ABSTRACT

DEA ULFAH FUSFITASARI. (2018). Teaching Grammar in Context: The Effect of Story Completion to Improve EFL Learners Understanding of Past Tense. (*A Quasi-Experimental Study at the Ninth Grade of SMPN 2 Cileunyi in Academic Year of 2018/2019*).

Grammar is an essential component of language. Grammar is the set of rules that describe the structure of a language and control the way that sentences are formed. One of the English grammars is past tense. Understanding past tense is not easy, especially for Indonesian EFL learners. The learners often make errors in writing composition because they are still influenced by Indonesian sentence structure in making and composing the structure in writing a paragraph.

The purpose of this study was to ascertain the effect of teaching grammar in context through writing activity towards EFL learners' understanding of past tense particularly in narrative writing by implementing the use of story completion technique.

This quantitative comparative study involved two classes of the ninth grade EFL learners of SMPN 2 Cileunyi that became the experimental and control group. Each of class consists of 30 EFL learners as the participants. The experimental group was taught by using story completion technique as treatment, while control group was taught by explanation technique as treatment. The data were obtained from the pre-test and post-test in both classes. The pre-test and post-test consisted of two kinds of test. The first test was grammar test and the second test was writing test. After administering the pre-test and post-test, the data were calculated into statistical analysis including normality test, homogeneity test, hypothesis test and cohen's d test.

The result of the study showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted. In other word, there was a significant difference in EFL learners' understanding of past tense after using story completion and explanation technique. Then, based on the cohen's d test, the effect of story completion and explanation technique had large effect on learners' understanding of past tense. However, compared with the result of the post-test in the experimental group which got 83.85 for the mean score, the improvement of the experimental group after using story completion technique was higher than the control group which only got 75.23 for the mean score. Furthermore, the students felt motivated and enjoy the learning process with story completion. It could be concluded that the story completion improved EFL learners' understanding of past tense in narrative writing.

Keywords: *teaching grammar in context, story completion, past tense, narrative writing*.