THE INFLUENCE OF USING DISCOVERY LEARNING METHOD TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE TENTH GRADE OF MA AL ISLAMIYAH KOTABUMI IN THE ACADEMIC YEAR OF 2020/2021

A Thesis

**Submitted as a Partial Fulfillment
of the Requirements for S1-Degree**

By:

DEFA DIENA RAHMAH
NPM. 1611040049

Study Program : English Education

Advisor   : Meisuri, M.Pd

Co-Advisor   : Nunun Indrasari, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

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1442 H/2021

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ABSTRACT

Based on the preliminary research that was conducted in MA Al Islamiyah Kotabumi, the students' score in simple past tense mastery was still low; students got difficulties in remembering the patterns of simple past tense; students could not made sentence in simple past tense correctly. It was found that the total number of students who got difficulties in simple past tense was 69 from 92 students. In other words, students who got difficulties to understand simple past tense were 75%. In this research, discovery learning method was used to improve students' simple past tense mastery. The objective of the research was to know whether there was any significant influence of using discovery learning method towards students' simple past tense mastery at the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

The method of the research was quasi experimental design. In this research, the population was at the tenth grade of MA Al Islamiyah Kotabumi. The sample of the research were two classes, there were experimental class and control class. For both classes consisted of 30 students. Discovery learning method was used in experimental class and direct method was used in control class. The treatments were held in 2 meetings. The instrument was multiple choices questions which had been tried out before the treatments. The instrument consisted of 50 items before validity test. After the validity test, the instrument for pre-test consisted of 30 items and post-test consisted of 30 items. Before giving the treatments, pre-test was given for both classes. Then, after conducting the treatments, post-test was given for both classes. After giving pre-test and post-test, the data had been analyzed by using SPSS.

From the data analysis, it was found that the result of T-test was 0.000 and $=$ 0.05. It means that H_a was accepted. Therefore, there was a significant influence of using discovery learning method towards simple past tense mastery at the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

Keywords : Discovery Learning Method, Quasi experimental design, Students' simple past tense

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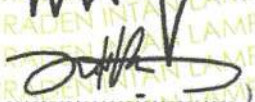
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DECLARATION

I hereby declare the thesis entitled "The Influence of Using Discovery Learning Method towards Students' Simple Past Tense Mastery at the Tenth Grade of MA Al Islamiyah Kotabumi in the Academic Year of 2020/2021" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,   Oktober 2020

Declared by,

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MOTTO

عَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ

شَرٌّ لَّكُمْ ۗ وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ

"But perhaps you hate a thing and it is good for you; and perhaps you love a thing

and it is bad for you. And Allah Knows, while you know not."[1] (Al-Baqarah:216)

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[1]Lajnah Pentashih Mushaf, *Al-Hikmah: Al-Qur'an dan Terjemahan*, (Bandung: CV. Penerbit Dipenogoro, 2010), p. 34

DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing. From the depth of my heart, this thesis is dedicated to:

1. My beloved parents, Mr. Fauzi and Ms. Rosmala Dewi that always give support, motivation, and prayer all the time for my success.

2. My beloved sister and brother, Rosfa Nur Azizah, (Alm) Rozi Ahmad Fathoni, and Wildan Khairul Anam who always give support in every conditions.

3. My beloved lecturers and Almamater UIN who have contributed a lot for my development.

CURRICULUM VITAE

Defa Diena Rahmah was born in Kotabumi on May 6th, 1998. Defa is the second child of Mr. Fauzi and Ms. Rosmala Dewi. She lives on Pahlawan street, Kotabumi, North Lampung.

She began her study at SDN 03 Gapura in 2004 and graduated in 2010. She continued her study at SMPN 10 Kotabumi and graduated in 2013. After that, she continued her study at SMAN 1 Kotabumi and graduated in 2016. After finishing her study in SMAN 1 Kotabumi, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

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Finally, none or nothing is perfect in this thesis. Any criticism and suggestion for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,   Oktober 2020
The Writer,

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is the use of the system of communication in human life to interact with each other. Language is a dynamic process of pattern formation by which humans use linguistic forms to make meaning in context-appropriate ways.[1] It means that language is the most important tool in human life for communication. Without language, people can not communicate with each other and express their ideas, thought, opinions, and feeling.

