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improve accounting students'
mastery of past tense sentences**

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Implementation of folk story to improve accounting students' mastery of past tense sentences

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Abstract

This study aimed to find out 1) the extent to which students' competence in past tense sentences and 2) the significant effect of using folklore on students' competence in past tense sentences in semester two students majoring in accounting. Program of the Faculty of Economics and Business, Buana Perjuangan University, Karawang. This research method is quantitative. Researchers collected data by using a written test. Samples were taken using a random sampling technique of 35 students. The data were then analyzed using descriptive and inferential analysis, namely the t-test formula by Arikunto. The results of this study were that the average score of students' competence in past tense sentences before using folklore was 51.5, which was categorized as "less", then after using folklore, it was 72, and 37 were categorized as "good". The hypothesis testing results show that the t-test is higher than the t-table ($17 > 2.04$), meaning that the hypothesis is accepted. The results of the study revealed that there was a significant effect of the use of folklore on student competence in past tense sentences in semester two students of the accounting study program, Faculty of Economics and Business, Buana Perjuangan University, Karawang.

Keywords: competence in past tense sentences, application of folklore

Introduction

English is a foreign language that is taught at all levels of education. Not only in elementary, middle, and high schools, English is also taught up to university education. This clearly shows that English is one of the most important foreign languages to master to interact with people worldwide. Teaching English as a foreign language is called Teaching English as a Foreign Language (TEFL) and focuses on four skills, namely Listening, Speaking, Reading, and Writing. At the tertiary level, especially non-English study programs, English is one of the subjects that is not a subject of expertise or is called a general subject (MKU). Even though they have MKU status, students must master English to answer the challenges of an increasingly modern era,

Of the four skills in English, grammar (grammar) is an essential skill that needs to be mastered. At the same time, it is the most challenging thing for a student to understand, so many of them have not liked English lessons since school. This can be seen when researchers directly asked 153 students of the accounting study program for the 2022 academic year. At the beginning of the semester, when lectures started, it was found that 67% of them did not like English because of grammar, while the other 33% were for reasons of learning methods and because I really didn't like it.

Grammar is a system of rules that affect the arrangement and relationship of words in a sentence. Harmer (2008: 32) reveals that studying grammar means

knowing how words are formed, and these words will change meaning according to the form used. The form of the verb in English will change according to the time being talked about. This makes students with a mother tongue that is not the same as the English language system have to work hard to learn its formation. In line with Harmer's opinion, Larsen-Freeman (2003:78) adds that grammar gives the shape or structure of a language. These grammatical errors are visible, especially in the process and results of speaking and writing learning (Sugeng et al., 2006).

Because of the importance of grammar, grammar lessons are given to students. In speaking English, you have to learn the rules of English, which is still a foreign language in Indonesia, and the rules are very different from those of Indonesian. For example, Indonesian does not always have different verb conjugations. "However, there are differences in the use of verbs in English, depending on the time of day. The verb form of the word "to eat" or "to eat" varies according to the desired tense. One part of grammar and part of the 16 tenses that students in English must master is the past tense sentence. In her research, Indriyani Nurohmah (2022) said past tense material is significant in learning English because mastering this material is necessary to understand and master material about English sentences and texts whose events refer to the past, such as recount texts and narrative texts.

Past tense is a bridge material to understand other material. An English learner is sure that it is impossible to master other related material properly without mastering this material. This opinion is supported by Pranawa (2020), who states that grammar is essential and is one of the first elements for those who want to learn English. It generally mentions grammar, and *past tense* is one part of Grammar (Grammar). The opinion about the importance of understanding grammar was also expressed by Debata (2013), who stated that mastering grammar would help students correct and develop writing skills. He also stated that a person will not be able to learn a foreign language accurately only by an unconscious assimilation process without learning the grammar of foreign languages.

Regarding the research that will be carried out, there have been several similar studies that have been conducted before, such as the research conducted by Bambang Sugeng et al. (2006), with the title Improving English Grammar Mastery of Students of the English Department of Fbs Uny Through a Modified Common Core Approach. The focus of this study is an approach using materials the application of Class and Structure Linguistics to improve English grammar mastery. And research from Heriyawati (20110) entitled Improving Grammar Mastery in English Department Students Semester Two Kanjuruhan University Malang Using Games.

