TEACHING SIMPLE PRESENT TENSE TO ENGLISH DEPARTMENT FRESHMEN BY USING COMMUNICATIVE APPROACH

Nelly Budiarjo

Jalan Haji Senin 64, Kemanggisan – Jakarta Barat
085245854824 / 083872222928
nelly_xumeli@yahoo.com

Almodad Biduk Asmani. S.S., M,Ed.

ABSTRACT

This research is conducted to offer a teaching method in teaching Grammar using communicative pictures. The writer wants to find out what is the students’ performance after being taught using communicative approach. The writer also wants to find out what do the students comment about the method and how do freshmen students perceive suitable method in learning simple present tense. There are twenty nine participants in this research and they are from English Department in their second semester. This research uses mixed quantitative and qualitative approach through an experiment in a classroom with a teaching methodology using communicative approach and analyzing the students answer, ideas, and comments from the questionnaire. The result of the research shows that the students’ performance after being taught using communicative approach is insignificant due to the different scores shown from the before and after test given by the writer.

Keywords: Methodology, Communicative Approach, Simple Present Tense
ABSTRAK


Kata kunci: metodologi, pendekatan komunikatif, Simple Present Tense.

INTRODUCTION

English as one of international languages used worldwide takes control mainly in communication activities such as daily conversation, teaching, and many more. Some people are fluent in speaking English while others are still able to speak in English but not in proper pronunciation. This condition encourages schools to provide a good education in English. Learning English must be started in early school like preschool to primary or elementary school. This education continues until senior high school, where English has become the important language to learn.

Nowadays, senior high school students are learning English in their school, but still, they find that English is very difficult to learn even after they enter universities. In many developing countries, students are less informed about the importance of English as one of the important languages used to communicate in society. Although English in Indonesia is still used as the second language (ESL), almost every work field in society such as companies or offices requires those who can communicate foreign languages like English or Chinese.

Senior high school students find English is the most difficult when they learn about grammar or structures like when they learn about tenses. Tenses are difficult to learn for them because they are confused how to apply the correct tenses in certain conditions. They only know to apply the tenses based on the formula given from their teacher without knowing when to apply the tenses in a proper condition.

Freshmen tend to have the tendency to have difficulties in learning English. They also tend to feel confused about how to differentiate the use of simple present tense properly. In my opinion, simple present tense is the very basic tense in grammar and the easiest tense for beginners like freshmen to learn from the very beginning. Based on the problems, the writer would like to find out if teaching simple present tense by using communicative approach can be delivered to freshmen and whether they show good results after being taught with the method.
The writer has read some previous researches. The previous researches are found through library search on the internet. There are two previous researches the writer chooses as it is close to the writer’s topic of research. The first one is *Teaching Simple Present Tense by Using Quantum Teaching Method to the First Grade Students of Springfield International School* and the second one is *Comparative Study on Teaching Simple Present Tense by Using Deductive and Inductive Grammar Teaching Methods: A Case Study at SUTIA English Course, Pontianak*.

Based on the problems, the writer would like to find out whether teaching methodology is the reason why senior high school students that have entered university have difficulties in learning and understanding English, especially for simple present tense. So, in order to solve the problem, the writer offers a teaching method to the freshmen in learning simple present tense using communicative approach.

The writer has read some previous researches. The previous researches are found through library search on the internet. Here are two previous researches with the main issue or problem, the method used, and the result that the writer choose as it is close to the writer’s topic of research.

- **Teaching Simple Present Tense by Using Quantum Teaching Method To The First Grade Students of Springfield International School**
  
  **Problem:** To find out whether the students of Springfield International School have difficulties in understanding and using Simple Present Tense.

  **Method:** Library Research, Field Research, and Statistical Proofs

  **Result:** There is no significant differences of students achievement.

- **Comparative Study on Teaching Simple Present Tense by Using Deductive and Inductive Grammar Teaching Methods: A Case Study at SUTIA English Course, Pontianak.**

  **Problem:** To find out whether the Deductive Grammar Teaching Method, which is used in Sutia’s English Course, is not suitable for the first gradestudents of Sutia’s course.

  **Method:** Library Research and Field Research: Class Observation

  **Result:** There are differences between Deductive Grammar Teaching Method and Inductive Grammar Teaching Method.

The problem formulations of this research are what is the students’ performance after being taught using communicative approach, what do the students comment about the method, and how do freshmen students perceive suitable method in learning simple present tense. The goals of the research are to find out the students performance and feedback in learning simple present tense using communicative approach and to help other teachers, especially high school English teachers to deliver English lesson to their students by using a different teaching method like what the writer uses in this research.

