

# USING OF EXPLICIT INSTRUCTION METHOD IN IMPROVING STUDENTS' GRAMMAR ABILITY IN SIMPLE PRESENT TENSE AT CLASS X<sup>3</sup> OF SMA NEGERI 4 LEIHITU

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**Abstract.** Based on the preliminary study, almost students usually have some problems in finding out the verb form of simple present tense. There are omissions of be, and suffix -s/-es. It shows that students' grammar ability is low in simple present tense. The research questions are how can explicit instruction method improve students' grammar ability in simple present tense? And what are students' responses about using explicit instruction method during teaching learning process? Its significant are for students, they have grammar ability in using simple present tense well. And they are accustomed to use the correct verb of simple present tense. Then, for teacher, is to provide the better method for teaching grammar. And the Explicit Instruction method helps the teacher to variety his or her instruction of teaching grammar. Type of this research is classroom action research by using Explicit Instruction method. It is conducted at SMA Negeri 4 Leihitu in Seith village of Central Maluku. The subject is the first grade of class X<sup>3</sup> with the total number 20 students. The research has been done in three cycles consisted of three times of meeting in each cycle during four weeks. And every last meeting of each cycle, researcher conducted a test to measure students' improvement. And the pre- test of students' result show the mean 29,5 at the poor level. Then, in the first cycle, the students' mean add 52,9 at the poor level. And the second cycle, the students' mean increase 65 which show at the average level. And the last cycle, students' mean improve highly 78 which shows at the good level. Finally, students show the good progress. They have been able to use the simple present tense of auxiliary verbs in sentences, determine the correct verbs of the subject-verb-agreement and transform the verb of the third singular person well.

**Key Words:** *Grammar, Simple Present Tense, Explicit Instruction Method*

## Introduction

Grammar is the rules in a language for changing the form of words and combining them into sentences, Hornby (1995:517). Grammar is one of the basic components of language which must be learnt by students. There are many rules in grammar that cannot be ignored. They are articles, parts of speech, sentence pattern, tense, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses for instance, simple present tense. Frank (1972:66) stated that "simple present tense is used to express a habitual action

with adverb like usually, always, or often". The use of simple present tense often makes students confused with its complexity, especially for the ten year student of senior high school. Based on the preliminary study that has been conducted at tenth grade of SMA Negeri 4 Leihitu and focusing to students' grammar, the researcher found that the students in class X<sup>3</sup> were the lowest in understanding the simple present tense than class X<sup>1</sup> and X<sup>2</sup>. In pre activity, teacher focused on descriptive text. Teacher did not brainstorm the topic again because he had already asked students to write their own descriptive text at home. In whilst activity, the teacher started to explain descriptive text and the generic structure completely. Teacher mentioned the tense used. Then, teacher asked the students to identify the generic structure. Next, the teacher asked student read their own text in pair. Most of the text which had been read by the students were incorrect sentences of simple present tense. Honestly two or three students comment their friend's structure and they correct it well while the teacher agreed it without explain more about the incorrect sentences. So students who keep silent have nothing to know it. That is why most of them did not understand yet about the tense. In addition, they usually have some problems in finding out the verbs form of simple present tense. There are omissions of be, for instance "she very attractive" instead of "she is very attractive". And suffix -s/-es. For example, students wrote "He walk to school everyday," instead of "He walks to school everyday." The third singular persons such as he, she, and it need suffix -s or -es for the verb. It shows that the students do not consider that in English there are verbs formed in singular or plural. In Indonesian language, singular or plural forms do not affect the verb form. So the researcher assumed that there should be a method which can be used to minimize the students' problems. One of the methods is by using Explicit Instruction method. Based on the exposition above it shows that the students' grammar ability was low in simple present tense. It is caused firstly almost of teaching learning process, the teacher does not touch the grammar related to the material clearly. It has less of doing exercises. Secondly that has losing control of teacher. Teacher does not give the attention to students' grammar when they make error either in written form or oral language. This study has research questions, first: How can explicit instruction method improve students' grammar ability in simple present tense? And second: What are students' responses about using explicit instruction method during teaching learning process? Due to the research questions above this study wants to reach its purposes, they are to find out the students' improvement of using Explicit Instruction method in simple present tense and to know students' responses in using explicit instruction method during teaching learning process.

## **Review Of Literature**

### ***What is Grammar?***

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Sentences are acceptable if they follow the rules set out by the grammar of the language. For example, in English, one rule states that "a subject followed by a verb followed by an object" is grammatical. The sequence of words "The bit dog man the" is ungrammatical

because it violates this rule, while “The dog bit the man” is grammatical because it obeys the rule. (The sentences “The man bit the dog,” is grammatical, but would be considered unacceptable by many people for other reasons. Nordquist, R. (2012) said that Grammarians distinguish between descriptive grammars and prescriptive grammars:

1. Descriptive grammar: the systematic study and description of a language. Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers.
2. Prescriptive grammar: a set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language. Prescriptive grammar refers to the structure of a language as certain people think it should be used.

Both kinds of grammar are concerned with rules--but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of words, phrases, clauses, and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language.

