Evaluation on teaching English simple future tense on grade 7 at SMP Tunas Harapan Pasar Kemis

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ABSTRACT

Background: Teaching languages has different ways from teaching another subjects.

Purpose: The objective of this research is to know the effectiveness of Active Learning Method in Teaching Simple Future.

Design and methods: This research is using an evaluation method. The research was conducted at the seventh grade of SMP Tunas Harapan, Pasar Kemis, Tangerang. The data were collected through observation, teaching learning process, pre-test and post-test, questionnaires. This program contains the planning, how to implement and improve the students' English Grammar Simple Future through Active Learning Method. The exercise was a mean to evaluate the action conducted in research.

Results: The result of this research indicated that: (1) Using Active Learning Method in teaching simple future is one of a good solution to improve the students' grammar skill, (2) it makes students are more easily in understanding and using simple future tense in daily activities, and (3) students become more active in responding the lessons or questions given by the teacher.

Keywords: Active Learning Method; Evaluation Research; Teaching Simple Future

Introduction

Teaching languages has different ways from teaching another subjects (Liddicoat, 2020). According to Setiyadi (2006:20): "Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language. Differences in language theories may affect the teaching methods."

There are many methods and techniques in teaching English. Generally, all of the methods have one purpose: to deliver the material from the teacher to the students as effective as possible. The effectiveness of a method can be measured by the result and the ability of the students to understand the material (Darma, 2019; Nurhayati & Nurhamdah, 2019). The effectiveness could be meant as producing a desired or intended result. One of the effective methods that could be used in teaching English is Active Learning Method.

Active learning method helps the students explore a diversity of perspectives, increases intellectual ability, develop habits of collaborative learning. This statement is supported by Meyers and Jones (1993:19) "Typically, active learning is defined in contrast to the worst of traditional teaching in which teachers' actively present information and students passively receive it. Students, no matter what their age, need opportunities to engage in activities – with teachers, fellow students and materials- that help them create their own mental structures and test them, thus making better sense of the world around them.".

There are several things are discussed in this article. First, this research is to know how the process was going and effective is the active learning method applied in teaching Simple Future Tense.

Methods

This research is an evaluation research that revealing a phenomenon of teaching English. Specifically, it reveals a phenomenon of teaching learning process on simple future tense lesson. A class of seventh grade is randomly chosen from 3 locals. The data were collected through observation and questionnaires. This program contains the planning, how to implement and improve the students' English Grammar Simple Future through Active Learning Method. The exercise was a mean to evaluate the action conducted in research. The data were analyzed by using SPSS for quantitative aspect and observation list for qualitative aspect.

Findings & Discussion

Learning Process

1. Pre-Teaching
Pre-teaching is the preparation activities done by the teacher before start the teaching learning activities in the classroom. The preparation activities include observation, preparing the lesson plans, making the exercise sheets, bringing the materials and providing all of the tools that needed during the teaching learning activities. Pre-teaching is very important for the teacher because it will help the teacher handle the class more effectively. Without doing post teaching activities, the teacher will find many difficulties in handling the students in the classroom.

Observation was done before doing the research. The writer interviewed the English teacher about the process of teaching learning in her class. The writer gave the pre-test to the English teacher then the English teacher gave it to the students. During the observation, the writer found out that the English teacher used the passive learning method in the class. The English teacher gave the materials based on the text book and the students done the exercises in the text books. The writer also found out that the students do not get involved in the class activities, such as writing their own sentences, reading in front of the class, making short dialogues with friends, discussion about the topic, and many more.

After the observation, the writer made lesson plans. The lesson plan is an outline that consists about the material that will be given to the students. The teacher should make the lesson plan as details as possible. All of the activities in the classroom based on the lesson plan that made by the teacher. By doing so, the teaching learning activities can be done in the effective way.

There were four times of meeting in the class. Three times for teaching practice; once for doing post-test and filling the questionnaires. The duration of each meeting is forty-five minutes. In the student's schedule, the English subject is taught every Wednesday in two seasons. The First season is on 07:00 – 07:45. The second season is on 07:45 – 08:30. The writer only takes the first season to do her teaching practice and research. The writer, as a temporary teacher, made a lesson plan for each meeting. There are three lesson plans.
Below are the steps that have taken by the writer for Pre-teaching activities:
a. Observation

b. Prepared the lesson plans for each meeting
c. Prepared the materials
d. Made the exercises papers
e. Came thirty-minutes before the class start
f. Asked the attendance lists from the class guardian of Seventh class
g. Dressed properly and politely
h. Improved self-confident in order to handle the students in the class

The writer realizes that pre-teaching activities are very important to be done. That is the reason the writer took it seriously in doing pre-teaching activities. The writer tries to collect from many sources, books, references and guidelines to make decent learning teaching process. Having good preparation has given good result to the writer as a temporary teacher in Seventh Class of SMP Tunas Harapan, along the teaching learning process.

