

**IMPROVING STUDENTS' MASTERY ON THE USE OF
SIMPLE PAST TENSE THROUGH INDUCTIVE METHOD**

AN ARTICLE

By

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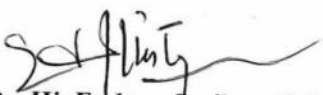
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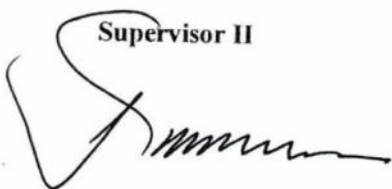
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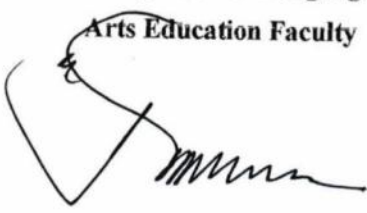

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Abstract

This research is aimed at describing how the Inductive method improves students' mastery on the use simple past tense on the eighth grade students of SMP N 1 Sungai Raya in academic year 2017/2018. Based on the observations, the students had problems on the use of simple past tense. The research was a Class Room Action Research in three cycles. The inductive method was selected to solve the problem. There are four steps in using inductive method. The students were giving a set of examples; generalize a grammatical rule, test the grammatical rule against in new sentences and revise the grammatical rule. The researcher used observation and students' writing assessment to collect the data. The researcher also used observation checklist, field note and students' assessment to collect the data. The finding of this research indicated that the inductive method was successful. It showed in the first step the students know the correct form of past in the sentences. They know how to formulate the rule by analyzing the example in second step. In the third steps students were able to write simple pas tense correctly and the last steps students could analyze the rule in the sentence. There were thirty four of thirty six students already achieved the minimum target score seventy five. It means 94 % students could achieve the minimum target score. In conclusion, Inductive Method improved students' mastery on the use simple past tense.

Key words: *Mastery, simple past tense, Inductive Method.*

INTRODUCTION

English is the main tool in international communication nowadays. In Indonesia, English is taught at schools as a foreign language. According to Brown (2001:362), "Grammar is the system of rule governing the conventional arrangement and relationship of words in a sentence." In other word, grammar is the key aspect in combining words into sentences which convey ideas and meaning. In learning English, language skills and language aspects cannot be separated. In learning grammar, students usually faced some problems. Based on the result of observation conducted the eighth grade students of SMP N 1 Sungai Raya in academic year 2017/2018. it was

discovered that they difficulties in writing sentences to construct a recount text especially, in how to use correct form of verb in the past tense. Both of regular in irregular as it one of the language feature for writing a recount text. For example: *she buyed a book in the book store*, it is supposed to be *she bought a book in the book store*. They did not know how to differentiate the word *do not* and *did not*, they also cannot put the word *was/were* in a sentence correctly.

Based on the description above, the researcher assumed that it needed a special effort to make the students be able to use simple past tense in writing correct sentence. In fact, there are many

types of teaching methods, depending on what information or skill the teacher is trying to convey. Therefore, the researcher applied the inductive method to teaching grammar for the eighth grade students' at SMPN 1 Sungai Raya in academic year 2017/2018 (class VIII D). The inductive method is an appropriate method that can be implemented in teaching grammar. When the teacher teaches grammar, there are two things that must be concerned, those are examples and the rules. In inductive method, the learners are not directly taught the rule of simple past tense.

Related to student' problems, the researcher conducted a classroom action research by applying the inductive method in teaching simple past tense. Based on the syllabus of English teaching for the eight year of JuniorHigh School 1 Sungai Raya, one of text that should be taught for eight yearstudents is recount text. Therefore, the teacher taught simple past tense by giving a recount text as an example of simple past tense. The teacher gave them a recount text in dialogue form to students.

Using the Inductive method means the teacher gives the data first (sentences) and rule follows. Inductive method means that students are forced to find the rules by themselves. This method leads students to write simple past tense sentences in recount text correctly. Brown (2000) defined an inductive method as storing of a number of specific instances and inducing a general law or rule or conclusion that governs or subsumes the specific instances. An inductive method involves getting the learner to discover the rule and how they are applied by looking at examples. The role of the teacher is to provide the language the learners need to discover the rules, to guide them in discovery and provide more opportunities to practice.