#### ***Principles for teaching grammar***

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In inductive teaching, you work from principle to examples. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves. So, which one is better, deductive or inductive teaching? The answer is-it depends. It depends on the grammar point being taught, and the learning style of the student. Some learners appear to learn more effectively through a deductive approach, others appear to do better through an inductive approach. In David Nunan’s (2003:158) own teaching, he tries and combines both approaches. There are times when he will introduce a grammar point deductively and other times when he uses an inductive approach. He knows which approach most of his students’ prefer-deduction. He suspects because it requires less mental effort. He prefers induction because he believes that it demands greater mental effort and that will result in more effective learning in the longer term. The disadvantage of an inductive approach is that it takes more time for learners to come to an understanding of the grammatical point in question than with a deductive approach. In the field of language learning, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication. Most of us who have been teaching for any time at all know learners who can give a more-or-less standard textbook explanation of a grammatical rules or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers fall into this category. Unless they have studied grammar formally, few native speakers can state the rule for third person *s*. While declarative knowledge can facilitate the development of procedural knowledge, it is not a necessary and sufficient condition for the development of such

knowledge. Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative contexts. This learning through use or learning by doing principle is one that has some to us through the approach to education known as experientialism David Nunan (2003: 160).

### ***Classroom techniques for teaching grammar***

In this section, we look at some popular grammar teaching techniques. Most of the techniques can be used either for introducing a new grammar point for the first time or for recycling a point that has been introduced.

There are various ways in which grammar techniques are classified as below:

1. Doughty and Williams (1998) distinguish between techniques in which the grammar point is relatively implicit and those in which the point is relatively explicit.
2. Input enhancement; input refers to the language that is made available to the learner. Input enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce (Ur: 1996).
3. Consciousness-raising activities are designed to get learner to notice a particular grammatical feature or principle.
4. Grammar dictation is relatively simple one. The teacher dictates a passage containing target language forms at normal speed. Students take notes and then work in small group to reconstruct the original passage.
5. Garden path is based on inductive learning. Students study example of the language and come to a hypothesis and generalization.

### ***What is Tense?***

According to Hornby (1995:1231) tense is any of the forms of verb that may be used to indicate the time of the action or state expressed by the verb: the present/ past/ future tense. Tense is any kind of verb forms that can be changed depend on the action time. It looks the same opinion by some articles and literatures. One of them is Richard Nordquist's article that stated on Mei 3<sup>th</sup> 2012. As Etymology, tense is from Latin, tempus: time. Tense is the time of a verb's action or state of being, such as past, present, or future. That is an inflection of the verb--a change of meaning you achieve by altering the form of the verb.

### ***Simple Present Tense***

Azar (1989: 13) states that simple present tense is something was true in the past, is true in the present, and will be true in the future. It expresses general statement of fact and timeless truth. And the simple present tense is used to express habitual or everyday activities. Murphy (1997: 4) affirms that we use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. We use the present simple when we say how often we do things.

In negative statements with the verb be, the word not is used after the verb be. For example: He is not a teacher. In yes/no question, be comes before the subject of the question. For example: Is he a teacher? In question word, be comes before the subject and after the question word. For example: Who is he? The verb 'be' has different forms after different subjects. The present tense forms of be are am, are, and is (construction: 'm, 're, and 's). Am is used after the first person singular subject (I); are is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); is is used after the third person singular subject (he, she, it, the boy, a cow, etc). The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es, (Soemarto, 1994:27). In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are always, often, usually, everyday, sometime, never, occasionally, seldom, twice a week, etc.

For example: I always go to school by bus.  
He often goes to bed late.  
Does she seldom watch television?  
Does Doni often go to bed late?

#### ***Function of Simple Present Tense***

Frank (1972) stated that the simple present tense could be used:

- (a) To express a habitual action, with adverbs like usually, always, or often.  
Example: They often play football together.
- (b) To state a general truth Example:  
Example: The earth revolves around the sun.
- (c) To express future action, especially with verbs of movement or travel such as 'come', 'leave', 'stay', or 'arrive'.  
Example: I arrive in Hong Kong on Saturday.
- (d) In commentaries on games and plays  
Example: He takes the shuttlecock and sends it high above the net.
- (e) In exclamations, announcements or demonstrations.  
Example: Our club gives its annual dinner next week. (Frank, 1972:66)

Moreover, Azzar (1981:20) stated that the simple present tense is used to express events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. For example: It snows in Alaska. The simple present tense is also used to express non-action states or condition. It may indicate an action that exists right now or at the moment of speaking (Frank, 1972: 69). The verbs involve:

- (a) Mental states : Know, understand, believe, think, agree, etc.  
Example : She knows you very well.  
I think you are right.  
I agree with you.
- (b) Emotional states : Like, love, hate, appreciate, etc.  
Example : Tono loves Dewi very much.

He likes pop music.

(c) Sense perception : See, hear, taste, smell, feel, etc.

Example : Do you hear me now?

I feel cold today.

(d) Possession : Have, own, belong, and posses.

Example : Anton has a new car.

This house belongs to Mr. Rahman.

(e) Other existing states : costs, weight, contain, appear, etc.

