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## TEACHING SIMPLE PRESENT TENSE THROUGH COLLABORATIVE WAYS: INDUCTIVE INSTRUCTION AND LOCAL CONTENT BASED LESSON AT THE FIRST SEMESTER STUDENTS

### Abstract

This research aimed to find out whether the implementation of Inductive Instruction and Local Content Based Lesson as the collaborative way in teaching Simple Present Tense (SPT) was effective or not. The research was done at English Education Study Program at the first semester students who took Grammar in Written Discourse Subject with one to one class pretest-posttest. The instruments were the result of pretest and posttest consisted of 20 numbers of multiple-choice questions. The researchers analyzed the data through SPSS application. The researchers found that, the percentage of mean N gain score is 76.52% which is more than 76% the standard percentage of interpretation data and the mean score in pre-test (50.57) and post-test is (87.50). To see how effective these ways to teach Simple Present Tense and also to prove the result of hypotheses testing, the researchers used the result of Sig 2-tailed. It is obtained that the value sig 2-tailed (0,000) is less than the value of  $\alpha = 0,05$ . So, finally,  $H_0$  is rejected and  $H_a$  is accepted.

**Keyword:** Effective, Simple Present Tense, Collaborative Ways

### INTRODUCTION

In teaching and learning English, basically, grammar occupies a central position to support the students learning the skills of English namely listening, speaking, reading, and writing. But in fact, grammar, for many students, is considered as a difficult and unattractive subject until they are in the university level. Haudeck in Sani (2016) stated, many learners have difficulty in internalizing grammar rules, although these have been taught intensively. This condition leads the students to have bad perception about grammar for years. As the impact, students who do not like to learn grammar will have the bad achievement particularly in learning grammar itself and generally in learning English. The common reason affects this situation is learning grammar is about learning and remembering the rules and the structure of sentence. Whereas the rules and the structure, not simple but are many and complex. In the same line, Nia (2011) mentioned that most EFL learners believe that learning grammar is not easy and it is complex, uninteresting, and tiresome task. In this context, teacher or lecturer are challenged to teach grammar subject. Because of that, teacher or lecturer must be creative and must motivate students to learn grammar by applying suitable instruction in order to recchange their bad perception toward grammar subject.

Inductive and deductive are the instructions usually applies to teach grammar at schools and at university level. In using deductive instruction, the teacher or the lecture should give the rules of the patterns that he/she wants to teach. This kind of instruction is adapted from Grammar Translation Method that has become one of its. Contrary, in inductive instruction teacher or the lecturer should give the examples of the patterns that he/she wants to teach before giving guidance to identify the rules to the students. Inductive instruction is one of the principles and procedures in Direct Method. The students will work out the rules for themselves. For example, in campus, the lecturer makes a sentence and asks students to identify the structure of the sentences or to ask what kinds of tense use in the sentence. Shortly, students will encourage

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themselves autonomously to find the tenses used in a sentence or sentences. Mitchell (2000), as cited in Borg & Burns (2008), believed that grammar teaching should be inserted to or followed by “meaning-oriented activities and tasks, which give immediate opportunities for practice and use” therefore, the instruction in teaching grammar should suitable to empower the students to learn. Hence, in this context, it may be said that inductive instruction is more effective than deductive instruction in teaching grammar.