Based on the background above, the problem of the research is formulated as the following: "How does Inductive Method improve students' of mastery on the use of simple past tense at SMP Negeri 1 Sungai Raya in academic 2017/2018?" in consistent with the problem above, the aim of this research is to find out how Inductive Method improves the students' mastery on the use of Simple Past Tense Mastery of SMP Negeri 1 Sungai Raya in academic 2017/2018.

In applying an inductive method in teaching grammar, the teacher should follow the procedures of the inductive method. According to Ke, (2008), there are four steps of teaching grammar by using inductive method. First, students are given a representative set of sentences about an area of English grammar. Second, students are asked to generalize a grammatical rule to account for the set of English sentences. Third, the students are asked to check and test the grammatical rule against new sentences about the same area of English grammar. Fourth, students are used to revise the grammatical rule to accommodate the new sentence.

Tense is a system which as refer to time; present, past and future. In English, the use of tenses is as a method that uses to indicate time. Cowan, R (2008:350) state that "Tense in verbs expresses the time that an action occurs in relation to the moment of speaking". In grammar, the students are provided with many rules of a language. One of them is tense. Marcella Frank (1972: 52) states that tenses can be interpreted by two sides. From semantic side, each tense indicates a kind of time and the second interpretation is based on the form of the verb alone. There are many of tenses; one of them is simple past tense.

Simple past tense is one kind of tense be mastered by the students because it has great influence in forming

the meaning of sentences. It talks about things that happened in the past. It is also used to talk about things that happened in stories. There are some types of text that have to be learned by students in the classroom activity. Based on the curriculum, there are some texts needed to be mastered by students of senior high school. One of them is a recount. According to Anderson & Anderson (1998:24), a recount is a piece of text that retell past events, usually in the order in which they occurred. The purpose is to provide the audience with a description of what occurred and when it occurred.

METHOD

In this research, the researcher used the Classroom Action Research (CAR) as methodology in teaching simple past tense to the eighth grade of SMP N 1 Sungai Raya. Which was the researcher should observe the class to find out the problems that students faced in learning English. Then, the researcher analyzed the causes and decided the action should be done to solve the problems. The researcher found that students had problems in learning simple past tense, especially in using the correct use of regular and irregular verbs and writing simple past tense sentences (positive, negative, interrogative).

The researcher used inductive method to solve the students' problems. According to McNiff & Whitehead (2002), action research involves learning through action and reflection. It was conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management. It is because action research always to do with learning and learning is to do with education and growth. The implementation of action research is useful not only for students, but also the teacher or the educator. Kurt Lewin developed a theory of action

research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution as Lewin (1946) stated, cited in McNiff & Whitehead (2002), which later came generally to be understood as an action-reflection cycle of planning, acting, observing and reflecting.

Procedure of the Research

In this classroom action research, researcher conducted three cycles. In conducting each of the cycles, researcher took some steps; they were planning, acting, observing and reflecting. Planning is the first phase of doing action research was planning. The researcher needed to make a plan about the acting that would be applied. According to Herr & Anderson (2005), action research is best done in collaboration with others who have a stake in the problem under investigation. Second is acting the writer worked with the English teacher of SMP N 1.

The English teacher taught the students in the classroom while being observed by the researcher. The teacher taught the lesson of simple past tense using inductive method. Then observing, the researcher worked with the English teacher to observe what was happening in reality. The researcher and teacher observed about the whole process and identify the strength and weakness of teaching and learning process. The last is reflecting. The researcher and the teacher evaluated the teaching-learning process that had been done by using an inductive method to see how well the students' progress in learning of the cycle.

The Subject of Research

The researcher conducted this research at the eighth grade students of SMP N 1 Sungai Raya in academic year 2017/2018. The subject of this research was the student in class VIII D that

consists of 36 students. Also, in doing a classroom action research, the researcher needed a collaborator who applied the teaching method and the researcher was the observer. The researcher collaborated with an English teacher of SMP N 1 Sungai Raya. The teacher's name is Mrs. Hj.Mulyati.S.Pd.

Technique and Tool of Data Collection

The technique of collecting data in this research used qualitative data (experience-based) and quantitative data (number-based). The more explanation is following:

1. Technique of Data Collection

The techniques of data collection in this research were observation and students' score of simple past tense task. The researcher needed to note the description and accounts of what happened in the classroom, including depending what they are focusing on – the physical layout, verbal and non-verbal information, the structure of the teams, or the sequences of activities and tasks, stated by (Burns, 2010).

