academic year 2011/2012 was accepted.

## PREFACE

**Assalamua'laikum wr.wb**

Alhamdulillah, praise to Alloh who gives blessing and mercy so the writer can finish this assignment as be a partial requirement for getting S.Pd Degree in English Department at Muhammadiyah University of Purwokerto.

It was not easy to complete the thesis. The writer ever suffered when she was facing the difficulties in the process of thesis writing, but she was also delighted with joyfulness when she finally finished the most challenging job in her life. Hereby, she would like to express her gratefulness and share the respect with people who gave her encourages and support in this thesis:

1. Drs. H. Syamsul Hadi Irsyad, S.H., M.H. as the Rector of Muhammadiyah University of Purwokerto.
2. Drs. Joko Purwanto, M.Si as the Dean of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.
3. Endang Kusriani, S.Pd, M.Hum, as the head of English Department who had given permission to conduct this research and as the first Supervisor who always spared her time to guide the writer in completing the thesis.
4. Lutfi Istikharoh, M.Pd as the second Supervisor who always gave helpful suggestion on thesis writing.
5. Drs. Bambang. M.Hum as the examiner who had given guidance, suggestion and correction patiently.

6. Drs. Pudiyono. M.Hum also as the examiner who had given guidance, suggestion and correction patiently.
7. All of the lecturer of English Department of Muhammadiyah University of Purwokerto.
8. Bpk. Drs. Supardjo as headmaster of SMP Negeri 2 Sokaraja who had given permission to conduct this research.
9. Mrs. Supriyati and Mrs. Retno as the teachers who had given chance for me to turn in their classes.
10. All of the students in SMP Negeri 2 Sokaraja especially class C, and class D in academic year 2011/2012. Thanks for your cooperation.

The writer believes that there are still many weaknesses in this thesis but the writer always hopes this thesis can give valuable contribution for all readers who are interested in teaching learning English. I also welcomes for any criticism and suggestion which will be an encouragement for my further.

**Wassalamua'laikum wr.wb**

Purwokerto, February 15 2012

The writer

## TABLE OF CONTENT

APPROVAL .....	i
MOTTO .....	ii
DEDICATION .....	iii
ABSTRACT .....	iv
PREFACE .....	v
TABLE OF CONTENT .....	vii
CHAPTER I: INTRODUCTION .....	1
A. Background of The Research .....	1
B. Reason of Choosing The Topic .....	3
C. Problem of the Research .....	3
D. Aims of The Research .....	4
E. Classification of The Term .....	4
F. Contribution of The Research .....	5
CHAPTER II: THEORETICAL REVIEW .....	6
A. Language .....	6
B. Grammar .....	7
C. Simple Present Tense and Simple Past Tense .....	8
1. Definition of Simple Present Tense and Simple Past Tense .....	8
a. Simple Present Tense .....	8
b. Simple Past Tense .....	11
2. The Use of Simple Present Tense and Simple Past Tense .....	14

3. The Problem in Teaching and Learning Simple Present Tense and Simple Past Tense .....	16
D. Miniature Language .....	17
1. Definition of Miniature Language .....	17
2. The Advantages of Miniature Language .....	17
E. The Procedure of Teaching Simple Present Tense and Simple Past Tense Using Miniature Language .....	18
F. Basic Assumption .....	20
G. Hypothesis .....	21
<b>CHAPTER III: RESEARCH METHODOLOGY .....</b>	<b>22</b>
A. Method of The Research .....	22
B. Place and Time of The Research .....	23
C. Subject of The Research .....	24
1. Population .....	24
2. Sample .....	24
3. Sampling Technique .....	24
D. Technique for Collecting Data .....	25
1. Pre-test and Post-test .....	25
a. Pre-test .....	25
b. Post-test .....	26
2. Validity .....	26
3. Reliability .....	27
4. Item Difficulty .....	28
E. Technique of Analyzing Data .....	28
1. Percentage Score .....	29
2. Hypothesis Testing .....	30



CHAPTER IV: THE RESULT OF THE RESEARCH .....	34
A. Result of The Research .....	34
B. Discussion .....	40
CHAPTER V: CONCLUSION AND SUGGESTION .....	41
A. Conclusion .....	41
B. Suggestion .....	41
REFERENCES	
APPENDICES	
PERMISSION	



## **THE LIST OF APPENDICES:**

### **1. APPENDICES A**

- 1) Validity, Reliability, and Item Difficulty Analyzis of Pre-test and Post-test.
- 2) The Frequency of Correct Answer and Students Score of Pre-test and Post-test In Experimental Class.
- 3) The Frequency of Correct Answer and Students Score of Pre-test and Post-test in Control Class
- 4) The Percentage of Student's Individual Competence in Experimental Class
- 5) The Students Score in Pre-test and Post-test in Experimental and Control Class
- 6) The Value of r-table
- 7) Table of Critical Value of t

### **2. APPENDICES B**

- 1) Pre-test and Post-test
- 2) Lesson Plan (Experimental Class Meeting 1)
- 3) Lesson Plan (Experimental Class Meeting 2)
- 4) Lesson Plan (Experimental Class Meeting 3)
- 5) Lesson Plan (Control Class Meeting 1)
- 6) Lesson Plan (Control Class Meeting 2)
- 7) Lesson Plan (Control Class Meeting 3)
- 8) The List of Students in Experimental and Control Class

## THE LIST OF TABLES

Table 1 The Miniature Language

Table 2 The Scedule of The Research

Table 3 Experimental Class Student's Competence Category Table

Table 4 Control Class Student's Competence Category Table

Table 5 The Students Score of Pre-test and Post-test in Experimental and Control  
Class

