Students' Perception about Explicit and Implicit Methods in learning Tenses in SMP DDI Mangkoso

Submitted to the Faculty of Cultural Sciences of Hasanuddin University
in Partial Fulfillment of Requirements to obtain Bachelor Degree in
English Department

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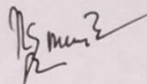
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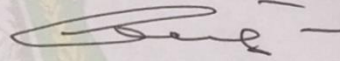
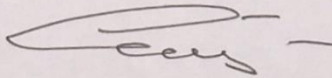Makassar, January 14th 2021

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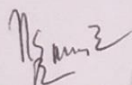
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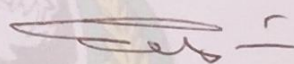
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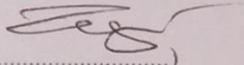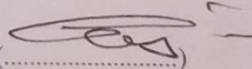
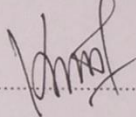Today, February 9th, 2021, the Board of Thesis Examination has kindly approved a thesis by

WINDA HARTIWI KUSWANTY (Student Number: **F21116508**) entitled:

STUDENTS' PERCEPTION ABOUT EXPLICIT AND IMPLICIT METHODS IN LEARNING TENSES IN SMP DDI MANGKOSO

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Makassar, February 9th, 2021

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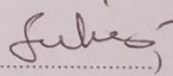
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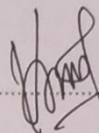
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The thesis of **WINDA HARTIWI KUSWANTY** (Student Number: **F21116508**) entitled, **STUDENTS' PERCEPTION ABOUT EXPLICIT AND IMPLICIT METHODS IN LEARNING TENSES IN SMP DDI MANGKOSO,** has been revised as advised the examination on Tuesday , February 9th, 2021 and is approved by the Board of Undergraduate Thesis Examiners:
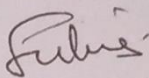
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Makassar, 11 Januari 2021

Yang menyatakan,

Winda Hartiwi Kuswanty

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TABLE OF CONTENT

ABSTRACT

WINDA HARTIWI KUSWANTY. *Students' Perception about Explicit and Implicit Methods in Learning* (supervised by **Nasmilah** and **Abidin Pammu**).

This research is conducted using qualitative and quantitative approach. The objectives of the research are to find out whether there is an improvement of the students SMP DDI Mangkoso, to find out students' perceive about explicit and implicit method in learning grammar and to investigate which method is more effective between implicit method and explicit method in understanding English tenses based on students' perceptions.

The research setting is conducted in SMP DDI Mangkoso. There are 18 students in class VIII/a who are taught English tenses using implicit method and 8 students in VIII/b class are taught English tenses using explicit method.

The research finds that implicit method is proven to increase students' score in understanding and using English tenses. Furthermore the students are more active in the learning process using implicit method. Based on the researcher's observation and students' responses, both implicit method and explicit method can create enjoyable in learning process atmosphere although the students had difficulty understanding tenses at the beginning of teaching using an explicit method.

Keyword: **Implicit method, Explicit method, Understanding tenses.**

ABSTRAK

WINDA HARTIWI KUSWANTY. *Students' Perception about Explicit and Implicit Methods in Learning* (dibimbing oleh **Nasmilah** and **Abidin Pammu**).

Penelitian ini dilakukan dengan pendekatan kualitatif dan kuantitatif. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan pada siswa SMP DDI Mangkoso dalam memahami tenses setelah diajarkan menggunakan metod eksplisit dan implisit, mengetahui pemahaman para murid tentang metode Eksplisit dan Implisit dalam pembelajaran tata bahasa menyelidiki metode mana yang lebih efektif diantara metode implisit dan metode eksplisit dalam memahami English tenses berdasarkan persepsi siswa.

Penelitian ini dilakukan di SMP DDI Mangkoso. Di kelas VIII /a terdapat 18 siswa yang diajar tenses bahasa Inggris menggunakan metode implisit dan 8 siswa di kelas VIII /b diajar tenses bahasa Inggris dengan menggunakan metode eksplisit.

Hasil penelitian menemukan bahwa metode implisit terbukti dapat meningkatkan nilai siswa dalam memahami tenses bahasa Inggris dan siswa lebih aktif dalam pembelajaran tenses dengan menggunakan metode implisit. Berdasarkan observasi peneliti dan dibuktikan dengan hasil kuesioner para siswa, metode implisit dan metode eksplisit dapat menciptakan kenikmatan dalam pembelajaran tenses meskipun siswa kesulitan memahami tenses pada awal pembelajaran dengan menggunakan metode eksplisit.