There are many languages in the world. As stated by Harmer, every country in the world has a language but the language in each country is not the same, language is different from each other, and where one or both speakers are using it as the second language.[2] Indonesia uses the Indonesian language as the national language; England uses English, Japan uses Japanese as their language, etc. English is an international language. English is not only used as a second language but also as the first foreign language in Indonesia. However, there are many students who find difficulties in learning English.

In Indonesia, English is a foreign language that is taught formally from junior high school through university levels as a compulsory subject. Harmer claimed that English as a foreign language that is generally taken to apply to

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[1]Diane Larsen-Freeman, *Teaching Language: From Grammar to Grammaring*, (New York: Transcontinental Printing, 2003), p.142

[2]Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: London, 2002), p.1.

students who are studying general English at schools and institutes in their own country or as transitory visitors in target language countries.[3] English is the first foreign language that is taught to all students in Indonesia at every level of education. Nowadays, English has become more important all insides of life, especially in education. In learning English, four skills must be studied by students, namely listening, speaking, reading, and writing. These skills are closely related to one another. The mastery of these skills should be supported by the knowledge of the language components, such as vocabulary, spelling, pronunciation, grammar, etc.

Grammar is the structure and meaning system of language. Grammar is defined by Murcia and Freeman as a way that accounts for the structure of the target language and its communicative use.[4] It means that grammar is the study of how words are constructed in sentences well, when the pattern of grammar is used appropriately and how the sentence will be interpreted correctly. Moreover, grammar has an important role in daily conversation. Thus, the writer is interested in doing research related to the grammar of the language that can not separate from the language itself.

The importance of grammar is also strengthened by Mr. Kalend O in Rafiul[5]. He states that "grammar is a language for learning languages through a set of rules that describe how words, phrases, clauses and sentences produce

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[3]Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Pearson Education Limited, 2004), p. 39

[4]Marianne Celce-Murcia, Diane Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course ed.2* (California: International Thomson Publishing, Inc., 1999) p. 10

[5]Rafiul Ilmudinulloh, et.all, *The Teaching of Grammar in Kampung Inggris Pare*, (Yogyakarta: Graduate School of Yogyakarta State University, 2017), p. 2

meaning and grammar is a set of rules that make the language easier to understand and meaningful".[6] Grammar plays an important role of understanding English. Because grammar is a basic component in learning English. Thus, by mastering grammar, the students will be able to develop their listening, speaking, reading, and writing skills.

Learning grammar is not easy for students. Based on Brown in his book, he said that in the process of language learning, learners will get more problems and face great difficulties when they learn a foreign language, especially in grammar.[7] Most of the students find difficulties in learning grammar. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well. The students are usually confused about rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Besides, the students fear grammar, so they ignore the grammar. As a result, a lot of students have low score in English caused by the failure especially mastering grammar. The previous problems were faced by the students in MA Al Islamiyah Kotabumi.

Based on the information from the English teacher in MA Al Islamiyah Kotabumi North Lampung on August 12[th,] 2020, the teacher used the direct method in teaching English. And the teacher found some difficulties in teaching English, especially in grammar. The student who had low score on

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[6]*Ibid*, p. 2
[7]H.Douglas Brown, *Principle of language learning and teaching*, (New jersey:Prentice hALl,1980), p.41

the English test was mostly coming from the tenth student. The student felt so difficult to understand the material. When the teacher spoke English, the students could not understand and got difficulties to respond to what the teacher said about simple past tense. The students made some mistakes in their grammar and still did not understand about simple past (V2). Thus, the students could not make a sentence correctly about simple past tense.[8] There were the reasons why the students often got low score in grammar. It could be seen from table 1.

Table 1

The Students' Simple Past Tense Score at the Tenth Grade of MA Al Islamiyah Kotabumi in the Academic Year 2020/2021

No	Score	Class			The number of Students	Percentage
		X.A	X.B	X.C		
1	70	4	9	10	23	25%
2	<70	26	21	22	69	75%
Total		30	30	32	92	100%

Sources: The data of Simple Past Score at the Tenth Grade of MA Al Islamiyah Kotabumi in the Academic Year of 2020/2021

Based on Table 1, it could be seen that more students got lower score or got score under the standard of minimum mastery (KKM) of the school. There were 23 students or 25% of the 92 students who passed based on the standard of minimum mastery (KKM) and there were 69 or 75% of students who got scores below the standard of minimum mastery (KKM). The KKM score was 70. Since the standard of minimum mastery (KKM) was 70, it

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[8]Nita Zakiyah, *Preliminary Research: Interview*, on 12th of August 2020, at MA Al Islamiyah Kotabumi, Unpublished

could be assumed that most of the students were still weak in grammar mastery.

