

## AN ANALYSIS OF TEACHER'S TEACHING GRAMMAR APPROACHES USED FOR TEACHING PAST TENSE AT KRESNA ENGLISH LANGUAGE INSTITUTE IN PARE KEDIRI

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**Abstract:** This study analyzed teachers' teaching grammar approach in teaching past tense to HP 2 levels class at Kresna English Language Institute in Pare Kediri. The researcher chose Kresna because many people said that Kresna is a good course for grammar. The aims of this study were to describe teachers' approaches in teaching past tense. The method of this research was descriptive qualitative research. The respondents of this research were two English teachers teaching past tense at Kresna English Language Institute in Pare Kediri. The data were collected through interview guide. The findings of this research were both teachers achieved three indicators: presentation, oral or written practice, and identifying the rule of the pattern. It can be concluded that two teachers used the deductive approach in teaching grammar especially teaching past tenses.

**Keywords:** *past tense, deductive approach, inductive approach*

### A. INTRODUCTION

Teacher is one of important components in the teaching learning process. Teaching itself is a complex act (Ornstein & Lasley, 2000, p.36). It means that teaching is very difficult act because background of the students must be different, such as different expression, attitude, experience, etc. So teacher must show students what the language means and how it is used, what the grammatical form of the new language is, and how it is said and written. Ornstein & Laslay (2000) state "becoming teacher is an extraordinary complex venture". They explain the teachers should know how to plan, what to teach (objective), how to determine, how to teach (methods), how to consider what is taught (reflection), and how to determine whether students learn the requisite concept (assessment).

The deductive approach is derived from the concept that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first and then their applications are treated (Widodo, 2006). It means that when the teachers use the deductive approach, the teachers' reason from the general to the specific.

The inductive approach is a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context. The students learn the use of the structure through practice of the language in context, and later

realize the rules from the practical examples (Goner, et al., 1995, pp. 135-136). In conclusion, the inductive approach is the teachers' reason from the specific to the general.

In this research, the researcher conducted a descriptive research about teachers' approach in teaching grammar of past tense at Kresna English Language Institute in Pare Kediri with teaching grammar approaches method. The researcher chose Kresna English Language Institute because the quality of students' grammar which has finished their study there could be said good (as indicated by the testimonial interviews with some alumni and testing them). In this case, the researcher interviewed and tested two students who have finished their course from Kresna about their grammar skill and they both showed good grammar competence. Therefore, the approaches used by the teachers there in teaching grammar was worth analyzing. To do this current research, the researcher focused on analyzing the teachers' teaching approach in teaching grammar, especially in teaching past tense.

Teaching past tense was chosen as the focus in this study because the past tense is o language or the context than present tense. As we know that learning the past tense means have to learn the form of V2 as well. So, it was not enough, if learning the past tense without learning the form of V2.

## **B. REVIEW OF RELATED THEORY**

### **2.1 Teaching Grammar**

#### **2.1.1 Definition of Teaching Grammar**

Teaching Grammar “involves any instructional technique that interests learners' attention to some grammatical. So, it helps them to understand and process it in knowledge and production so that they can internalize it” (Lewis & Ellis, 2006). “One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric” (Azar & Samuel, 2007).

It means that teaching grammar is to show how the language works and show how the language uses. The accurate teaching of grammar guides learners is how to use the language correctly. Teaching language without grammar will make learners confused and difficult to understand how the language uses. So, teaching grammar is very important and teaching with a good knowledge of grammar it can help the learners understand the language well.

### **2.2 Teaching Grammar Approaches**

In the case of grammar teaching there are two main approaches. There are deductive approach and inductive approach. Even though, the fact that deductive and inductive approaches have the common goal of teaching grammar, but they are different from each other in terms of way of teaching.

### 2.2.1 Deductive Approach

According to Thornbury there are three basic principles of a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. After that, students make practice with the rules and produce examples by themselves at the end of the lesson (Thornbury, 1999). Deductive approach is derived the notion that deductive reasoning from general to specific (Widodo, 2006, p. 13). It means that learners study grammar rules before they applied the rule by doing exercise.