Keywords : Metode implicit, Metode eksplist, Pemahaman Tenses.

CHAPTER I

INTRODUCTION

1.1 Background

There are several types of languages that spread in Indonesia according to the region and culture. Language is tool used to convey thoughts, ideas, opinions and feelings. Indonesian language is the official language that must be used by all Indonesian people, especially students at the school level. Differed with Indonesian language, English language is reputed as the first foreign language that is considered important in Indonesia for the purpose of absorption and development of scientific knowledge, technology, and cultural arts and to foster and build relationships with other nations in the world (Sharon Krause, 2000). English is very much needed by the younger generations in this modern era, especially for the development of science. However, knowledge about English is still difficult to be understood by the new generations, especially students in schools. For example, tenses are parts of English subject that are still difficult for students to understand because there is still lack of student interest in learning it. Tenses are material that must be taught for all students. Besides being useful for communication, learning tenses also helps school students understand English in a well-structured grammar.

In teaching process especially in the process of teaching English, students are expected to master and understand the material provided. This is based on the purpose of teaching English. Education and teaching is a purposeful process. That is, nothing else but teaching and learning activities are events that are bound, directed at the goal and carried out to achieve the goal (Sardiman, 2009: 57). In order for students to master and understand English well, a number of methods in teaching especially English must be considered by the teacher. However, not all

teachers know the methods that are easy to be applied in the teaching and learning process. On the other hand, the purpose of teaching and learning English must be known by the teacher and the students.

The right method is needed by teachers and students in the process of learning English so that the material provided is easily applied and mastered. Each teacher has different strategy in teaching English. The method applied also depends on the teacher who uses it and the purpose for which the method is used. There are two methods that will be applied in this teaching, including the explicit method and the implicit method. This method is very suitable to be used in teaching English especially in Tenses material.

The explicit method of teaching model is a learning approach specifically designed to support student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught in a step-by-step pattern (Arends in Trianto, 2009: 41). The explicit instruction method can also be interpreted clearly or in detail. This method is very related to grammar or grammar in teaching English. This explicit method is very suitable if used in teaching English in understanding or learning English according to its meaning. But the explicit method is considered very boring by some student in because this method is based on the context of its use. Grammar or proper grammar must be used by students in this method. This explicit method also requires students to master tenses formulas such as (S + V1 + O). Teaching English using the explicit method can make students know small differences in sentences, such as I like a monkey which means I like a monkey and I am like a monkey which means I am like a

monkey. By the process of teaching English using the explicit method, the difference between these two sentences can be known.

Implicit instruction teaching methods can be said to be indirect or implied teaching methods. This method can be used by teachers to teach grammar (grammar) contextually without using grammar rules. That the teaching of grammar must return to the goal of teaching language which is to achieve communicative abilities. Thus grammar is taught when it appears in communication (Larsen, 2000).

This implicit method has been widely applied in schools in teaching English. Modern applied linguists suggest that language be learned unconsciously when communicating. Like a child (in America) who grows and understands English without learning grammar. Examples of implicit teaching are like teaching directly through conversation and then practicing it (saying it).

I.2 Scope of the Problems

In line with the background, the focus of this research is the teaching of English in the mastery and understanding of Tenses for students of SMP DDI Mangkoso using explicit and implicit methods. This decision was taken by considering the importance of explicit and implicit methods as one of the Cooperative Teaching strategies that are useful for improving the achievement of understanding and mastery of English language lessons for the students in SMP DDI Mangkoso. The researcher assumes that there must be some suitable method in teaching that can motivate students to master and understand the material provided. The researcher also hopes that the students of SMP DDI Mangkoso can understand Tenses easily by teaching Tenses using explicit and implicit method.

I.3 Research Questions

Based on the limitation of the problem above, the researcher formulates the research problems as follows:

1. Is there any improvement of the students of SMP DDI Mangkoso in understanding tenses after being taught using explicit and implicit method?

2. How do the students' perceive about Explicit and Implicit method in learning grammar?

3. Which method (explicit or implicit) is more effective in engaging the students in classroom activities based on their perception?