The common problem of grammar stated previously also was the students’ problem in learning grammar at university level including the first semester students in English Education Study Program, PSDKU MBD Pattimura University. The researchers were one lecturer who teaches grammar subject at this campus particularly for the students at this semester, one other lecturer who did another job based on the research job description, and one alumni student. In general, the lecturer applies deductive instruction in teaching grammar “tenses”. This was because, most students had bad learning experience in English. Most of them were taught by non-English teacher since they were in primary and middle schools in MBD Regency. Consequently, the result of students’ learning need analysis in this subject showed that most students did not know what tenses are, the rules and structure, and how to construct sentences correctly. It means, students still have low understanding at grammar knowledge especially tenses although now they are in university level at the first semester process. In this case, the way the lecturer used to teach tenses was actually useful because the lecturer tried to fulfill students’ learning needs. The lecturer in this context explained first the certain tense and gave the rules of the tense as deductive instruction is. But, in fact most students still had low score in grammar test which was their result of learning need analysis. It is to state that the deductive instruction as meant as solution did not show significant result. This is still the problem. So, beside the researchers applied the Inductive Instruction in order to replace Deductive Instruction for teaching the tense, the researchers also inserted the local content of MBD into the lesson in purpose either to improve students’ tense knowledge or to build students’ self-culture awareness. McKay (2003b) as cited in Rattanaphumma (2006, p.394) that when teaching English as an international language, educators should recognize the value of including topics that deal with the local culture. It indicates that teaching English in Indonesia context must reflect teaching culture of the local context. Some authors suggested that language and culture are inseparable. Kramersch (1997) as cited in Yeny (2013. p. 509) noted that culture exists wherever the language is being learned. So, it is necessary to teach certain tenses by integrating the local content into lessons. Regarding to the views above, the researchers were eager to conduct a pre-experimental study entitles **“Teaching Simple Present Tense through Collaborative ways: Inductive Instruction and Local Content Based Lesson at the First Semester Students”**. The researchers applied these ways in teaching grammar “Simple Present Tense” to see the effectiveness of these ways to improve students’ mastery on Simple Present Tense.

## **METODE**

In order to examine the effectiveness of collaborative ways (Inductive Instruction and Local Content Based Lesson) in teaching simple present tense, this research employed a pre-experimental research design. According to Ary et. al., (2010) that experimental research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. So, in this research, the researcher applied pre-experimental study which consisted of one group pretest posttest design. The one group pretest posttest design involved a single group that was pretest (O), exposed to a treatment (X), and posttest (O). The hypotheses of the research was described in the following:

### **Research Hypotheses**

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. In this research, the hypothesis can be stated as follows:

1. Null hypothesis (H<sub>0</sub>): It is not effective to apply Collaborative Ways: Inductive Instruction and Local Content Based Lesson in teaching simple present tense for the first semester students in English Education Study Program, Pattimura University PSDKU MBD.

2. Alternative hypothesis (Ha): It is effective to apply Collaborative Ways: Inductive Instruction and Local Content Based Lesson in teaching simple present tense for the first semester students in English Education Study Program, Pattimura University PSDKU MBD.

In this research, there were two variables. According to Creswell (2012) that independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable and the dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable so, the researchers determined inductive instruction as the independent variable and simple present tense as the dependent variable.

The research was held at campus especially at English Education Study Program for students at the first semester. The campus is located in Kampung Babar Street, Tiakur city. The research was started on 4th until 6th September then continued on 14th until 16th September 2023 that consisted of 6 meetings. Students at the first semester were the population for the research. Whereas, to get the sample, the researcher used Purposive sampling. It is a technique to determine sample considerably” (Sugiyono, 2007). Therefore, all the students who became population were taken as the sample too, because this semester consists only one class with the total number of students is 27. One student was not active and 26 students were active.

The data of this research was collected by giving tests. The test consisted of two; pre-test and post-test. Pre-test was done in the first meeting and the posttest was done in the sixth meeting. The questions in these tests were similar. The tests were multiple choice question that consisted of 20 numbers. Each correct number got score ‘5’. So, the total score was 100. Furthermore, in the analysis the data, the researchers used the some formulas proposed by Gay (2012) about scoring the students’ correct answer pre-test and post-test, classifying the students’ scores, computing the frequency and the percentage of the students’ scores, determining the mean scores, finding out the standard deviation of the students’ simple present tense mastery, determining the hypothesis testing result, finding out the significant difference between the score of the pre-test and post-test, and determining the Mean of N Gain Score.