Then, the researcher was taking score of students. Beforehand, the researcher and the teacher prepared an assessment that was given to the students in teaching learning process. This assessment was aimed to know students' correct used of regular and irregular verbs of simple past tense and their writing simple past tense sentences after they were taught by using inductive method.

2. Tool of Data Collection

The tools in this research were used Observation Checklist to control the teaching learning process, Field note for taking notes while the teaching learning process

happened in the classroom and assessment was used to get students' score in writing simple past tense.

Data Analysis

The researcher needed to analyze the data, the data in qualitative and quantitative analysis. According to best & Kahn (2006), there are some steps or analyzing qualitative data. Organizing the data, this was the first step in analyzing qualitative data. The writer organized the data from the observation. Second is description. After organizing the data, the researcher needed to describe the information from the observation. The last is Interpretation. This is the most critical phase of the analysis process. The researcher explained the findings and needed to answer the research questions based on the finding. Students' writing sentence simple past tense of recount text were assessed by this rubric, modified from (Bookhart, 2013).

Table 1.

Scoring Rubric- Writing Sentence Simple Past Tense of Recount Text (Bookhart, 2013)

Aspect	score	Description
Grammar (use past tense)	9.5	There is a mistake in writing the verbs, to be, and auxiliary.
a. Verb (regular & irregular)	9	There are two mistakes in writing the verbs, to be, and auxiliary.
b. To Be (was & were)	8.5	There are three mistakes in writing the verbs, to be, and auxiliary.
c. Auxiliary (did)	8	There are four mistakes in writing the verbs, to be, and auxiliary
	7.5	There are five mistakes in writing the verbs, to be, and auxiliary
	7	There are six mistakes in writing the verbs, to be, and auxiliary
	6.5	There are seven mistakes in writing the verbs, to be, and auxiliary
	6	There are eight mistakes in writing the verbs, to be, and auxiliary
	5.5	There are nine mistakes in writing the verbs, to be, and auxiliary
	5	There are ten mistakes in writing the verbs, to be, and auxiliary
	4.5	There are more than mistakes in writing the verbs, to be, and auxiliary
❖ No mistake (score 10)		(modified from Heaton ,1988)

The researcher used the quantitative analysis to get students' scores by following this formula:

$$X = \frac{\text{obtainscore}}{\text{totalscore}} \times 100 \dots \dots \dots (1)$$

$$M = \frac{\sum fx}{n} \dots \dots \dots (2)$$

After that, the students' average score was counted by using the formula as stated by Heaton (1988):

m = the average of students' score
 fx = the sun of total score
 N = the total number of students

RESEARCH FINDING AND DISCUSSION

Research Findings

The research was conducted in three cycles. During applying teaching and learning process and all the steps were done to obtain the research findings. In the first cycle 1 the researcher and the teacher prepared lesson plan, field not, observation checklist and handout as a material of teaching. The teacher used

two handouts. First handout was a dialogue about a holiday. The teacher gave some examples of simple past tense as the second handout and asked them to find out what kind of tense that was used in the sentences. The students' discussed with their friend to find the

rule and construct the formula of simple past tense.

In applying the rule the students wrote a dialogue together by implementing *write around activity*. Then, to see their writing used the correct tense, the teacher asked students to revise the rule in the sentence that they had made. In communication stage, the teacher implemented writing dialogue activity to know the result of the teaching and learning process. The students wrote a dialogue with their friend. Each pair wrote ten sentences about their experiences on holiday.

Based on the result the student's worksheet, in orientation the writer found some students could not achieve the standard score seventy five. There were twenty two students not achieving the standard score and fourteen students achieved the standard score. The result of student's mean score in the cycle 1 was unsatisfied. Some students' score was low. They could not reach the standard score seventy five (75) points.

The teacher and the researcher found crucial problems in writing regular and irregular verbs of simple past tense and simple past tense sentence. Some students wrote the verbs in base form and some students wrote irregular verbs by adding *-ed* at the end of words like the regular verbs. They were still confused about the rule of simple past tense. They did not use how to use *were* and *was* in a non verbal interrogative sentence. After knowing the result of actions stage was not unsatisfied to fulfill the indicator of success. The teacher and researcher decided to continue the action to the next cycle.