I.4 Objective of the Research

Based on the research questions above, the objectives of the research are as follows:

1. To find out whether there is an improvement of the students SMP DDI Mangkoso in understanding tenses after being taught using explicit and implicit method.

2. To find out the students' perceive about Explicit and Implicit method in learning grammar.

3. To investigate which method (explicit and implicit) is more effective in engaging students in classroom activities based on students' perception.

I.5 Significances of the Research

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretical Benefits

The results of the research are expected to support the theories dealing with explicit and implicit method instruction of teaching Tenses in SMP DDI Mangkoso.

2. Practical Benefits

- The results of this research are expected to give information to the English teachers about using explicit and implicit methods, especially in guiding students to learn Tenses in SMP DDI Mangkoso.
- It is also expected to encourage teachers' awareness of using explicit and implicit methods on teaching Tenses in SMP DDI Mangkoso.
- The results of this study are expected to spur other researchers to conduct further research, either similar research or using this teaching material model to be researched in classroom action research.

CHAPTER II

LITERATURE REVIEW

2.1. Previous Study

In this study the information obtained by researchers from previous studies as a comparison material, relating to weaknesses or strengths that already exist regarding Explicit and Implicit teaching method. In addition, the researcher also sought information from books and theses in order to obtain information that previously existed about the theory related to the title and isused to obtain and understand the foundation of scientific theory.

The information obtained by researchers through the thesis written by Dwiyani Pratiwi, Anita Tri astuti, and Lusi Nurhayati, students of the English Language Study Program FBS UNY with the title "Mapping English Grammar Learning Strategies". This research is a study that describes the English grammar learning strategy from students in the English Language Study Program, Faculty of Language and Art, Yogyakarta State University. In his research, discussing grammar learning, trends or grammar teaching styles explicitly began to be abandoned along with the swift influence of modern learning methods that emphasize more on (one of them) aspects of fluency. Many teachers who leave traditional ways of teaching grammar are explicitly and explicitly deductive. This condition requires students to study grammar independently according to their learning styles.

2.2. Definition

2.2.1. Teaching method

In terms of Yunani language the method comes from two words, namely Meta and Hodos. Meta means 'through' and Hodos means 'road' or 'road'. The method can also be interpreted as a means to find, test, and arrange data needed for development for a particular purpose. But especially in the field of teaching at school, there are several other factors that play a role in determining the effectiveness of teaching methods, including the teacher's own factors, children's factors, and situation factors (Suryo Subroto.1997: 179).

In effective and communicative English learning, there are several opinions in language learning, where teachers, textbooks, and teaching methods are no longer placed as the main factors for success in language learning. In the language learning principle stated:

Teaching strategies are the ways chosen by teachers to teach languages. They include ways to help students identify what they need to learn, process new languages and work with other people to learn. Using the right strategy at the right time can help them learn the language better, and help to make them more autonomous (Spratt, 2005: 22).

According to Richard and Schmidt (2002: 331) learning strategies are generally defined as *"The ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning."*

For teaching strategies for students to be adapted to their learning styles so that learning objectives can be achieved optimally, there are several learning models that need to be applied in learning activities. In practice teaching must be remembered that there is no learning model that is most appropriate for all situations and conditions. Therefore, in choosing the right learning model, attention must be paid to the condition of the students, the nature of the material to be taught, the media facilities available, and the condition of the instructor. The development of learning methods continues to experience changes from traditional methods to more modern methods. The learning method serves to provide a neatly arranged learning situation to provide an activity for students to achieve the learning objectives.

Arends (in Trianto, 2011: 25), selects six methods that are often and practically used in teaching, namely: presentation, direct teaching, concept teaching, cooperative learning, problem based teaching, and class discussion. There is no one learning model that is the best among the others, because each learning method can be felt good, if it has been tested to teach certain subject matter. Therefore, from several existing learning methods it is necessary to select which learning method is best to be applied to a particular material.

The Explicit Method can be used as a teaching approach that can help students learn basic skills and obtain information that can be taught step by step in teaching English. This teaching approach is often called the Direct Teaching Model. According to Arends (in Trianto, 201: 41) Explicit Instruction Model is one of the teaching approaches specifically designed to support student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with a pattern of activities that are gradual, step by step . Explicit Instruction according to Kardi (in Uno and Nurdin, 2011: 118) can be in the form of

"lectures, demonstrations, training or practice, and group work". Explicit Instruction is used to convey lessons that are transformed directly by the teacher to student.