## THE RESULT AND DISCUSSION

### a. Result

#### Students’ Simple Present Tense Mastery before and After the Implementation of Collaborative Ways : Inductive Instruction and Local Content Based Lesson

The total respondents who participated actively in the pre-experimental research were 26 students. 22 number of students are females and 4 number of students are males. They are the students in English Education Study Program with the subject they took was Grammar in Written Discourse. In this research, the researchers modified the lesson of Simple Present Tense by inserting the several items of local content to assist the students understood well the lesson. Furthermore, the findings of the research can be described in the following tables and descriptions.

Table 1. The Pre-test, Post-test Results

Students	Pretest (Y1)	Posttest (Y2)
1	30	75
2	65	100
3	40	80
4	30	75
5	55	95
6	40	90
7	45	90
8	40	85
9	60	95
10	75	100
11	45	80
12	35	90
13	35	85
14	75	100

15	70	95
16	65	95
17	50	90
18	30	80
19	35	80
20	55	85
21	65	90
22	60	80
23	60	90
24	40	75
25	60	90
26	55	85

Based on table above, the lowest score is 30 and the highest score is 75 of pre – test. While, in the post test, the lowest score is 80 and the highest score is 100. Therefore, it can be concluded that the score of posttest is higher than the score of pre-test. Which meant teaching simple present tense by inserting the local content materials into the lessons and applying the inductive instruction was effective after the students got the treatment by the researchers. Furthermore, the score of students in pretest was between score 30 until score 75 that stationed scales very poor with the score less than 50 gotten by 12 students (46.15%), with the score between 51 until 60 in poor scale gotten by 8 students (30.76%), and with the score between 61 until 75 in fairly scale gotten by 6 students (23.07%). Additionally, there were no students achieved good and very good scales with the score between 76 until 100. Additionally, there was a significant achievement after the researchers treated the students by applying Inductive Instruction in which the students’ score did not state the position in poor and very poor scales but only in fairly, good, and very good scales of score classification. As the result, the score of students in posttest was with the score between 61 until 75 that stationed scales fairly gotten by 5 students (19%), with the score between 76 until 90 in good scale gotten by 14 students (53%), and with the score between 91 until 100 in very good scale gotten by 7 students (26%). The result of the research indicated that students score in learning Simple Present Tense and taking the test after treatment is higher than their score before treatment. Simply put, the instruction and the treatment were effective, and the lessons were useful in improving students’ grammatical knowledge and their understanding of simple present tense.

After calculating the result of the students’ score, the mean score of both the Pre-Test and Post-Test including the deviation standard can be described in this part. Y1 represents the score of pretest with mean score is 50.58 with the deviation standard is 14.30 and Y2 represents the score of posttest with mean score is 87.50 with the deviation standard is 7.77. So, it can be concluded the result of mean score in posttest is higher than the result of mean score in pretest.

**The Effectiveness of Inductive Instruction for Teaching Simple Present Tense by Inserting the Local Content into the Lesson**

The purpose to determine the N gained score is to see how effective a certain way for students’ learning achievement after they following the treatment that be based on the standard of category and N - gain score that was proposed by Meizer in Syahfitri (2008) category. So, the results are shown in the following tables constructively:

Table 2 N-Gain Score

Students	Score		N gain Score	Category
	Pre-test	Post-test		
2	65	100	1	High
10	75	100	1	High
14	75	100	1	High
5	55	95	0.888889	High
9	60	95	0.875	High
16	65	95	0.857143	High
12	35	90	0.846154	High

6	40	90	0.833333	High
15	70	95	0.833333	High
7	45	90	0.818182	High
17	50	90	0.8	High
13	35	85	0.769231	High
8	40	85	0.75	High
23	60	90	0.75	High
25	60	90	0.75	High
18	30	80	0.714286	High
21	65	90	0.714286	High
19	35	80	0.692308	Average
3	40	80	0.666667	Average
20	55	85	0.666667	Average
26	55	85	0.666667	Average
1	30	75	0.642857	Average
4	30	75	0.642857	Average
11	45	80	0.636364	Average
24	40	75	0.583333	Average
22	60	80	0.5	Average

The diagram below shows the percentage of each category that the students reached.