According to Allen & Valette (1994) teaching grammar deductively consists of the three steps below:

- a. Statement of the rule or pattern

At the first presentation, teachers explains the rule or the pattern that they want to teach to their students. This can be conducted by “written” or “oral”.

- b. Imitation of the sentence that teachers give in example

After teachers explain the rule and give the examples in a sentence, students are asked to make their own sentences based on the rule that teachers have already explained.

- c. Practice the new pattern

When understanding the pattern or rule, students are expected to do more practices about that new pattern. By this way, they can easily memorize the rule and make sentences in written or oral.

### 2.2.2 Inductive Approach

According to Nunan, (1999) inductive approach means as a process where learners find the grammar rules themselves by examining the examples. Inductive approach learners are given samples which include the target grammar that they are going to learn. Then the learners work on the example and try to find the rules themselves. When students have already found the grammar rules, then they practice the language by making their own example (Thornbury, 1999). Those arguments can be concluded that by using inductive approach to teaching grammar, teachers state the rule to the students or students identify the rule by themselves.

According to Allen and Valette (1994) three are three steps of teaching grammar inductively:

a. The examples' presentation

When teachers want to apply the inductive instruction in teaching grammar, they have to present the examples at the first time before the formula or rule is given. They have to give some logical examples or contextual in order to that students are able to understand the matter easily.

b. Oral or written practice

After the examples of the material are provided by teachers at the first time of learning, students are asked to practice making other examples.

c. Identifying the rule of pattern

The last step, teachers can tell the students the rule of the material, or students may be asked to conclude the formula of the rule by themselves.

### C. RESEARCH METHOD

The design of this research was descriptive research. This research was called descriptive because it would describe the teachers' implementation in the classroom. Houser (2008) states that descriptive research aims to "provide a description of what causes an event". In this matter, the researchers used a descriptive research to find out the approach used by the teachers of Kresna English Language Institute in Pare Kediri based on the teachers' activities in teaching past tense. Besides, this study considered the result of data analysis based on the result of interview.

#### 1. Informants

The informants of this research were the teachers at Kresna English Language Institute in Pare Kediri. There were some teachers who teach different subjects and different levels in Kresna. But, the researcher just would focus from the teachers who teach grammar, especially in teaching past tense or in HP 2 level class. The researcher only chooses two teachers to interview

#### 2. Instruments

The research used interview questions list for guiding the interview. The interview question list was used to get the information from the teachers about how they teach past tense.

#### 3. Data Analysis

1. The researcher organized the data from the result of interview the teachers in teaching past tense.
2. After organizing the date, the researcher analyzed the data from the result of interview to know what grammar approach that they used in teaching past tense. The analysis was based on the procedures, activities, and steps of teaching past tense applied by the teacher.
3. After analyzing the data, the researcher described the approach that were commonly used by the teachers and how they applied them.

Deriving conclusion

## D. FINDINGS

### 4.1.1 Teaching grammar approach applied by teacher 1

Based on the result of the interview with the teacher 1, it can be inferred that he tended to apply deductive approach. The followings were some of his activities that showed how the teacher 1 implemented deductive approach by researcher's interview. Three steps of teaching grammar deductively applied by the teacher were: Statement of the rule or pattern, Imitation of the sentence that teachers give in example, and Practice the new pattern.

#### 1. Opening the lesson

According to teacher 1, he usually began the lesson by reminding the previous lessons. Example, the lesson of the previous day is present tense. He has one of the students try to make an example of a sentence in present tense and try to mention the pattern of the sentence he has made. For example the student made a sentence "*We play football every morning*". The teacher then asks the student to identify the pattern. The student would say *We* is the subject (S), *play* is the verb (V) and *everyday* is the time signal.

#### 2. Introducing the topic

Based on the teacher 1's explanation, he introduced the topic by showing a video, reading newspaper, talking about an event in the past, etc.