Example : This dictionary costs Rp. 50.000,-

This package contains books and shoes.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix -s or -es of the verb person singular subject, the auxiliary do or does in negative and interrogative sentences, and the verb 'be' in the nominal sentences that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

#### ***Explicit Instruction Method***

Explicit Instruction is firstly recognized by Rosenshine and Steven in 1986. It is in a literature of internet that Rosenshine (1987) described this form of instruction as "a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students". In a chapter excerpt from "Teaching Written Response to Text" by Dr. N. Boyles states that in the quest to maximize students' academic growth, one of the best tools available to educators is explicit instruction; a structured, systematic, and effective methodology for teaching academic skills. It is explicit because it is direct approach to teaching that includes both instructional design and delivery procedures. In an article "instructional strategy online" (April 20, 2012) by Teacher Resources states that Explicit teaching involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.

Topics and contents are broken down into small parts and taught individually. It involves explanation, demonstration and practice. Students are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher. Another important characteristic of explicit teaching involves modeling skills and behaviors and modeling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The attention of students is important and listening and observations are key to success.

#### ***Instruction method***

Dr. N. Boyles states that Explicit instruction begins with setting the stage for learning, followed by a clear explanation of what to do (telling), followed by modeling of the process (showing), followed by multiple opportunities for practice (guiding) until independence is attained. Explicit instruction moves systematically from extensive teacher input and little student responsibility

initially - to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

### **1. Setting a purpose for learning**

Instruction should actually begin long before the lesson. Diving headlong into the content spells disaster for many students, especially those who struggle with learning. Do they know enough about the topic to build upon that foundation? Do they know why they're reading a particular text? Do they even care about this content?

The most logical place for any lesson to begin is by explaining the purpose of the activity:

- "Today we are going to work on \_\_\_\_\_."
- "By the time we have finished, you will be better at \_\_\_\_\_."

Effective teachers then get their kids to care about the forthcoming lesson by connecting it to their interests, their background knowledge, and the previous day's lesson.

### **2. Telling students what to do**

Once you've identified *what* you're going to accomplish, and *why* it's important to pursue this goal, your next mission is to answer *how*: *How* will you get the job done? Effective teachers present no-frills explanations that give students *just enough* information to cover the basics and get them started on the task.

So what does a *good* explanation involve?

- Divide the task into a few component steps. (Three to five steps are a good number; more than that may signal that the new learning is complex enough to warrant more than one lesson.)
- Tell the students how many steps will be involved. ("I'm going to tell you how to do this job in three simple steps.")
- Present the steps both orally and visually to meet the needs of children with different modality strengths, and to provide extra reinforcement. I like to write the steps one at a time on a transparency as I talk about them. (Later I transfer what I've written onto a large chart for display in the classroom, or onto sheets of paper so everyone can have their own copies.)
- State the steps as clearly as possible. Do this by using short sentences devoid of complicated jargon and multiple clauses. Begin each sentence with a verb. Number the steps so that students will understand the sequence and recognize the transitions: "1. Write a topic sentence that includes the name of the character and his or her important trait."

If the steps to achieve the goal are not identified, students' replication of the process will occur more by hit-or-miss than by actual design, even when subsequent lesson components are solid. The most perceptive students in the class will hit the target intuitively; the rest will most likely miss it, for they never understood in the first place what they were supposed to do.

### **3. Showing students how to do it**

Based on Anita L. Archer and Charles A. Hughes's observations in *Effective and Efficient Teaching* said that many teachers appear to believe that *explaining* is synonymous with *instruction*. But good instruction does not end with a good explanation. When the extent of the instruction is *only* an explanation, without modeling or guided practice, teachers have no idea whether or not students understand the lesson content until it's too late. Just hearing or reading the directions is not enough for most middle-grade learners. Despite your best efforts, cries of "I don't get it" may echo throughout the classroom from frustrated kids (and teachers) who already feel like failures before they've even begun the assignment. This kind of panic can be eliminated with attention to the next step in explicit instruction: modeling. Modeling offers children the opportunity to watch the process unfold before their eyes. Modeling means that the teacher engages in whatever is involved in the learning task *exactly* as students will be expected to perform it. It is so important that the model adheres to the steps delineated in the explanation and maps directly onto the learning task. The researchers add that while this may seem obvious, it is not always what happens in a classroom. They have watched teachers provide great step-by-step explanations, and then ignore these criteria with their own model. They have watched teachers do fabulous demonstrations of a lesson in, for example, editing for correct punctuation. Then the teachers hand students a follow-up activity sheet that may draw upon the same concept, but approaches the task from an entirely different perspective. Modeling is the visual (and sometimes oral) link between the explanation that precedes it, and the students' guided application of the process, which will follow.

### **Principles of effective instruction.**

Anita L. Archer explains six principle of effective instruction:

1. Optimize engaged time/time on task. The more time students are actively participating in instructional activities, the more they learn.
2. Promote high levels of success. The more successful (i.e., correct/accurate) students are when they engage in an academic task, the more they achieve.
3. Increase content coverage. The more academic content covered effectively and efficiently, the greater potential for student learning.
4. Have students spend more time in instructional groups. The more time students participate in teacher-led, skill-level groups versus one-to-one teaching or seatwork activities, the more instruction they receive, and the more they learn.
5. Scaffold instruction. Providing support, structure, and guidance during instruction promotes academic success, and systematic fading of this support encourages students to become more independent learners.
6. Address different forms of knowledge. The ability to strategically use academic skills and knowledge often requires students to know different sorts of information at differing levels: the declarative level (what something is, factual information), the procedural level (how something is



done or performed), and the conditional level (when and where to use the skill).