2.2.2. Implicit and Explicit Teaching Methods

(a) Teaching Grammar by Implicit Method

Teaching grammar implicitly involves teaching various grammatical patterns of sentences without paying special attention to forms and without explaining grammatical patterns. Ellis (in Richard and Schmidt, 2002) said that in teaching the grammar of language teachers who deduce grammatical patterns of sentences from sentences, without explanation. Meanwhile Schmidt said that in learning languages language attention to elements of language is still needed. Based on the opinions of these experts, it can be concluded that there are two kinds of language learning strategies (including grammar), namely:

(1) Language teaching strategies by enhancing language learning experiences (exposure) or interactions with various language learning resources such as reading newspapers, watching English-language broadcasts on TV, and communicating with native speakers. The strategy is more oriented to meaning solely and not to the form or pattern of the sentence (purely meaning-oriented).

(2) Implicit teaching strategies that involve forms, language teaching gives full attention to meaning. But when they encounter problems especially in producing language they pay special attention (even temporally) to the grammar used, for example pay special attention to the dominant sentence structure used, pay attention to how people with better language skills speak and then mimic it, and so on .

Schmidt (in Cohen &Macaro, 2007) also asserts that learning grammar is implicitly said to be unconscious learning. That is, students do not have the awareness to apply certain grammatical strategies in learning languages and cannot even control what learning strategies must be applied when dealing with grammatical problems.

(b) Learning Grammar by the explicit method

The explicit method is a teaching approach that can help students learn basic skills and obtain information that can be taught gradually. This teaching approach is often called the Direct Teaching Model. According to Arends (in Trianto, 201: 41) Explicit Instruction Model is one of the teaching approaches specifically designed to support student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with a pattern of activities that are gradual, step by step . Explicit Instruction according to Kardi (in Uno and Nurdin, 2011: 118) can be in the form of "lectures, demonstrations, training or practice, and group work". The explicit method is used to convey material that is transformed directly by the teacher to students.

Kardi & Nur (in Trianto, 2011: 43) states the stages or syntax of the explicit instruction model according to Bruce and Weil (in Sudrajat, 2011: 3), as follows: "1) Orientation, 2) Achievement, 3) Structured Training, 4) Training guided, 5) Independent training". Before presenting and explaining new material, it will be very helpful for students if the teacher provides a framework of learning and orientation to the material to be delivered. The forms of orientation can be in the form of: (1) preliminary activities to find out knowledge relevant to the knowledge that students already have; (2) discuss or inform the objectives of the lesson; (3) provide an explanation / direction regarding the activities to be carried out; (4) inform the material / concept that will be used and the activities that will be carried out during the learning;

and (5) informing the framework of the lesson. In this phase the teacher can present subject matter in the form of concepts and skills. Presentation of material can be in the form of: (1) presentation of material in small steps so that the material can be controlled in a relatively short time; (2) giving examples of concepts; (3) modeling or demonstration of skills by means of demonstration or explanation of work steps on the task; and (4) re-explain difficult matters.

In a study conducted by students of the English Language Study Program FBS UNY Dwiyani Pratiwi, Anita Tri astuti, and Lusi Nurhayati mentioned that there were 2 types of explicit learning methods:

(1) Explicit-inductive L2 Learning

This grammar learning model starts with looking at specific sentence examples and analyzing grammar rules. (De Keyser (in Cohen & Macaro, 2007) calls this grammar learning model 'rule discovery'.

(2) Explicit-deductive L2 Learning

With this grammar learning model students start learning grammar rules from books or teachers, then apply these rules in sentences. This model is called 'rule delivery' (Cohen &Macaro, 2007). According to Sudrajat, (2011: 6) the explicit instruction model has strengths and weaknesses:

1. The Strengths of the Explicit Instruction Model

a. Direct learning model, the teacher controls the contents of the material and the order of information received by students so that they can maintain focus on what students must achieve.

b. Can be applied effectively in large and small classes.

c. Can be used to emphasize important points or difficulties that students may face so that they can be expressed.

d. Can be an effective way to teach highly structured factual information and knowledge.

e. It is the most effective way to teach explicit concepts and skills to low-achieving students.

f. Can be a way to convey a lot of information in a relatively short time that can be accessed equally by all students.

g. Enables the teacher to convey personal interests about the subject (through enthusiastic presentations) which can stimulate student interest and enthusiasm.