Beside, based on the result of preliminary research in MA Al Islamiyah Kotabumi. Some students have been interviewed. The students felt enjoy when learning English in the class but sometimes the students had some difficulties in grammar, especially with simple past tense. The students were still confused in using simple past tense correctly in the form of verbal and nominal sentence in positive, negative, and interrogative. The students also got difficulties in memorizing the pattern of simple past tense.

Nowadays, some methods of teaching English grammar are applied. One of them is Discovery Learning Method. According to Brown, discovery learning is an active, hands-on style of learning where the student participates actively in the learning process rather than passively receiving knowledge as if he were an empty vessel to be filled by the instructor.[9] In other words, we can say, discovery learning method allows the students to seek the information and construct their knowledge by doing some activities. The students must be active learners. This process of using this method in the teaching and learning process. The students were very enthusiastic for learning using discovery learning. And besides, discovery learning method could help the student in building their character.

In this method, students must be more active. The teacher just gives the stimulus and the students try to find the conclusion by doing some activities

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[9]Emily Sandford Brown, *Discovery Learning in the Classroom*, (Oakville:Sheridan College, 2006), p. 3

like observation, gather the information, interview, etc.[10] It means that students are encouraged to think, ask questions, hypothesize, speculate, cooperate, and collaborate with others and develop confidence in problem solving and in using what is in their minds.

Based on the previous research conducted by Mahmoud, Professor of curriculum and teaching methods. The research entitled The Effect of Using Discovery Learning Method in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill, the purpose of this research is to determine the effectiveness of discovery learning method in the teaching of grammatical rules in the development and skills beyond the knowledge of students in the first grade secondary. The result of this research is discovery learning method succeeded in teaching grammatical rules in the development of skills beyond the knowledge of students in the first grade secondary school year, which is reflected in the level of the students in the test scores.[11] The previous research showed that discovery learning could effective in teaching of grammatical rules in the development and skills beyond the knowledge of students. In this research, discovery learning method was used to teach simple past tense.

In previous research conducted by Prawerti on her thesis, by the title The Effectiveness of Using Discovery Learning Method in Teaching Writing

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[10]Dwiningsih Feriyanti. 2014. *Discovery Learning As A Method To Teach Descriptive*, Vol.5. No.2. p. 60

[11]Abdelrahman Kamel Abdelrahman Mahmoud, The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill , *International Journal of Innovation and Scientific Research*, (Vol. 5, No. 2 Juli/2014), p. 151.

Skill Viewed From the Students' Creativity. In her research, the students who have high creativity have better writing skill than those who have low creativity and there is an interaction between teaching method and creativity in teaching writing.[12] In the previous reseach, discovery learning was applied to improve students' writting skill. Thus, discovery learning method is more effective in teaching writing and the students have high creativity when learning using discovery learning method.

Furthermore A study on The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted students by Sofeny. This research aimed to describe the effectiveness of discovery learning in improving English writing skill of extroverted and introverted students which is compared with direct instruction as the traditional learning method. The result of this study revealed that the use of discovery learning was effective in extroverted students than introverted students.[13] In previous research, discovery learning method was employed in improving English writing skill of extroverted and introverted students. The result of the use of discovery learning method had a bigger influence in the extroverted students rather than introverted students.

From the explanation above, the differences between previous research and this research were the skill. This research only focused on simple past tense mastery. And for the first previous research focused on grammatical

[12]Ringgi CandraningPrawerti, *The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed From the Students' Creativity,* (Sebelas Maret University: Unpublished thesis, 2014)

[13]Daniar Sofeny, *The Effectiveness of Discovery Learningin Improving English Writing SkillofExtrovertedandIntrovertedStudents,* (Semarang State University: Unpublished Thesis, 2017)

rules. The second previous research focused on students' creativity and based on writing skill, and the third previous research explained personality students based on writing skill.