### **Research finding**

Shali Dwi Qirana, Dr. Dedi Rohendi, M.T. and Jajang Kusnendar, M.T. from Computer and education Science FPMIPA UPI has implemented Explicit Instruction Method in their classroom action research entitled “Penenerapan Metode Explicit Instruction Dalam Memenuhi Kriteria Ketuntasan Minimal (KKM) Pada Mata Pelajaran Teknologi Informasi dan komunikasi” at SMP Negeri 11 Cirebon in VIII class. The purpose of this research is to know student’s score after and before getting Explicit Instruction method. Because from the third researcher feel that the score of students about KKM was lower of target KKM. The instrument in collecting the data is test, worksheet and homework. In fact from this research can get result that score ratably of formative test in cycle I is 67, 52; cycle II is 70, 86; and cycle III is 78, 76. Then, it gets gain normalization of cycle I is 0, 26; cycle II is 0, 10; and cycle III is 0, 27. The third cycle has the low criteria because of different score ratably is not too big. Moreover in this research, they stated that Explicit Instruction method has been used by some researcher in past especially for language n exacta lesson. The result of all their research is that students are competent of the lesson. So, the third researcher gets conclusion action hypothesis is accepted. It means students can fulfill the score of KKM appointed. And students get the high score of KKM that has already determined after using Explicit Instruction Method.

### **Methodology**

This study used classroom action research method. According to Sagor (1992) “action research is conducted by people who want to do something to improve their own situation”. There is a sequence of step developed by Kemmis and McTaggart (1997) adopted in this study. Those are planning, implementing, observing, and reflecting. This research was conducted at SMA Negeri 4 Leihitu. It was located in Seith village of Central of Maluku. The subject of this research was the first grade of class X<sup>3</sup> with the total number was 20 students. In the beginning of this research, it had been done by conducting the preliminary study. After identifying the problem, the researcher analyzed and formulated the problem that all has discussed in chapter 1. Then, the researcher prepared the lesson plan, media facilities, students’ worksheet and a test. After that, the researcher did a treatment. Next, the reflection would be based on the findings during the observation and compared to the pre-determined criteria of success. The result of the reflection would be used to determine the planning for the next cycle. The cycle continued to the next one with the same steps until the target is achieved. The study used the Explicit Instruction method in order to see whether criteria of successes of student’s score among 70 - 100 can be achieved or not. Explicit Instruction method is used in this step. In this step the researcher gave a treatment. The material given really focused on what student’s needs mainly to overcome their problem by using Explicit Instruction method. In implementing of this method, the researcher planed to use two cycles. In every

cycle has three times of meeting. And there was modified activity in teaching learning process in order to prevent students' feel bored. The first cycle was as follows:

A. cycle 1:

- First meeting:

1. Greeting
2. Teacher delivered the aims of learning. Prepared students as well as possible in order to get the point and enjoyable of the material during learning process
3. Explained the method of Explicit Instruction clearly
4. Brainstorming the topic by asking some questions about students' daily life.
5. Wrote students' answer to bring their mind going to what simple present tense is.
6. Explained the topic about "Simple Present Tense" as explicit. Started from the definition, function, pattern and its rule. Gave the example in sentences. And at the time, every rule of the tense students took an important note in color card in their hand each other.
7. Asked students "sit in group" and give an exercise in every group.
8. Asked students to do the group's exercise. The researcher controlled their group work. If any group has not understood yet, the researcher explained more in the group.
9. Asked students to present their work by giving their reason why choose the answer.
10. Guided the discussion. Every group got a turn with different number of the questions. If any different answer, they comment and explain it.
11. Gave an exercise individually and collect it after.
12. Giving Feedback and conclusion.

- Second meeting:

1. Greeting
2. Teacher delivered the aims of learning. Prepare students as well as possible in order getting point and enjoyable of the material during learning process
3. Brushed up the last material about simple present tense.
4. Divided students into group
5. Checked student's understanding by giving a second task
6. Guided students during exercise
7. Teacher provided a feedback

- Third meeting. There was conducted a test (multiple choice) individually for students related to the material by combining both of the first and second tasks.

B. Cycle 2: This cycle had three times of meetings, the same as in the cycle 1. The researcher reviewed the material about simple present tense. Next, students divided into group. And the researcher checked students' understanding

by giving a task. Then, the researcher guided students during the exercise. But in this cycle the researcher gave attention fully for some students were still errors of verb in using simple present tense. And the last meeting, the researcher gave a final test. It would be always revising every meeting moreover when students were still errors in order students had improvement well.

C. cycle 3. This cycle will be done when the action in cycle 1 and 2 do not achieve the criteria of success. This cycle has three times of meeting and the same step in cycle 1 and 2. The researcher will always review the material and will emphasize what students get difficulty in understanding and answering the exercise of Simple Present Tense itself.