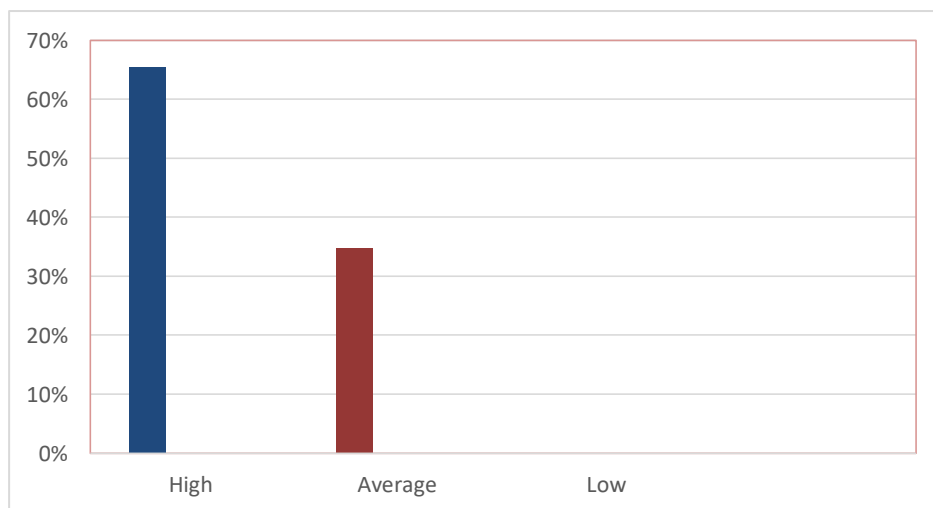


Chart 1. The Percentage of N Gain Score Category

Based on the categories of N gain score, there were 17 students (65.38%) were in high category, 9 students (34.62%) were in average category, and 0 students (0%) were not in low category.

Furthermore, to find data about how effective the collaborative ways for teaching students the tense of Simple Present, the researchers analyzed the data based on the interpretation of N gain effectiveness that was proposed by Hake, R.R (1999).

Table 3 The Percentage of N-Gain Score

n_gain_Persen	Mean		76.5291	2.51559
	95% Confidence Interval for Mean		Lower Bound	71.3481
			Upper Bound	81.7100
	5% Trimmed Mean		76.5921	
	Median		75.0000	
	Variance		164.533	
	Std. Deviation		1.28270E1	
	Minimum		50.00	
	Maximum		100.00	
	Range		50.00	
	Interquartile Range		18.22	
	Skewness		.207	.456
	Kurtosis		-.249	.887

The result in table above shows that the mean score of N gain is 76.52 that indicates that Inductive Instruction and Local Content Based Lesson are effective for teaching students “Simple Present Tense” because the point is more that 76%.

Table 4 The Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Y1 - Y2	-3.69231E1	9.69968	1.88265	-40.80047	-33.04568	-19.612	25	.000

Based on the table above, the value of Sig 2-tailed is 0,000 which indicates that it is less than the value of  $\alpha = 0,05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. So, the conclusion is there is significant differences of learning achievement before and after the treatment in teaching “Simple Present Tense” through Collaborative Ways: Inductive Instruction and Local Content Based Lesson.