2. Teaching Process

On the first season, the writer introduced herself to the students. The writer informed to the students about the purpose of teaching English using active learning method in the class. The writer also explained about the active learning the method that will be applied during her term of teaching. In this point, the writer tried to ask the students to be active and to get involve during the class.

The writer greeted the students with a short dialogue. The writer created a short dialogue between the teacher and the students in order to make the class become alive, warm, comfortable and friendly. The writer also asked the students to pray before study. The writer wrote a short pray in English in the whiteboard. So, the students could read it together outloud.

The next activity was starting the lessons. On the first meeting, the teacher explained about the simple future tense; *will*. The writer write a sentence on the blackboard then ask the students to mention each kind of word. By doing so, the students found out the formula of simple future tense; *will* by themselves.

After that, the writer divided the class into small groups. Each group consists of five students. Since there are 26 six students in the class, there are five groups with one group consists of six people. The writer asked each group to write five sentences about the things that they will do on weekend.

Then, the writer asked the chief of each group to step forward and bring their papers. The chief of each group read the sentences in front of the class. The rest of students listened carefully and make notes. The writer asked randomly about the plans that each group had written.

3. Post Teaching

On the post teaching season, the writer gives post-test. The problems on the post-test are the same with the pre-test. It purposes to measure the achievement of the students.

After doing post-test, the writer spread questionnaires sheets to the students. It purposes to collect the opinion about the active learning method that has been applied in the class. It is also to find out the students complain, perception and thought about active-learning method.

From the score of post-test, there is a significant improvement. The average score of pre-test is **48,08**, while the average score of post-test is **80,38**. There is difference amount **32,30**. It means the students' score improve amount **32,30**.

The writer finds out the mistakes in previous test are corrected in the post-test. The writer even finds a student who gets score 100. From the post-test, the writer could measure that the understanding of the students about simple future tense has been increasing during the teaching-learning process. Below is the comparison between pre-test and post-test.

From the result of pre-test and post-test above, there is significant improvement of the students. The improvement score is **840.**

$$\frac{840}{1250} \; x \; 100\% = 67,2\%$$

It means there is improvement amount **67,2%** of students' skill in understanding the Simple Future Tense using active learning method during the research.

Evaluation on the effectiveness of the teaching learning process.

It is not enough to measure the effectiveness of active learning method only based on the result of pre-test and post-test. Therefore, the writer also spreads the questionnaires to collect the opinion, point of view and perspective from the students as the respondents. The questionnaires consist of 3 (three) questions about personal data and 8 (eight) questionnaires about the impact of active learning method in learning simple future tense.

The result of collecting data from the questionnaires is put into the main table to be processed by SPSS program version 19. SPSS stands for *Statistical Product and Service Solution* is a program that is commonly used to process statistic data in quantitative research. The purpose of processing data with SPSS program is to get the frequency value from the respondents' opinion. Below is the result and analyze of 26 students as respondent who had been researched.

Table 1 I like studying English with active learning method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	22	84.6	84.6	84.6
	Sangat Setuju	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Based on table 4, on the statement '**I like studying active learning method**' 22 students or 84,6 % respondents agree and 4 students or 15,4% respondents very agree. It is shown by the enthusiasm of the students in the class. The students are willing to participate and take part in every class activities.

Table 2 After study with active learning method, I understand about the structure of Simple Future Tense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	19	73.1	73.1	73.1
	Sangat Setuju	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Based on table 2, on the statement '**after study with active learning method, I understand about the structure of simple future tense**' 19 students or 73,1% respondents agree and 7

students or 26,9% respondents very agree. The impact of this questioner can be shown by the comparison between pre-test and post-test. The writer takes one case from one student:

    Student's name   : Ina Aprilia
    Number   : 15
    Pre-test score   : 75
    Post-test score   : 100
  There is score improvement amount 25 or 25%.