### ***Collecting Data***

(1) Test. To measure students' progress after giving treatment, the researcher conducted a test formed multiple-choice at the end of learning (see Appendix 8). It was as basic competence of students' grammar ability in using simple present tense. (2) Observation Checklist. Observation Checklist was used to observe the situation of the class during each cycle of this study though implementing Explicit Instruction method. It was also helped by the English Lesson Teacher. The main components that the researcher observed were situation of the class, participation of the students and students' ability in understanding simple present tense fast. (3) Questionnaire. The last technique in collecting data was the use of questionnaire. The purpose was to gather information from the students, after being taught by using Explicit Instruction method in the end of cycle. It was used to support the primary data from the teaching learning activities and the test.

### ***Indicator of success and Data analysis***

#### 1. Indicator of success

The students' success was when they able to answer the questions that teacher explained before. The students' indicator of success can be achieved by score "good and excellent".

#### 2. Data Analysis

##### 1. Test

a. The researcher had two formulas in analyzing the data. For result of students' test individually of Multiple-Choice, the researcher used the formula of Pantow (1999).

b. The formula of Burhan Nurgiyantoro (2009) to analyze students' Means

$$X = \frac{\sum X}{N}$$

Where: X : Mean  
 $\sum x$  : Total amount of Score  
 N : Total number of Student

##### c. Questionnaire.

To get information about student' response in learning grammar trough Explicit Instruction method was used the formula of Burhan Nurgiyantoro (2009).

$$\frac{F}{N} \times 100\%$$

Where: F : Answer frequency  
N : Number of respond  
100% : Constant number

## Discussion

This research was done in three cycles during four weeks. Each cycles consisted of three times of meeting which started from November 7<sup>th</sup> and ended on December 7<sup>th</sup> 2019. Before implementing this research, the researcher had prepared two cycles. But in the reality, the researcher should be done in three cycles. It happened because of students' need during teaching learning process.

### *First Cycle*

The first cycle was conducted on November 9<sup>th</sup> 2019. It consisted of three times of meeting. At the first meeting, researcher made pre- test in order to know students' grammar ability as baseline before the treatment. Then, the researcher explained briefly about what will be done when the researcher implements the Explicit Instruction method in teaching simple present tense. As a pre activity, the researcher brainstormed the topic by asking some questions about students' daily life. Students mentioned what they usually did. Then the researcher started to bring student's mind going to the topic "simple present tense". The researcher explained the simple present tense clearly. It started from the definition, the function and its form-positive, negative and interrogative sentences. The forms were explained detail in order to understand well. Next, the students were divided into 5 groups. Each group consisted of 5 students just the one group was 4 students. Then, the researcher gave first and second exercise to build up student's knowledge related to material. The first exercise was about use the word in parentheses to complete in positive with addition s/es and negative sentences itself. And the second exercise was about complete the story with the correct tense based on the picture. Meanwhile, the researcher controlled students during exercise. Honestly there was second group was poor for answering the exercise. The researcher sit together with their group explained more about "addition s/es". Then, the researcher gave time for each group to present their result. To make it run smoothly, the researcher guided the discussion. So every question given, students must explain their reason why is correct or incorrect. So every group got a chance to answer with different question given. After done, then the researcher gave the exercise individually. Next the researcher provided a feedback. There was no question from them. Then, the researched asked one student made conclusion what she understood about the lesson at the day. Moreover, the second meeting was done on November 13<sup>th</sup> 2019. The researcher brushed up the last material. Some students answered what they knew. After that the researcher went to the material about auxiliary be and Do. How the auxiliaries was used in simple present tense. The researcher explained it briefly. Next, students were divided into 5 groups as usually but it was not same students in group before. The researcher gave the forth exercise about "Write verb Be in sentences based on the picture". And the fifth exercise is "complete the sentences with the words in parentheses. Use the Simple Present of the verbs". And students did it in each group while the researcher controlled in every group. After that, the researcher gave time for each

group discussed their result. And the researcher asked what the answer was in every number. Every group had a turn to answer it. Then, the researcher gave a feedback. There were just two students asked the question, than the researcher answered and explained it. To know students' understanding again the researcher wrote one question on the board, and almost of the students answered it together. Then, the researcher asked students to make conclusion. And one of the students made it. Furthermore, the third meeting was done on November 16<sup>th</sup> 2019. In this meeting, the researcher conducted a test to measure students' improvement in learning simple present tense after treating the students with Explicit Instruction method. It can be said that most of students had not made much improvement in this cycle. Overall, the students' test result was poor. It shows that 1 student or 4 % of the student was at the good level. This student could answer the questions correctly. The student's understanding was better than others. Then, 9 students or 37% of the students were at the average level. However these students still failed in putting the auxiliary "Be" in simple present tense. Moreover, 14 students or 50% of the students were at the poor level. These students had not understood yet mostly in verb of the third singular person in additional s/es and put the auxiliary "Be". They had not been able to differentiate about the auxiliary "Be" and "Do and does".