Effectiveness is the level of success achieved from the application of an approach in a learning process. In this case the effectiveness itself can be measured through students’ learning outcomes by the Inductive Instruction after the treatment. To see how effective Collaborative Ways: Inductive Instruction and Local Content Based Lesson is; the researchers focused on some elements, such as the scores in pretest and posttest, the mean score of both tests, and the mean percentage of N gain score. In pretest, the lower score achieved by the students was 30 and the highest score achieved by students was 75 with the mean score was 50.57. While, in the posttest, the lower score achieved by students was 80 and the highest score achieved by students was 100 with the mean score was 87.50. From the result, it can be indicated that there was an improvement before and after treatment. Subsequently, the mean percentage of N gain score in both tests showed that these collaborative ways were effective for teaching students “Simple Present Tense” because the point is 76.52 that is more than 76% as the standard point of effectiveness. It is implicated that Collaborative Ways: Inductive Instruction and Local Content Based Lesson.gave good effect in teaching “Simple Present Tense” for the first semester students.

**Discussion**

**Data Interpretation**

To know the data interpretation in this research, the researchers used the value of sig 2-tailed. It was obtained that the value sig 2-tailed (0,000) was less than the value of  $\alpha = 0,05$ . It

means that  $H_0$  was rejected and  $H_a$  was accepted. So, it can be concluded that it was effective to apply Inductive Instruction in teaching simple present tense by integrating the local content at the first semester students in English Education Study Program, Pattimura University, PSDKU MBD.

**The Presentation of Inserting Local Content into the Lesson of Simple Present Tense**

To insert the local content material into the lesson of teaching simple present tense for the students was a special thing of this research. The researchers determined the topic for the four treatment meetings. After that, the researchers designed how the lessons would look like and how useful the lessons for the students. In case, the researchers designed the English lesson by integrating the local content without forgetting the formula, and the structure of the tense. For example, in the second meeting the students focus to learn about the function of simple present tense “fact” so the sentence making by the researcher was “the word “Kalwedo” implies a very deep meaning of brotherhood and kinship. Furthermore, in the third day, the researchers taught about the function of simple present tense “general statement”. The example was given to the students was “Lakor People plant and cultivate onions for living”. The next example about the function of the tense “habitual action” was “The people in MBD always consume “Sopi” in customary events”. While for the function of the tense “originality” the researchers gave this sentence “Seka is a traditional dance in Babar Island”.

Table 5 The Presentation of the Lesson for 6 Days

Function	Type of sentences	Example
As a fact	Nominal	Tiakur is the capital city of MBD regency
As a general statement	Verbal	Lakor people plant and cultivate onions for living
As a habitual action	Verbal	The people in MBD always consume “Sopi” in customary events
Originality	Nominal	Seka is a traditional dance in Babar Island
<b>The Procedures of the Research</b>		
Day 1	<ul style="list-style-type: none"> <li>- Gave brief explanation about the procedures for conducting the pre-experimental research</li> <li>- Gave pre test</li> </ul>	
Day 2	<ul style="list-style-type: none"> <li>- Implemented Inductive Instruction</li> <li>- Wrote some sentences about facts</li> <li>- Ask the students to identify the rules of Simple Present Tense on the sentences</li> <li>- Ask each student to write two until 3 sentences about a fact in their homeland in MBD</li> <li>- Each student gave explanation about the sentences they produced. Other students were asked to give comment for what they disagree</li> <li>- The lecturer delivered more explanation</li> </ul>	
Day 3	<ul style="list-style-type: none"> <li>- Implemented Inductive Instruction</li> <li>- Wrote some sentences about general truth</li> <li>- Ask the students to identify the rules of Simple Present Tense on the sentences</li> <li>- Ask each student to write two until 3 sentences about general truth in their homeland in MBD</li> <li>- Each student gave explanation about the sentences they produced. Other students were asked to give comment for what they disagree</li> <li>- The lecturer delivered more explanation</li> </ul>	
	<ul style="list-style-type: none"> <li>- Implemented Inductive Instruction</li> <li>- Wrote some sentences about general truth</li> <li>- Ask the students to identify the rules of Simple Present Tense on the</li> </ul>	