Table 3 After study with active learning method, I am able to make a sentence in simple future tense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	14	53.8	53.8	53.8
	Sangat Setuju	12	46.2	46.2	100.0
	Total	26	100.0	100.0	

Based on table 3 on the statement '**After study with active learning method, I am able to make a sentence in simple future tense'** 14 students or 53,8 % respondents agree and 12 students or 46,2 % respondents very agree. This statement is supported by the result of the writing exercises. Most of the students are able to make a sentence with the write formula of simple future tense. The students write about their own activity.

Table 4 After study with active learning method, I can recognize simple future sentence in paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	17	65.4	65.4	65.4
	Sangat Setuju	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Based on table 4, on the statement '**After study with active learning method, I can recognize simple future sentence in paragraph'** 17 students or 65,4% respondents agree and 9 students or 34,6% respondents very agree. It is shown by the reading activity. The students can find simple future sentences.

Table 8 After study with active learning method, I can make a question in simple future tense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	19	73.1	73.1	73.1
	Sangat Setuju	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Based on table 8, on the statement '**After study with active learning method, I can make a question in simple future tense"** 19 students or 73,1% respondents agree and 7 students or 26,9% respondents very agree. A long the teaching learning activities in the class, the students show their improvement through dialogue. They ask and answer by using the simple future sentences. In another word the student are able to make a simple conversation.

Table 5 Active learning method is very helpful to learn to English grammar simple future tense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	17	65.4	65.4	65.4
	Sangat Setuju	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Based on table 5, on the statement '**Active learning method is very helpful to learn to English grammar simple future tense'** 17 students or 65,4% respondents agree and 9 students or 34,6% respondents very agree. This result is supported by the understanding of the students about the usage of formula simple future tense. The real implementation of this statement is shown on the post-test score.

Table 6 Writing sentences in simple future help me reminder the lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	20	76.9	80.0	80.0
	Sangat Setuju	6	19.2	20.0	100.0
	Total	26	100.0	100.0	

Based on table 10, on the statement **'Writing sentences in simple future help me reminder the lesson'** 20 students or 76,9% respondents agree and 6 students or 19,2% respondents very agree. Writing activities is the basic things. As stated by Meyers and Jones (1993:23), like talking, writing clarifies thinking. We write to communicate to a reader, even if it is ourselves, as in journal writing. Writing is an act of creation and clarification, as anyone knows who has labored over an article, a book, or even a departmental memorandum."

Table 7 Simple future tense is easier to be studied by active learning method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	17	65.4	65.4	65.4
	Sangat Setuju	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Based on table 7, on the statement **'Simple future tense is easier to be studied by active learning method'** 17 students or 65,4% respondents agree and 9 students or 34,6% respondents very agree. Active Learning Method requires the students to be active. The students do

not only receive the material from the teacher but also they take part in the class activity. In another word the students are learning by doing.

In this research the writers found out the effectiveness of active learning method in teaching simple future tense. The writer has done a field research in SMP Tunas Harapan, Pasar Kemis – Tangerang in class 7 (seven). First, in the field research the writer has done teaching learning in the class for 3 (three) weeks, besides spread the questionnaire. In this case, the respondents are the student of class 7 (seven) SMP Tunas Harapan.

Second, the writer uses pre-test and pro-test to find out about the effectiveness of active learning method in simple future tense. Third, the writer finds out how much the improvement of the students' capability in learning simple future tense using active learning method. Based on the different of the result between pre-test and post-test there is a significant improvement score amount 67,2 %. This number shows the effectiveness active learning method.

The last the writer collect the opinion, perspective, point of view, from the students through the questionnaires. The answers of the questionnaires show about the effectiveness of active learning method.

Conclusion

Based on the research the writer concluded that an increasing of students' achievement had happened after they got some teaching-learning activities; it was proven by the comparison between the result of pre-test and post-test. The increasing score amount 67,2% shows the effectiveness of active learning method in improvement of the students' skill especially in grammar simple future tense.

Active learning method is a new method applied in class 7 (seven) at SMP Tunas Harapan, Pasar Kemis – Tangerang. Therefore, the writer finds out some obstacles in the field research process. The obstacles are:

a. There are some students who ashamed to step forward in front of the class.
b. The limitation time during teaching-learning process in the class.
c. The lack of facilities in the class, such as audio, equipments and materials.

The activities in the teaching-learning are designed to encourage the students to use English actively, both inside the classroom and outside the classroom. Active learning Method increases the interest of the students to learning English. They gave good responds, activeness in the class and good achievement.

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