#### ***Reflection of the first cycle***

By looking at the data from students' test result and observation checklist, the researcher then made collaboration with the classroom teacher to reflect the treatment offered in that cycle. It was found that there were some problems happened in that cycle. Firstly, most of the students made error in additional s/es for verbs of the third singular person, students did not put additional s/es. Students made errors when transforming verb of the third singular person such as "She **read** the book all the day". Therefore it should be "She **reads** the book all the day". Moreover, it was also discovered for verbs of the singular name of people. For example, students' errors like "Sara **know** Ali". Therefore it should be "Sara **knows** Ali". Of course, students' understanding about additional s/es for verbs is very poor. In addition students' problem was in classroom activities when the researcher implemented the action in this cycle. Students' participation was really low. The students looked passive and stiff. Besides that, students seemed confused about arranging and completing the sentences. That made inactive students preferred to be silent and just let the active students presented their work. In fact, there were 9 students actively during teaching learning process. This phenomenon happened because of the method was a new and strange for the students. Whereas, it was something explicit especially simple present tense for them. It looked like opening students' eyes and brushing up student's knowledge again. So it was not directly absorbed by their mind but as still like introducing in students' mind. Those problems above guided the researcher and classroom teacher to concentrate on them for the next cycle. In the second cycle would be explicit explaining. Even it would be more detail for specific lesson that made them still confusing as like additional s/es and the auxiliary "Be" of simple present tense. And the researcher would control more when students did the exercises. It was because of inactive students sometimes needed to explain as individually when they were in group

just they aware and their mind was opened. Then, for the activities that students discussed their answering and gave their reason would be given more opportunity for inactive students explained their answering. In order not only just looked the active students' opportunity to work fully during teaching learning process but also the inactive students' opportunity.

### ***Second cycle***

Based on reflection on the first cycle, the researcher and teacher then discussed and planned the next cycle to overcome the problems in first cycle. The second cycle also consisted of three meeting. The first meeting was held on November 20<sup>th</sup> 2019. At the beginning of this meeting, the researcher explained again, what had been done when students learnt simple present tense trough Explicit Instruction method. The researcher also motivated the students to be more participating in the lesson activity. To start the lesson, the researcher attracted students' attention by showing pictures. In order to brush up students' mind about what they got before. The researcher had prepared the picture related to problems especially that students had not still understood yet in first cycle either auxiliary "Be" or additional s/es. From that, the researcher tried to bring students' mind to arrange the sentences based on the picture looked by giving examples. The researcher explained more about verbs with the third singular persons or noun of people. Unforgettable, the researcher also classified the auxiliary "Be" of simple present tense itself. Next, as usually students divided into 5 groups. The researcher gave exercises in each group. During students in group were doing the exercises, the researcher most control them. After that, students discussed their answer. The researcher guided the activity. Directly the researcher started with asking different question of the exercise in every group. So each group got return to answer the exercise till finished. Student answered by explaining their reason why is correct. There was one group answered incorrectly. Then, the researcher asked others group whose group had different answer without saying the answer before was incorrect. So that, from others group's explaining, just researcher compared based on what students learnt before. It made students got the point easily. In return for this, students asked to back in their seat. And they did an exercise individually. After finished it, the researcher collected it. The last, some students were asked to give conclusion. The second meeting was done on November 23<sup>th</sup> 2019. The researcher tried to modify this method. So students sit in group as usually. Then, every group got a cut of color paper which written words included subject-verb agreement. The exercise was about jumble words to rearrange in a proper sentence. But before students did the jumble words the researcher explain how students identified subject-verb agreement as explicit. Then, the researcher asked students arranged the jumble words in a correct sentence by limited time. So, which group was faster than others was the winner. Every group was busy with their work while the researcher controlled them. So each group just arranged on each group's table. And they had responsibility to explain their answer. After that, each group presented their work result. .Next the researcher gave the next exercise is about complete the passage with the correct form of the verbs. After that, each group presented their work result. But, there was one group answered incorrectly. So others group gave command than became

a nice interaction. The researcher took position on it. Furthermore, the last meeting was conducted on November 27<sup>th</sup> 2019. In this meeting, the researcher gave a test with the aim to measure students' improvement in learning simple present tense after the treatment. The result was students made a good improvement. The result showed that 10 students or 42% of the students were at the good level. Those students could almost answer the questions correctly. The student's understanding was better than others. Then, 9 students or 37% of the students were at the average level. However these students had understood to put the auxiliary "Be" in simple present tense but they failed to additional s/es of the third singular person. Moreover, 5 students or 21% of the students were at the poor level. These students had not understood yet mostly in verb of the third person singular in additional s/es and put the auxiliary "Be" itself.

#### ***Reflection of the Second Cycle***

After implementing the method and conducted the test, the researcher than collaborated with the classroom teacher to evaluated and analyze the result in the second cycle. This was based on the data from students' test result and observation checklist. It was found that students were able to analyze the correct verb of the subject of the simple present tense. However, the students had problem when they transformed the verbs of the third singular person. In fact, they faced difficulties in adding –es to the infinitive. The students were inclined in adding –s to the infinitive although it ends in -s, -sh, -ch, and consonant y. In addition, students' participation in classroom activities in this cycle was better than before. Students who looked passive and stiff became active involved in doing all the activities. They became confident to do the work and presented it although there were few errors they still made.