Day 3	<p>sentences</p> <ul style="list-style-type: none"> <li>- Ask each student to write two until 3 sentences about general truth in their homeland in MBD</li> <li>- Each student gave explanation about the sentences they produced. Other students were asked to give comment for what they disagree</li> <li>- The lecturer delivered more explanation</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>- Implemented Inductive Instruction</li> <li>- Wrote some sentences about habitually</li> <li>- Ask the students to identify the rules of Simple Present Tense on the sentences</li> <li>- Ask each student to write two until 3 sentences about habitually in their homeland in MBD</li> <li>- Each student gave explanation about the sentences they produced. Other students were asked to give comment for what they disagree</li> <li>- The lecturer delivered more explanation</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>- Implemented Inductive Instruction</li> <li>- Wrote some sentences about originality</li> <li>- Ask the students to identify the rules of Simple Present Tense on the sentences</li> <li>- Ask each student to write two until 3 sentences about originality in their homeland in MBD</li> <li>- Each student gave explanation about the sentences they produced. Other students were asked to give comment for what they disagree</li> <li>- The lecturer delivered more explanation</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>- Conducted the post test</li> <li>- Concluded all the process of the research</li> </ul>

After giving some examples of each function of the tense, the students were motivated to construct their own sentences by using the local content. They were happy to collect the information about their local content and constructed the sentences. Finally, they were able to arrange some correct sentences including the pictures to show that the sentences they made were based on the local content. In the following, the researchers provided several of students' final works (sreenshoot):

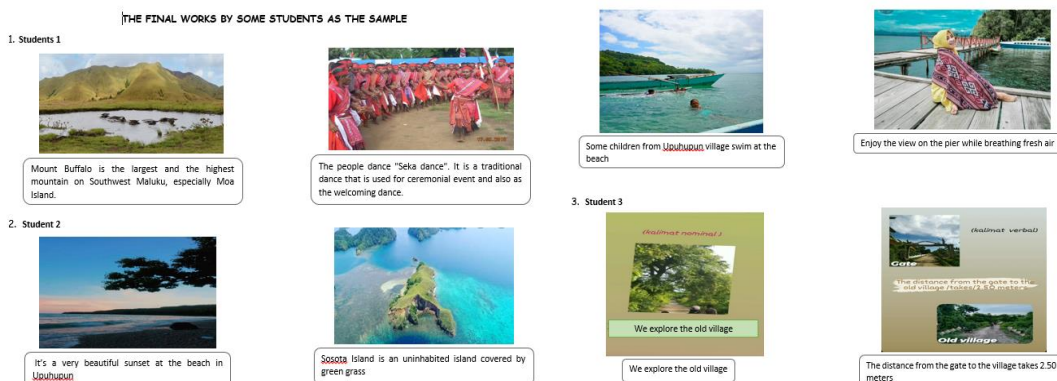


Figure 2. Dokumentasi





Figure 3. Dokumentasi

## CONCLUSION

The result of the research displayed that the mean score of posttest (87.50) was higher than the mean score of the pretest (50.57). Furthermore, the effectiveness of the treatment can be also proved by determining the significance difference between the students' achievement before and after the treatment which was based on the percentage of mean N gain score (76.52). Additionally, based on the value of sig 2-tailed (0,000) which was less than the value of  $\alpha = 0,05$ . Therefore, the researchers determined the result of hypotheses testing that  $H_0$  was rejected and  $H_a$  was accepted that means the collaborative ways (Inductive Instruction and Local Content Based Lesson) were effective to teach students Simple Present Tense. The important to teach students through local content based lesson was to make the lesson "Simple Present Tense" understandable by students. They were easy to understand the formula, they knew well how to construct sentences of the tense, besides this way built their cultural awareness too. So, the researchers suggested the other researchers to implement these ways in teaching tenses because those were enjoyable and gave positive impact for students' learning achievement. Additionally, the result of the research can be used also as the reference by further researcher in another discussion topic.

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