2. The Weaknesses of the Explicit Instruction Model.

a. The direct learning model relies on students' ability to assimilate information through listening, observing, and taking notes. Because not all students have the skills in these matters, the teacher must still teach it to students.

b. In the direct learning model, it is difficult to overcome differences in ability, initial knowledge, level of learning and understanding, learning styles, or students' interests.

c. Because students have few opportunities to be actively involved, it is difficult for students to develop their social and interpersonal skills.

d. Because the teacher plays a central role in this model, the success of this learning strategy depends on the teacher's image. If the teacher does not seem ready, knowledgeable, confident, enthusiastic, and structured, students can become bored, distracted, and their learning will be hampered.

e. There is some research evidence that a high level of teacher structure and control in learning activities, which are characteristic of the direct learning model, can negatively impact students' problem solving abilities, independence, and curiosity.

2.2.3. Tenses

Tenses can be interpreted as an English sentence form that indicates the time of an event (present. past, future).

"In English, there are 16 (sixteen) forms of tense in accordance with their use. Of the 16 (sixteen) tense, each grouped into 4 (four) large groups "(Supono, Cahya, 2004).

16 tenses will be used in this study, including:

1) Simple Present Tense: stating facts, habits, daily activities, and events happening at this time.

	They admit their mistake.
S + verb1/be (am/is/are)	Justin Bieber is very wise.

2) Present Continuous Tense: states what is happening now when it is discussed.

	I'm riding my motorcycle to the market.
S + am/is/are + present participle (-ing)	The car is arriving in a hour.

3) Present Perfect Tense: used to declare an activity or situation that has begun in the past and has been completed at a certain point in the past or still continues until now.

	He has stolen a jewelry.
S + have/has + past participle (verb-3)	

	We have watched the movie.

4) Present Perfect Continuous Tense: Stating events that occurred in the past and are still ongoing today. State the activities that occurred in a rather long time in the past and have just finished.

S + have/has + been + present participle (-ing)	You have been listening to music for an hour.
	This kid is thirsty since he has been playing in the playground.

5) Simple Past Tense: Stating the activities or habits that were carried out or happened in the past.

S + verb-2/be (was/were)	Justin Bieber went home at 10.00 a.m.
	They were very annoying last night.

6) Past Continuous Tense: State the activities that are taking place in the past. State the events that were going on in the past when other events occurred.

S + was/were + present participle (-ing)	My brother was drawing all day yesterday.

7) Past Perfect Tense: states that an event in the past has occurred before other activities occur.

S + had + past participle (verb-3)	When I came home last night, the cake had run out.

8) Past Perfect Continuous Tense: Stating events that have and are taking place before other events in the past. State how long an event has been going on in the past before another event.

S + had + been + present participle (-ing)	I had been sleeping for 30 minutes when my father came.

9) Simple Future Tense: states an activity that will be carried out in the future in a spontaneous and planned manner.

S + will + bare infinitive	Justin will win the competition.
S + be (is/am/are) + going to + bare infinitive)	I am going to hang out tomorrow.

10) Future Continuous Tense: Stating an activity that is being carried out at a certain time in the future. State the activities that have been planned to be done in the future.

S + will + be + present participle (-ing)	We will be attending the class as soon as possible.

11) Future Perfect Tense: Declares an action that was started in the past and will have been completed in the future.

S + will + have + past participle (verb-3)	At this time next month, I will have finished my Mandarin course.

12) Future Perfect Continuous Tense: stating work that has begun in the past and at a certain time in the future is still ongoing.

S + will + have + been + present participle (-ing)	I will have been waking up when you went out.

13) Simple Past Future Tense: stating things that will happen or be done in the past.

S + would + bare infinitive	Your wife would forgive you.

14) Past Future Continuous Tense: states what is happening in the past.

S + would + be + present participle (-ing)	She would be attending the competition if she was in Japan. The fact: But she is not in Japan.

15) Past Future Perfect Tense: stating things that would have happened in the past.

S + would + have + past participle (verb-3)	If you had finished your task, you wouldn't have got punishment.

16) Past Future Perfect Continuous Tense: stating things that would have happened in the past.

S + would + have + been + present participle (-ing)	If he had been graduated, he would have been working.