#### ***Third Cycle***

Based on the reflection in the second cycle, the researcher discussed the problem faced by students with the classroom teacher and planned next cycle. In the third cycle, the researcher might focus on the use of the verbs of third singular person in which should be added by –s/es to the infinitive. The activities that had been prepared would raise students' understanding of how to add –s/es to infinitive. As like the previous cycles, this cycle also consisted of three meeting. The first meeting was conducted on November 30<sup>th</sup> 2019. The researcher started this meeting by bring students' attention about additional s/es. The researcher explained the rule as explicit. The researcher gave example how to determine the correct verb of the subject of the third singular person. Moreover, the researcher gave an interesting note about addition s/es, all students got it. The point was in order students remembered and understood easily about the rule on its form. Next, the teacher divided into 5 groups and share out an exercise for every. The exercise was about use the verbs italic to complete the sentences. During students were doing exercise in group, the researcher controlled their work in order to understand more about the material. Then students got an exercise about find the error verbs then add –s or –es where necessary. After that, every group had the opportunity to present their group result in front of the class. At the moment, the researcher sometimes gave question in order to know students' understanding about the rule of simple present tense. Other group also was allowed to give a

question toward their friends' work result. Every group built a good discussing by asking and answering question each other. Sometimes students then revised their group work result and corrected it helped by the researcher. After that, students got an exercise individually. Moreover, the next meeting was done on December 4<sup>th</sup> 2019. In this meeting the researcher brushed up the previous material by giving some questions in order to know students' attainment in understanding the material. Followed by that, the researcher divided students to sit in group as usually. Then, each group got exercises including a whole exercise specially in understanding Simple Present itself. They were asked to choose the suitable verbs in simple present tense. After that, they discussed their answers in each group while guided by the researcher. Then, the researcher asked each student together analyzed and corrected their friends' work result. Finally, the students gave explanation about the pattern, form and rule of simple present tense. Furthermore, the last meeting was held on December 7<sup>th</sup> 2019. The researcher did a test to measure students' improvement after the third cycle. After that, the researcher analyzed and tabulated the data. Overall, the students showed a good progress in teaching and learning simple present tense of verb trough Explicit Instruction method. From the percentage above, it was appeared that eight students or 33% of the students were at the very good level. Then, thirteen students or 55% of the students were at the good level. Those students at the very good level and good level could analyze sentences of simple present tense, match the correct verbs and transform the correct verbs of the third singular person. Moreover, tree students or 12% of the student were at the average level. Those students had little difficulty in transforming the verbs to make it agree with the subject.

#### ***Reflection of the third cycle.***

After implemented method and did the test, the researcher then analyzed the result. It was found that the students made good progress. The students could analyze the simple present tense correctly. They also could use the correct verbs of the subject-verb-agreement in simple present tense. Beside that, the students also were able to transform the verb of the third singular person in simple present tense. In addition, the data showed that the students had achieved the indicator of success, where most of students reached the score 70-100. Therefore, the students' mean was 78. Moreover, compared with two previous cycles before, the students' participation during the grammar lesson was totally improved. Overall, as the researcher noticed, all the students seemed to enjoy activities and stayed on task. There were no students tended to be passive and silent anymore. Whereas, they became willing to do their work then presented it, although they should compete each other. The last, the students became interest, enjoy and active in teaching and learning process. Furthermore, the data showed that students' grammar ability in learning simple present tense was improved. As a result, the researcher was success to implement the method and the students had achieved the standard of success criteria. Finally the researcher decided to stop the cycle.

#### **Discussion**

Based on the result of data analysis, it can be concluded that students made good progress in understanding and using the correct grammar especially in using



subject-verb-agreement of simple present tense. Precisely, the progress that shown by the data above answered the research question. Students' progress in learning simple present tense after implementation of Explicit Instruction Method can be seen in the result of students' test after implementing the method. At the first cycle of the study, the pre- test result showed that the mean of score was 29,5 which showed at the poor level. Then when the method was implemented, the researcher found that 58% of the students made errors in determining the auxiliary Be and Do. Beside that, the students also got difficulties in matching the correct verb of the subject. Furthermore the students' mean in this cycle was 52,9 that showed at the poor level. It means the researcher must try to be better for the next cycle. The researcher and classroom teacher then decided to move to next cycle after evaluated and analyzed the data in the first cycle. Those data helped the researcher to plan other activities for the second cycle. After the implementation the Explicit Instruction Method in the second cycle, the researcher then conducted test to measure students' achievement. It was found that students were able to analyze simple present tense of the auxiliary verb of the subject. However, they had problem when they should transform of the third singular person. In fact, the students were inclined to add *-s* to the infinitive even though it ended *-s*, *-sh*, *-ch*, and consonant *y*. Additionally, the students' test result showed that they were doing up slowly. The mean of students' score for their test result was 65, which mean they were at the average level. In this case, 42% of the students were at the good level. These students got score 70-84. And 37% of the students were at the average level. The students got score 60-69. However, 21% of the students were at the poor level. They got score 40-50. Moreover, although the students were not achieved the indicator of success yet, it could be seen that there was a progress on students' learning. The researcher then moved to the third cycle after reflected and analyzed the previous study. The mean of students' test result in the third cycle was 78 which mean they were at the good level. In fact, 33% of the students were at the very good level. Then, 55% of the students were at the good level and 12% of the students were at the average level. The progress showed that the students could analyze simple present tense of auxiliary verbs in sentences, determine the correct verbs of the subject-verb-agreement and transform the verb of the third singular person. Finally, these descriptions above had answered the first research question.

