

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' MASTERY IN THE SIMPLE PAST TENSE BETWEEN THE STUDENTS WHO ARE TAUGHT THROUGH EXPLICIT INSTRUCTION AND THOSE THROUGH IMPLICIT INSTRUCTION AT SMPN 6 METRO

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The problem of this research was the students had low mastery in grammar especially in the simple past tense at SMPN 6 Metro. Moreover, the curriculum 2013 involved grammar teaching implicitly but the School-based Curriculum applied grammar teaching explicitly. Actually, which one is the best to improve students' mastery in the simple past tense.

The aim of this study was to investigate whether there was a significant increase in the students' mastery of the simple past tense in experimental class 1 and 2. Besides that, the research tried to know whether there was a statistically significant difference between the effect of explicit instruction and implicit instruction on the students' mastery in the simple past tense. Furthermore, the researcher also tried to find out the constraints of teaching and learning the simple past tense through explicit and implicit instruction.

This research investigated the students' achievement in the simple past tense as quantitative research and applied pretest posttest and true experimental design. The qualitative research used interview to know students' constraints after being taught through explicit and implicit instruction. The results of the grammar test on both classes were analysed using paired sample t-test and independent group t-test. The interview data were analyzed descriptively.

Experimental class 1 and experimental class 2 increased their mastery in the simple past tense. There was a significant increase in the students' mastery of the simple past tense after being taught through explicit instruction ($0.00 < 0.05$) and implicit instruction ($0.00 < 0.05$). Then, there was a statistically significant difference between the effect of explicit instruction and implicit instruction on the students' mastery in the simple past tense ($0.006 < 0.05$). The constraints revealed such as, being difficult to understand the questions or material, not knowing the meaning of the language, changing the present to the past form, etc. The researcher suggests that explicit instruction is needed to improve the students' grammar ability.

Key words: simple past tense, explicit instruction, implicit instruction