To overcome this problem, one effort that can be done is to deliver lecture material using interesting and varied learning methods or models. One of the interesting learning models is the folklore-based ethnopedagogic learning model. The use of folklore in teaching English grammar must also be selected, not all folktales can be presented in class. Stories must be chosen according to the topic of the lecture being taught at that time. The stories used in learning should be culturally appropriate and already popular in the community so that students become more active and enthusiastic because it is not difficult for them to find inspiration about what they will analyze.

Ethnopedagogy is an educational practice based on local knowledge in various aspects of life. This will grow into ethnophilosophy, ethnopsychology, ethnomusicology, ethnopolitics, and others. Ethnopedagogy views indigenous knowledge or local wisdom as a source of innovation and skills that can be empowered for the welfare of society. Local wisdom is a collection of facts, concepts, beliefs, and people's perceptions of their environment. This includes observing and measuring the environment, solving problems, and validating information. In short, local wisdom is the process of how knowledge is generated, stored, applied, managed, and passed on (Alwasilah, 2008)

Ethnopedagogy is defined as a cross-cultural learning model. Lecturers can teach in local cultural settings, which may be different. College students are cross-cultural learners. Students anywhere in the world usually show there is a similar mindset. This can be interpreted that it must be adapted to the cultural values prevailing in the local environment to provide a new understanding. New things can be readily accepted if they contain values that are in line with local values. Education also provides universal values that must exist in every value order. On the other hand, very good local values can also be raised and disseminated to the broader world. Education, through an ethnopedagogical approach, sees local knowledge as a source of innovation and skills that can be empowered.

Students of the accounting study program at the Faculty of Economics and Business, Buana Perjuangan Karawang University, mostly come from West Java, which has a Sundanese tribe. Therefore, the story used is the local folklore itself, which will give birth to a different spirit and foster a sense of love for the local culture itself. Thus, folklore is considered to improve students' ability to understand and use past tense sentences in English both orally and in writing, as well as instill the character values in these folktales.

Many stories can be used in learning, one of which is folklore, which is spread orally, including verbal folklore. The steps for learning the use of folklore to improve mastery of past tense sentences are:

- 1) Students are divided into groups.
- 2) Each group writes the title of the folktale they choose
- 3) Students are asked to discuss the components and forms of past tense sentences contained in the story.
- 4) Students present the discussion results according to their respective groups in front of the class.

Method

This study uses a quantitative research design. Data collection was carried out by means of a writing test to measure English grammar skills in past tense sentences as quantitative data. In this case, before the test was carried out, it was first given treatment, namely the application of the discussion method using folklore. Then, the researcher will compare the results obtained after applying the discussion learning method using folklore with the results obtained using the previous learning method.

This research was conducted at Buana Perjuangan University, Karawang, which is located on Jl. HS Ronggowaluyo Teluk Jamber Timur sub-district of West Karawang, Karawang regency. And the implementation time is in the even

semester of 202022023. The population in this study were students in the second semester of the accounting study program at the Faculty of Economics and Business. The sample of this research was semester II which consisted of 35 students who were taken using random sampling technique. The reason for using this technique is because the population is more than 100 people. Then the data will be analyzed using the t test formula to prove whether the alternative hypothesis is accepted or rejected.

Results and Discussion

Mastery of Past Tense Sentences Before Using Folklore

Before applying the discussion method using folklore, the researcher conducted a pre-test on the sample. From the pretest results, the highest score was 83 and the lowest score was 31. The mean value was 51.5, the median value was 50, and the mode value was 50. For more details, students' mastery of past tense sentences before using the discussion method using folklore is detailed in the following table.