**RESEARCH METHODS**

To accomplish the result of the research, the writer conducts mixed quantitative and qualitative approach. In conducting quantitative approach, the writer conducts an experiment in the classroom using a teaching methodology with communicative approach. Then, the writer gives a pre-test as a reference for the previous result. Next, the writer teaches the freshmen by using communicative approach. Afterwards, the writer gives a post-test as a reference for the after result. Finally, the writer compares the pre-test and the post-test results by using statistical analysis, called t-test analysis, to see whether the difference is significant or not.

In conducting qualitative approach, the writer tries to find some related textbooks with the topic of teaching methodology. Next, the writer also gives a questionnaire to the freshmen to find out whether the teaching method is effective to freshmen by analyzing the comments, ideas, and answers of the participants.
RESULT AND DISCUSSION

Data Analysis

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>5.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>14.</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>20.</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>28.</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>7 participants</td>
</tr>
</tbody>
</table>

Table 1.3: Total of participants with same score result

There are seven participants who have good scores in both their pretest and posttest. These participants are able to get good scores because some of them are basically smart from the beginning; other participants make some minor mistakes in answering the question and they do not follow the instruction of certain part of the test. Another reason is because there are also some participants who make the same mistake in both their pretest and posttest but their score is still considered good. From these reasons, it can be concluded that according to the writer’s observation, all of these participants are actually smart but they are quite careless when it comes to following the instruction of each part of the test and answering the questions in proper grammar use.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>90</td>
<td>82</td>
</tr>
<tr>
<td>10.</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>12.</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>29.</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4 participants</td>
</tr>
</tbody>
</table>

Table 1.5: Total of participants with major score reduction result

The group of major score reduction is the group where the participants’ score high in their pretest but low in their posttest and the score difference is very different. There are four participants who are classified into major score reduction group. The reasons why they are classified into this group are because some of the participants do not pay attention to the directions of the test; others make some grammar mistakes in some parts of the test. So, according to the writer’s observation during the class, all of these participants are reckless because they want to finish the test quickly; they make grammar mistakes even though they already know that it is about simple present tense and they are confused with the context of the tense whether it is about simple present tense or other tense.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>94</td>
<td>88</td>
</tr>
<tr>
<td>7.</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>17.</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>18.</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>26.</td>
<td>84</td>
<td>78</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>5 participants</td>
</tr>
</tbody>
</table>

Table 1.6: Total of participants with minor score reduction result

The group of minor score reduction is the group where the participants’ score in their pretest and posttest is slightly different. There are five participants who are classified in minor score reduction group. The reasons why they are classified into this group are most likely the same reasons like the participants in the major score reduction group, which is the grammar mistakes in some parts of the test. Some of the participants make minor mistakes in answering the questions like mistype some words and grammar errors. So, according to the writer’s observation, the participants are actually quite smart from the beginning but they are a little bit reckless when it comes the use of proper grammar, especially in simple present tense.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>78</td>
<td>92</td>
</tr>
<tr>
<td>9.</td>
<td>54</td>
<td>66</td>
</tr>
<tr>
<td>15.</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>16.</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>23.</td>
<td>58</td>
<td>84</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>6 participants</td>
</tr>
</tbody>
</table>

Table 1.8: Total of participants with major score improvement result

Their score improvement is classified into two groups, major score improvement and minor score improvement. The group of major score improvement is the group where the participants’ score low in their pretest but high in their posttest and the score difference is very different. There are six participants who are classified into the major score improvement group. The reasons why they are classified into this group are because in they have learnt from their mistakes so that they answer correctly; they follow the instructions of the test, and they are able to figure out the proper use of the grammar. According to the writer’s observation, it can be concluded that the participants are quite smart and average and they are able to adapt themselves to learn from their mistakes.
Table 1.9: Total of participants with minor score improvement result

The group of minor score improvement is the group where the participants’ score low in their pretest but the score improvement of their posttest is slightly increase. There are seven participants who are classified in minor score improvement group. The reasons why they are classified into this group are most likely the same reasons like the participants in the major score improvement, which is they learn from their mistakes. Some of the participants make mistakes in their pretest but they do not make the same mistakes in their posttest, other participants notice their mistake in their previous pretest and try to answer it correctly in their posttest. The other participants realize that the context that they learn is about simple present tense so that they answer the posttest correctly with proper use of simple present tense. In conclusion, based on the writer’s observation, the participants are a little bit reckless in their pretest, but they learn from their mistakes in their posttest.