By showing a video, reading newspaper, talking about an event in the past, etc. The students got the context being discussed that occurred in the past. Hence, the teacher was easily able to introduce the topic of the day i.e. past tense, the tense that tells about a past event.

#### 3. Doing core activities

Based on the Teacher 1' explanation, he wrote down in the white board the tense pattern first. Then, he continued to make a sentence of past tense. For example, he wrote the pattern: (positive) **S + Simple Past (V2) + O**; (negative) **S + Did not + Simple Form (V1) + O**; (interrogative) **Did + S + Simple Form (V1) + O** and an example of sentence of each pattern. For the positive sentence he wrote "*She brushed up the English lesson last night*". For the negative sentence, he wrote: *she did not brush up the English lesson last night*. And for interrogative sentence he wrote: *did she brush up the English lesson last night?*

Afterward, he posed a sentence and then tried to match the sentence with the pattern. For example, he wrote "*They went to Surabaya yesterday*". He then matched the sentence with the pattern he had already written. He explained to the students that *they* is subject (S), *went* is verb (V2), *Surabaya* is place or complement, and *yesterday* is the time signal. After the students understood, teacher 1 gave an opportunity to the students to make some sentences in past tense and then asked the

#### 4. Closing the activities

According to teacher 1, he closed the lesson by making a conclusion that whatever happened in the past, related to the past time signals (*yesterday, last week, last month, last year, etc.*) or past events, it is past tense. Besides, he also gave a final example like "*He visited me yesterday*". This example was used to make the students remember the pattern of the simple past. He also emphasized the importance of time signal in constructing the sentence. According to teacher 1, to make the students always

remember the past tense, it is better that the students understand well the time signals of the past tense.

#### 4.1.2 Teaching grammar approach applied by teacher 2

Based on the result of the interview with the teacher 1, it can be inferred that he tended to apply deductive approach. The followings were some of his activities that showed how the teacher 1 implemented deductive approach by researcher's interview. There were three steps of teaching grammar deductively applied by the teacher, they were Statement of the rule or pattern, Imitation of the sentence that teachers give in example, and Practice the new pattern.

##### 1. Opening the lesson

According to teacher 2, he always began the lesson by reminding the previous lessons. Example, the lesson of the previous day was present tense. He had one of the students try to make an example of a sentence in present tense and try to read it aloud. For example, a student made a sentence "*I study English everyday*", the teacher then asked the student to read the sentence aloud. After that the teacher made a brief conclusion about the previous lesson to the students.

##### 2. Introducing the topic

Based on the teacher 2's clarification, he usually introduced the topic by talking his experiences or telling a story about his past experience to his students. For example, he told "*Kemarin saya dengan teman-teman saya mencari makan di warung An-nur. Setelah selesai makan, kita tidak langsung pulang tetapi kita ngobrol sampai azan maghrib tiba*" (yesterday I and my friends look for the foods in

*An-Nur restaurant. After eating, we did not go home but we talked about something until Azan Magrib*). By telling the story, teacher 2 led the students to get the context that it would discuss of the day. It means that to make the students understood the lesson easily, teacher 2 gave an example in form of a story about a past event or something happened in the past.

##### 3. Doing core activities

To start the core activities, teacher 2 wrote down on the white board to make the formula and the sentence of past tense first. For example the formula; positive formula **S + Simple Past (V2) + O** negative formula **S + Did not + Simple Form (V1) + O** interrogative formula **Did + S + Simple Form (V1) + O** and example for the sentence; positive sentence *we studied English lesson last night* negative sentence *we did not study English lesson last night* interrogative sentence *did we study English lesson last night?*

Then, teacher 2 explained both of them to students. Afterwards, he made some small group of students to discuss the topic and then he had students one by one try to make some sentences of past tense and read it.