Referring to the reflections of the first cycle, the teacher and the researcher discussed new plan or cycle 2. They used two handouts. First handout was some example sentences of simple past tense that included affirmative, negative, and interrogative forms. Those examples

contained verbal and non verbal sentence. The teacher asked students to differentiate which were irregular regular, and to be form (plural and singular) sentence from that example. After that, the teacher asked them to explain why those sentences had different form and rule.

The teacher gave a dialog as the second handout and asked them to mention which sentence was irregular regular, and to be form (plural and singular). Then, the students were asked to find out the rule. Then, the students' discussed with to find the rule and construct the formula of simple past tense. She gave students a task. Each student got a sentence of the present tense that written on small paper and asked them to change into past tense. Every student got a different order to change the sentence. It could be affirmative, negative or interrogative in each student. Then, some students came to in front of the class to write their answer and other students analyze the sentence that had been written. This was to see their sentence used the right rule. For the assessment, She used to fill in the blanks task to make students easier in writing the correct use of verbs, *was/were* and regular and irregular verbs in simple past tense.

Based on the result the student's worksheet, in orientation the writer found some students could achieve the standard score seventy five. There were twenty three students achieved the standard score and thirteen students did not achieve the standard score. Some students' score could reach the standard score seventy five (75) points, but there were some students not achieving the standard score

The teacher and the researcher found some students were able to write the correct use regular and irregular verbs. For the irregular past form, most of the students brought the dictionary to find the right verb form. They were able

to use was/were and they used *did* in appropriately. The students were able to write the verbs of simple past tense correctly, but some student still had problems in writing simple past tense sentences. Also, the teacher still gave some questions to guide students in finding the rule, even not as much as the first cycle. Based on the result of acting, the teacher and the researcher decided to continue the plan to the next cycle for better students' understanding in using the simple past tense.

Based on the reflection of the second cycle, the researcher and the teacher decided to set up new plans for teaching and learning in cycle 3. The teacher used a dialogue entitled "Where did you go last Sunday?" as an example. The teacher and the researcher used different topic from the first cycle to make a variation of the text. So, they created a new topic in the text that was a dialogue between two people who talked about their activity last Sunday. The teacher asked students to read the dialogue and the teacher asked students to differentiate which were irregular regular, and to be form (plural and singular) sentence from that example.

The teacher asked students to find the rule and construct the formula from the example in a handout. The students' discussed with their friend to find the rule of simple past tense. Most of the students had understood about the rule, it will help them formulate the rule. In applying the rule every student wrote a short dialogue that contained two sentences. Then, to see their writing used the correct tense, the teacher asked students to revise the rule in the sentence that they had made. In communication stage, the teacher asked them to write a dialogue. The teacher would provide numerous short situational dialogues then write each situation on a small piece of paper. The student would work pair. Each pair should choose a situation on paper, and

then write a dialogue based on the situation that had been chosen by them.

The result of students' writing assessment in the third cycle was satisfied. It was shown the fact that from 36 students who were present in the third meeting. Based on the result the student' worksheet, in orientation the writer found most of the students had good writing and understanding the use of simple past tense. Most of the students could achieve the standard score seventy five. The teacher found some students forgot to use *did* interrogative sentence. Also, some students forgot to use was/were in the nonverbal sentence. Meanwhile, there were good improvements on the use simple past tense.

The students were able to write simple past tense sentences (positive, negative, and interrogative). They could differentiate verbal and non verbal sentence, and also they could formulate the rule of simple past tense correctly. The teacher and writer decided to end the cycle because the students' problem in writing simple past tense sentences already solved by the teacher. The finding indicated the weaknesses that were found in the cycle 1 and cycle 2 had been minimized by the teacher and the students. There was the improvement of the teaching and learning process by using inductive method. The teaching and learning process in third cycle was better than the previous cycle. In the third cycle, the students were serious in following every step of learning. After computing students' writing assessment, the result of mean score in cycle 3 was satisfied.