Table 1

The value of the Mean, Median, Mode before using the discussion method using folklore (Pre-test)

No	Obtaining Pre-test Scores	
1	Means	51.5
2	Median	50
3	mode	50

Furthermore, the description of the acquisition of students' mastery of past tense sentences based on the indicators will be described as follows:

- Mastery of student past tense sentences in the aspect of sentence patterns before using the discussion method using folklore obtained an average of 45.6 which is included in the failed category.
- Mastery of past tense sentences Student mastery of past tense sentences in the aspect of changing verbs before using the discussion method using folklore obtained an average of 52.8 which is included in the less category.
- Mastery of past tense sentences Student mastery of past tense sentences in the aspect of writing before using the discussion method using folklore obtained an average of 47.8 which is included in the failed category.
- Students' mastery of past tense sentences in the aspect of understanding before using the discussion method using folklore obtained an average of 48.8 which is included in the failed category.

From the description of the results of the pretest it is clear that students' mastery of English grammar in the past tense sentence material is still low. Mastery of student past tense sentences after using the discussion method using folklore

After implementing the discussion method using folklore, the researcher conducted a post-test. From the post-test results, the highest score was 92 and the lowest score was 51. The mean value was 72.37, the median value was 72 and the mode value was 70. Students' speaking skills after using the discussion method using folklore are detailed in the following table.

Table 2

Value of Mean, Median, Mode after using discussion method using folklore (Post-test)

No	Obtaining Post-test Scores	
1	Means	72,37
2	Median	72
3	mode	70

Furthermore, the description of the acquisition of students' speaking skill scores based on the indicators will be described as follows:

- a. Student mastery of past tense sentences in the aspect of sentence patterns before using the discussion method using folklore obtained an average of 63 which is included in the sufficient category.
- b. Mastery of past tense sentences Student mastery of past tense sentences in the aspect of changing verbs before using the discussion method using folklore obtained an average of 76.6 which is included in the good category.
- c. Mastery of past tense sentences Student mastery of past tense sentences in the aspect of writing before using the discussion method using folklore obtained an average of 67.8 which is included in the sufficient category.
- d. Students' mastery of past tense sentences in the aspect of understanding before using the discussion method using folklore obtained an average of 70.6 which is included in the good category.

Based on the description of the acquisition value of each indicator above, it shows that the acquisition of the highest indicator score is an indicator, namely 76.6 which is categorized as good. This means that the ability to master English grammar for students of the accounting study program, Faculty of Economics, Buana Perjuangan University, Karawang in the past tense sentence material has undergone significant changes after being taught using the discussion method using folklore, especially in the aspect of changing verbs and understanding.

Previously, students had difficulty understanding and using past tense sentences in English grammar. So we need the right way to solve this problem. Teaching with the discussion method using folklore can be used as a solution to overcome the difficulty of understanding and using past tense sentences in English grammar to understand and use past tense sentences in English grammar. Almost everyone likes stories. Learning by using folklore makes students more enthusiastic. Because the stories contained in folklore can develop students' language skills through discussion and analysis, they can convey their thoughts verbally to others. Especially if the stories used in learning are stories that are close to everyday life such as folk tales. Not only can it increase mastery of grammar, past tense sentences, the use of folklore can also develop speaking abilities or skills, this method can also instill a character of love for local culture for students so they are not eroded by foreign cultures.

Therefore the application of the discussion method using folklore in teaching the past tense sentences of students of the accounting study program, the faculty of economics at Buana Perjuangan University, Karawang has a significant influence on students' past tense mastery as indicated by the results of hypothesis testing t-count is greater than t- table ($17 > 2.04$) in other words the proposed hypothesis is accepted.

Conclusion

After analyzing the data as a result of the research, the researcher can make the following conclusions:

- 1) The average value of mastery of the past tense sentences for students of the economics faculty of accounting study program at Buana Perjuangan University, Karawang before using the discussion method using folklore is 51.5 which is included in the less category. Then, the average value of students' past tense mastery after using the discussion method using folklore is 72.37 which is included in the good category.
- 2) There is a significant influence from the use of the discussion method using folklore on the mastery of the past tense sentences of students of the economics faculty of accounting study program at Buana Perjuangan University, which can be seen from the results of hypothesis testing, namely t-count is greater than t-table ($17 > 2.04$), which means the research hypothesis is accepted.

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