

TEACHING PROGRESSIVE TENSE THROUGH DIRECT METHOD TO TENTH GRADE STUDENTS OF MAN 3 ACEH TIMUR.

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ABSTRACT

In English Learning, The structure must be the important thing to understand English language, English structure involved several elements, then the writer will get it up into the thesis. The object study in this thesis about teaching Present Progressive Tense through Direct Method affective and able to improve student in learning English in MAN 3 Aceh Timur. The data was analyzed by using descriptive quantitative technique. This technique, The data was analyzed and collected in term of quantitative analysis. The data collected by giving the test of Present Progressive Tense the by Pre-Test and Post-Test to know their ability after teaching session. After analyzing all the data collection, the writer see that direct method that has given in the class experiment has been proved that shown (74, 01) and the median (74) score of the post test was higher than the Pre-Test that shown (65, 78) and median (54, 85).most of the Tenth grade of MAN 3 Aceh Timur are interested in studying present progressive tense through direct method.

Keywords: Present Progressive Tense, Grammar, Direct Method

INTRODUCTION

The role of English language is getting more urgent in educational affairs in Indonesia. This is because of the English language has been considered as a medium to operate and promote education and culture of the nation. Besides English an foreign language has been applied in term teaching learning purposes and also it is a tool of communication in over the world in this case the students able to handle the aspect found in the English language such as reading, writing, speaking and listening in studying. According to Rundiments grammar is (1978) "what is English grammar? The art of speaking and writing English language correctly according to the rules and general practice. Where are the rules and general

practice to be found? In the language is self . In learning English we must knowing and understanding about the structure, structure in English involve several elements, so the writer will get it up into the thesis. Micheal Swanstate that (1980) "we often use Progressive Tense to suggest that situations and actions are temporary or incomplete; other tenses are used to talk about permanent situations and completed actions". In this study, the writer will focus in teaching Present Progressive Tense trough direct method. Larsen Freeman acknowledges that "The method is seen as super ordinate comprising both "principles" and "techniques". The principles involve five aspects of second or foreign language teaching the teacher, the learner, the

teaching process, the learning process, and the target language or culture. As a result, direct method is not a new method that emphasizes the teaching in using target language communicatively. Student faced many difficulties in learning Present Progressive Tense because they do not master the grammar so the sentences are not coherent. Present Progressive Tense is one of the grammars, which must be acquired by

students of English as a foreign language. Coolin states (1983) that "Grammar is rules of language, concerning the way in which you can put words together in order to make sentences. So, to find out the affective way to teach Present Progressive Tense in using direct method and to know what problems faced by students in studying Present Progressive Tense.

METHOD

This study uses descriptive quantitative technique aiming at teaching progressive tense through direct method to tenth grade student of MAN 3 Aceh Timur. Kim Leadbeater states that "The direct or natural method is a method that refrains from using the learners' native language and just uses the target language." It was established in Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first age learning, as this is the natural way humans learn any language the students never relies on another language to learn its first language, thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Before

the writer taught the student, he gave them the pretest of 20 questions, in 45 minutes in order to know their ability in mastering English present progressive tense through Direct Method. The writer asked them some question about Present Progressive Tense and they gave him various answer. Then he explained and gave some definitions of Present Progressive Tense. The three meeting was last meeting for the experimental teaching at MAN 3 Aceh Timur, after that the writer gave to the students a post-test. It was to know their ability in Mastering English present progressive tense after teaching learning process. They were asked to choose the correct answer from four alternatives answer given by crossing A, B, C, or D of each. They had to finish in 45 minute.

FINDING AND DISCUSSION

The writer has conducted the research in order to obtain the data needed in writing skripsi. The research was done at MAN 3 Aceh Timur and the object of the research was one class of the tenth grade students that consist of 29 Students, the data are classified into observation, interview and the test. Before the writer examines teaching present progressive tense through direct method, she had observed the school, the teachers and also the students of MAN 3 Aceh Timur. It was to know the condition of the school and data Needed for this thesis. Beside the observation, she also wanted to know the student's achievement and how far they have understood what was taught and their ability have been increased by giving them pre-test and post-test. Before giving the test, the writer gave the instruction of the test clearly and easily to be understood by the students that might not confused about them, So that they could answer the question correctly.

The pre-test was given to the students at beginning of the first meeting or before learning process happened. It was to know how far their ability in identifying present progressive tense before getting more further explanation.

Each of two test given, pre-test and post-test consisted of 20 question, the highest Score was 100 and the lowest score was 0. Based on the calculation and the explanation above, the writer can conclude that the result of the post-test is better than pre-test. This is caused the students of MAN 3 Aceh Timur had got more explanations about present progressive tense through direct method from the writer. It can be seen from the result of the test which the writer given them, post-test result is 74,01 for mean score, and 74 for median score is better from the pre-test result I 65,78 for mean core, and 63,13 for median score. Depends on the score above the hypothesis states "teaching present progressive tense through direct method is affective". This hypothesis can be accepted it is supported by the data where most of the tenth grade students of MAN 3 Aceh Timur make much improvement. From the table of post-test, we can show that 12 students from 29 students or 41,38 %, got score 86-100, it is concluded that teaching present progressive tense through direct method is very effective technique used in teaching English. The next hypothesis states "Using direct method is

the good way to teach Present Progressive Tense". This hypothesis can also be accepted because it is supported by students full attention what the writer teaches and they did

attentively. Moreover , at the end of meeting most of the students begin to be interested in studying English especially the grammar.

CONCLUSION

Teaching present progressive tense through direct method can be easily to the students understanding English subject especially the grammar..Present progressive tense is a part of English grammar that should be mastered by student. Most of the tenth grade students of MAN 3 Aceh Timur are interested in studying present progressive tense through direct method, it was proved that there were 12 students (41,38%) who got scores between eighty six to one hundred. The result of the test shows that the students ability in

using present progressive tense through direct method was higher. In English teaching process, the students are hope to achieve the four skills, they are listening, speaking, reading and writing. The application of teaching present progressive tense through direct method can improve the student's ability in mastering English grammar. Teaching present progressive tense through direct method constitutes one way to increase the student's ability in studying English and can motivate the students learning English.

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