##### 4. Closing the activities

To close the lesson, teacher 2 usually used the sentence that related to the time signal. The types of time signal for simple past were *yesterday, last week, last month, last year, etc*. So teacher 2 concluded that whatever happened in the past or anything related to the past that was simple past tense and past tense always use second verb form (V2) not first verb form in the positive sentence (V1). For example "I ate grilled chicken yesterday" *ate* is second verb form from *eat* and *yesterday* is the time signal from past tense.

## **E. Discussion**

In general, the two teachers applied deductive approach in teaching grammar. The two teachers in this case began the grammar lessons by explaining the rules/patterns first, then asking their students to construct sentences in accordance with the rules/patterns. However there were some similarities and differences in the application of the activities. The following were the similarities and differences of the activities application done by the two teachers.

### **Similarities of the activities shared by the two teachers**

In opening the lesson, teacher 1 and teacher 2 usually began the lesson by reminding the previous lesson before they introduce the topic. They had one of the students try to make an example of sentence about present tense and tried to read it. After that they made a little conclusion about the previous lesson to the students. They reminded the previous lesson to the students to ensure that the students had mastered the previous lesson or not.

In introducing the topic, teacher 1 and teacher 2 usually introduced the topic to students by telling a story about past event or talking about their experiences. Then, they had the students try to guess the topics of the stories or their experiences.

In the core activities, teacher 1 and teacher 2 wrote down on the white boards to make the patterns of past tense first. They then explained the patterns to the students. After the students understood, they gave an opportunity to the students to make some sentences in past tense and then asked the students to match the sentences with the pattern. In other words, the students made sentences based on the patterns in the same way as teacher 1 did. If there were some students who made the incorrect sentence, teacher 1 and teacher 2 re-explained to the students and then they had the students revise the sentences. And if the students still had difficulty understanding constructing the correct sentence while the time was up, they came to their students and taught them privately.

In concluding the lesson, teacher 1 and teacher 2 usually used sentences that were related to the time signal: yesterday, last week, last month, last year, etc. So they concluded that whatever happened in the past, related to the time signal or anything related to the past were simple past tense.

### **Differences of the activities applied by the two teachers**

In opening the lesson, teacher 1 usually began the lesson by reminding the previous lesson before he introduced the topic of the day. However, he sometimes did not remind the previous lesson to students. In other hand, teacher 1 sometimes used a small talk or just asked the students' condition. On the other hand, teacher 2 always began the lesson by reminding the previous lesson before he introduced the current topic.

In introducing the topic to the students, teacher 1 usually introduced the topic with show the video, newspaper, short story, talk the event in the past, etc. and then, he had students tried to guess the time signal and the topic. But teacher 2 usually introduced the topic by talking his experiences or recount text to students. After talking his experiences or recount text, teacher 2 had students try to guess the time signal and the topic.

In core activities, teacher 1 and teacher 2 wrote down in the white board to make the pattern and the sentence of the past tense. Afterwards, teacher 1 posed a sentence and then tried to match the sentence with the pattern. He then matched the sentence with the pattern he had already written and explained to the students. After the students understood, teacher 1 gave an opportunity to the students to make some sentences in past tense and then asked the students to match the sentences with the pattern. But teacher 2 just explained both of them to the students without matching the sentence with the pattern to the students. And after the students understood, teacher 2 gave an opportunity to the students to make some sentences in past tense.

In this section, teacher 1 never made a group of the students but the students did their work individual way. But teacher 2 made some small group of students to discuss the topic and then he asked the students one by one tried to make some sentences of the past tense and mentioned it.

#### F. **Conclusion**

The research was done by analyzing teacher's approach in teaching past tense at Kresna English Language Institute in Pare Kediri. Based on the analysis to the teacher's techniques done by Teacher 1 and Teacher 2, it can be drawn the conclusion as follows:

Teacher 1 and teacher 2 both of them applied deductive approach in teaching past tense. They began the lessons by explaining the rules first, then asking the students to make a sentence in accordance with the rules. Even thought, they had the same way in teaching past tense. There were some similarities and differences in the application of the approach. However, they had similarities and differences in the application of the approach. But the aim of the application was the same.

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