The following table is the table of questionnaire results.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION 1</td>
<td>27 participants</td>
<td>2 participants</td>
</tr>
<tr>
<td>QUESTION 2</td>
<td>28 participants</td>
<td>1 participant</td>
</tr>
<tr>
<td>QUESTION 3</td>
<td>Free answer</td>
<td></td>
</tr>
</tbody>
</table>
activities, the class atmosphere become livelier because there are a lot of interactions between the participants in the group. From these reasons, it can be concluded that the main reason the participants enjoy the whole learning process is because they feel a different class atmosphere in their learning process. The atmosphere of their class is livelier because of the fun and interesting activities they do such as the speaking activities and the reading chains.

The writer provides some answers from the participants as evidence that corresponds to the second question whether they enjoy the whole learning process.

1. Subject (7) : “Yes, because the teacher explains the lesson very clearly and step by step, so it is easy to understand.”
2. Subject (9) : “Yes, because it is interesting”
3. Subject (11) : “Yes, because the teacher is fun and not boring.”

For question number 3, the participants have different ideas about the best way to learn simple present tense. Some of them agree that they can learn simple present tense by doing fun activities like games and group discussion; others say that they can learn it by doing lots of exercises about simple present tense because they feel that practice makes perfect and study it from different sources of grammar books by learning about the formula of simple present tense and the different use of simple present tense. The other participants say that they can learn simple present tense through other media beside pictures such as by watching TV, playing multimedia games about simple present tense, and searching about simple present tense from internet resources. From these different answers, it can be concluded that the participants prefer to understand about simple present tense by learning and practicing it based on doing a lot of exercises and study it from different sources of grammar books

The writer provides some answers from the participants as evidence that corresponds to the third question about the best way to learn simple present tense.

1. Subject (3) : “I learn simple present tense with practice from grammar books.”
2. Subject (5) : “Giving more exercises to do.”
3. Subject (6) : “Group discussion, games, more exercises (quiz)”

CONCLUSION AND SUGGESTIONS

In response to the first problem formulation in chapter 1, the writer concludes that the students’ performance after being taught using communicative pictures is insignificant because not all of the students’ score are improved. Some students have the same score in both their pretest and posttest, other students have major and minor score reduction due to their recklessness and carelessness, and the rest of the students have major and minor score improvement due to their motivation to learn and improve their understanding about grammar.

In response to the second problem formulation in chapter 1, the writer concludes that the students enjoy the method given by the writer because the students experience a different learning process. The students find that the learning process is enjoyable because the activities in the lesson are easy, fun, interesting and most importantly contains exercises to help them learn grammar easier.

In response to the third problem formulation in chapter 1, the writer concludes that the best way to deliver the method to freshmen is by giving more exercise and practice. The students want to have a fun, attractive, and interesting learning process with fun, attractive and interesting practice and exercise too.

Some suggestions the writer can give in further method are as follows: before the class begins or before starting an activity, teachers must make sure to give clear instruction for the students and repeat the instruction again if the students still do not understand about the instruction. Then, during presentation stage of the lesson, do a lot of elicitation so that the students can remember what they are learning at the moment to avoid making mistakes.
Some suggestions the writer can give in further research are as follows: teachers need to provide some examples for the students before they do the activities in order to make them understand what they should do and to avoid confusion. Next, teachers also need to provide more practice and exercise for students to do during learning lesson. And last, teachers need to create more fun, attractive, and interesting activities for students to do with other media besides pictures so that the class atmosphere becomes livelier.

REFERENCES


CURRICULUM VITAE

CONTACT INFORMATION
Name : Nelly Budiarjo
Address : Jalan Haji Senin 64, Kemanggisan – Jakarta Barat
Country : Indonesia
Telephone : 085245854824 / 083872222928
Email : nelly_xumeili@yahoo.com
PERSONAL INFORMATION
Date of Birth : November 25th, 1991
Place of Birth : Pontianak, Kalimantan Barat
Citizenship : Indonesia
Gender : Female

EMPLOYMENT HISTORY
Work History : In 2013, I work at inlingua, The International School of Languages
Academic Positions : English Teacher
Research and Training : My position is to teach English to clients

EDUCATION
High School : 2006 - 2009 (Saint Peter Senior High School)
University : 2009 - 2013 (English Department, Faculty of Humanities Bina Nusantara University, Jakarta)
Graduate School : 2013, I get my major in English Literature (Bina Nusantara University)

LANGUAGES
Indonesian, English, some Japanese and Mandarin