Discussion

The researcher did this research to solve students' students' problems in writing the simple past tense sentence. The researcher found that students had problem in writing the correct use of verbs simple past tense. Another

problem was the students had a problem in writing the simple past tense sentences (positive, negative, and interrogative). The researcher offered an alternative solution to the teacher to solve these problems by using inductive method. In inductive method, the teacher taught simple past tense by giving the example of the simple past tense. Those examples helped students to know the correct use of simple past tense and generalize the rule of simple past tense.

The teacher used the dialogue in recount text as the example of simple past tense sentences. So, the students learn how to write the simple past tense sentence through dialogue. Then, the students analyze those sentences to find the kind of tenses is used and differentiate the sentences. In this step, students could find the tenses were used in the sentences and differentiate those sentences. After that, students generalized the rule of simple past tense based on the example. The students could construct the formula. In this steps teacher gave some guiding questions while students analyzing the sentence. When they had known the kind of tense and the rule in those sentences, then the teacher asked them to use the rule in new sentence to know whether they had understood or not. They were able to use the form of simple past tense in other sentences. The last was to revise the sentence that they had made. The student could analyze the sentence by themselves, although they still need some guiding questions.

Those four steps were a way to apply inductive method, however the teacher need any other thing to engage the students to be active. The teacher also applied some additional technique in teaching learning process. In applying the rule of simple past tense, she used *write around strategy* to improved students' correct to use of verbs in simple past tense. also, the teacher applied another technique that was cloze

technique. Cloze technique (fill in the blank) was a simple and easy technique to do. The teacher solved students' problems in writing simple past tense sentences by using the example of dialogue in recount text. Beside that the teacher also used *base impromptu skits on the dialogue strategy* to improve students' writing simple past tense. In this research, the teacher helped students to generalize the rule of simple past tense by using *prompting probing questions*. The teacher gave some guiding questions to students.

CONCLUSION AND SUGGESTION

Conclusion

The researcher and the teacher did this research in three cycles. In the first cycle, the teaching and learning process did not work smoothly yet. Most of the students were not able to formulate the rule of simple past tense. They were confused about the correct use of simple past tense and they were not able to write simple past tense sentences yet. The result of teaching and learning process in cycle 1 was not satisfied.

The teacher continued to conduct the second cycle, the teacher prepared some activities to solve students' problems in cycle 1. It made students actively in the class. There were some improvements in this cycle. Some of the students were able to write the correct use of verbs in simple past tense. They knew to differentiate the sentence in regular and irregular or plural and singular sentence. They also understood about the rule of simple past tense. Unfortunately, there were sill some student could not use the simple past tense form correctly in the sentence. Also, some of them could not achieve the standard score.

The third cycle, the teacher and the researcher created new activities to solve the students' problem. Finally, in this cycle the teacher felt satisfied because the students had already

understood on simple past tense. They were able to write the simple past tense sentence. They also formulated the rule of simple past tense correctly. They knew how to use the simple past tense form in a sentence. In communicating stage, the student wrote verbal and non verbal appropriately.

Based on finding of this research, it was found the students' correct use of regular and irregular verbs of simple past tense and students' writing simple past tense sentence (positive, negative, interrogative) in writing recount text on eighth grade students' in class D of SMP N 1 of Sungai Raya improved from cycle to cycle by using inductive method. The students were able to use the simple past tense form in the sentence. There were some techniques that help students to improve the use simple past tense. The students correct use simple past tense improved through recount text, write around activity, prompting and probing questions, and a base impromptu skits on dialogue.

Suggestion

Based on the conclusion above, the writer would like to provide some construction suggestion as follows; 1) An inductive method is recommended for English teacher to improve the use of simple past tense. This method allows students to formulate the rule of simple past tense through the example. So, the teacher may prepare a recount text or a group of sentences as an example. 2) There are four steps in applying an inductive method. The teacher should create an interesting activity in every step. 3) The teacher should prepare some technique that appropriate with inductive method and she/he has to create an interesting activity that can help students explore their thinking and to make students become more active in the class, but it has to consider the time so that other stages of learning can be

done smoothly. 4) In Inductive Method, the students find the rule of simple past tense based on the example. The teacher should guide the students to formulate the rule. The teacher may use prompting and probing questions to help them in formulating the rule of simple past tense. 5) The teacher should use appropriate assessment to the students. The teacher may ask students to write a dialogue with an interesting topic. This assessment may improve students' writing simple past tense sentence (positive, negative, interrogative).

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