The second criterion of success is the students' responses during the implementation of Explicit Instruction Method. To answer this question, the researcher used questionnaire. The researcher then distributed questionnaire for 24 students of grade X<sup>3</sup>. The questionnaire contained 10 questions that needed Yes or No answer and students' reason why said Yes or No. After the questionnaires were filled, the researcher then organized and tabulated it to get the data. Moreover, the data was taken from the questionnaire were: In the first question, all the students 100% agreed that grammar is important for them to be learned moreover the tense. Some students commented that grammar is important for them because of helping them to make sentences easily either in writing or oral language. Other said that it helps them more familiar to compose the correct sentences of simple present tense well. The second question, all students 100%

had the same response that they like Explicit Instruction Method for learning tenses. It was a good method. The method can help them to come up their mind. Their reason was because they have knowledge about simple present tense. It helped them understand clearly about the rule, pattern and using in the sentences. For the third question, all students 100% said yes. Their reason was because the material was explained detail. So, they really understood the task than did it easily. There was two students said yes that they understood but sometimes they forget the rules. For the fourth question, all students 100% said yes, they had recognized the sentences of simple present tense. It was because of explaining as explicit from the researcher. For the fifth question, 20 students or 83% stated Yes that Explicit Instruction Method gave improvement in answering the questions individually. According to the student, they could determine the auxiliary verbs of a subject and transform the verbs in sentences of simple present tense correctly. However, 4 students or 14% said that they still failed faced a little difficulty in transforming the correct verbs of subject. For the sixth question, all students or 100% felt more active in doing exercises during teaching learning process. It was because of their understanding better in simple present tense. Other said the researcher always guided them showing and telling how to do it in group. So they felt spirit and active in doing the activities in the class. For the seventh question, all students or 100% said yes, they said this method improved their knowledge during teaching learning process. Their understanding about simple present tense was better than before. Toward the eight question, 20 students or 83% stated No that during teaching learning process they did not get difficult in doing exercises. They understood about simple present well. However, 4 students or 14% said that they still failed faced a little difficulty in transforming the correct verbs of subject. For the ninth question which asked whether Explicit Instruction method need be used in teaching grammar in order helping students' understanding about grammar itself. They absolutely stated Yes. They though they need be explained any material about the tense etc as explicit for them. After they understand about the knowledge they need collaborate in group. So they can apply what they understood and prove it on the sentences. They need more exercises to practice it. That is why they agreed to always using the Explicit Instruction method in teaching grammar. For the last question, all the students 100% agreed that the Explicit Instruction method motivated them to study. Before this, they were lazy in studying the grammar. But after the Explicit Instruction Method was applied they felt confident to answer every question in group or individually about the grammar. However they became enjoy involved in every repeated practices.

The researcher also used observation checklist with the intention to see the classroom activities toward the implementation of Explicit Instruction Method. Based on the observation from the first cycle until the third cycle, most of the students of grade X<sup>3</sup> gave good responses during the implementation of Explicit Instruction Method in teaching and learning process. In the first cycle, it appeared that the students' participation during the classroom activities was low. The students looked passive, stiff and confused of how to do the exercises. Therefore, there were only 8 students actively when did and presented the work, whereas the passive students preferred to be silent. This problem happened because the

method applied was new and strange for the students. So it looked like opened their mind then started to be aware to accept the knowledge. So, they had not understood the tense directly. They need more exercises in teaching learning activities. However, at the previous study, the students were not always explained as explicit especially about the grammar by the teacher. As a result, it made the students reluctant to participate in learning process because of there was no knowledge about the lesson itself. That's why; they always did the exercises of grammar incorrectly. Moreover, in the second cycle, students' participation showed progress. The students who looked passive and stiff in previous cycle became active involved in doing activities. In addition, they did not tend to be silent anymore; however they become confident to do the work and presented it. Besides, the students did not seem confused, whereas they could adapt to classroom activities. Just few students still looked confused about the inductive activity in which they need a few more explaining as explicit individually when they did the task in group. Furthermore, when, the researcher continued to the third cycle, the students' participation in learning process was totally improved rather than the two previous cycles. The students appeared to enjoy the activities and stayed on the task. They did not tend to be passive and silent. However, they were able to do their work then presented it. In addition, the new method was acceptable and adaptable by the students. In means that, the students became interest, enjoy and active in the learning process.

### **Conclusion**

Based on the result study that has been described clearly in previous chapter, the researcher concludes as follows: Principally, teaching grammar especially tenses is really important to be learned. As shown by implementation of Explicit Instruction Method in teaching simple present tense. Students' ability in analyzing sentences by determining the correct verb tense and using the correct subject-verb-agreement was improved. The students know how to use the correct verb of the subject and how to transform the verb if the subject is the third singular person. In addition, the students also can recognize the sentences of simple present tense using adverb of time in the sentences correctly. The implementation of Explicit Instruction method also improves students' participation in learning process. The students who did not show their enthusiasm, curiosity and interest toward the classroom activities became involved in doing all the activities. Besides, the students did not tend to be passive and silent anymore, however they appeared to enjoy the activities and stayed on task. Those facts lead the researcher and the classroom teacher to the conclusion that the improvement of students' grammar ability of simple present tense and students' participation in learning process in SMA Negeri 4 Leihitu has been attained trough the implementation of Explicit Instruction Method.

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