The research would be conducted by using quasi-experiment research to overcome the problems of the students in learning grammar, particularly in learning simple past tense. Discovery learning was used to solve this problem. Discovery learning method emphasizes the learning process, not the result of the learning. In this case, students were as problem solver because the method was going to be students-centered.

Based on the explanation above, the research was entitled. "The Influence of Using Discovery Learning Method Towards Students' Simple Past Tense Mastery in Tenth Grade of MA Al Islamiyah Kotabumi in the Academic Year of 2020/2021".

B. Identification of the Problem

Based on the background above, the problems were identified as follows:

1. The students' grammar score was still low

2. The students felt difficult to understand simple past tense, especially when remembering about V2 (Simple Past) and the pattern of simple past tense

3. The students got difficulties to make a sentence in simple past tense correctly

C. Limitation of the Problem

Based on the background of the problem, the research would be focused on the influence of using Discovery learning method towards students' simple past tense mastery sentence at the first semester of the Tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

D. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, the problem was formulated as follows:

"Is there any significant influence of using discovery learning method towards students' Simple Past Tense mastery at the tenth grade of MA Al Islamiyah Kotabumi in the academic year 2020/2021?"

E. Objective of the Research

The objective of this research was:

"To know whether there is any significant influence of using discovery learning towards students' Simple Past Tense mastery at the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021."

F. Significance of the Research

Significance of the research were as follows:

1. Theoretical Contribution

For theoretical contribution, the results of this research were expected to support the previous studies and to give information about the influence of Discovery Learning towards students' Simple Past Tense mastery.

2. Practical Contribution

a. Teacher

Hopefully, this research can encourage the English teacher in creating effective ways of teaching grammar. Thus, the teacher can help and improve their students' capability.

b. Students

By using discovery learning method, the students will be easy to understand the lesson and more interested and motivated in teaching English grammar.

c. Reader

Hopefully, the reader gets an insight into the way how to teach grammar.

G. Scope of the Research

  1. Subject of the Research

  Subject of the research was the students of the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

  2. Object of the Research

  The object of research was the students' Simple Past Tense mastery in Using Discovery Learning Method.

  3. Place of the Research

  The research was conducted at MA Al Islamiyah Kotabumi.

  4. Time of the Research

  The research was conducted at the first semester in the academic year of 2020/2021.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is an absolute communication tool that can provide a very important effect to communicate. Amberg and Vause claimed that language is foremost a means of communication, and communication almost always takes place within some sort of social context.[1] It means that, by the language people communicate with others will be easier. They can easily join interaction in daily life or in learning something. Without language, everyone can not gain knowledge, have interaction with others, or learn.

Teaching is the concerted sharing or helping someone to get knowledge and experience. As claimed by Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know and understand.[2] In Indonesia, English is taught as a foreign language. A foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned and has no internal communication either. Teaching a foreign language especially English has spread out in most of the world. English has been chosen by schools in many countries as a major subject to be taught.

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[1] Julie S. Amberg and Deborah J. Vause, *Introduction: What is Language?*, (Cambridge: Cambridge University Press. 1999), p.2

[2] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Ed.), (San Francisco: Longman, 2007), p. 8

In Indonesia, English is known as a foreign language. Based on Harmer, English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes, in their own country or as transitory visitors in a target language country.[3] The purpose of teaching English as a foreign language is to create a situation that the students can be used English as a means of communication. The students should be put into a situation that they can be used English for communication both oral and written.

Based on the explanation above, teaching English as a foreign language is to create a situation that the students can be English as a means of communication with others in the world. In Indonesia, English is a subject that will learn in school. And the students feel learning English is difficult. It means that the teacher as a facilitator must be able to provide a good method or technique in teaching and learning. Thus, at the end of activities of teaching English as a foreign language the students will understand the subject that is taught.

B. English Grammar

Grammar is an important part of the language. There are some definitions of grammar according to experts. Thornbury said that a language is acquired through practice, it is merely perfected through grammar.[4] It can be seen that grammar plays an important role because one will not be able to express

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[3]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 17

[4]Scott Thornbury, *How to Teach Grammar*, (Edinburgh: Pearson Educational Limited, 1999), p. 25

his/her idea without mastering grammar. And then grammar will be able to construct some words to be sentences or utterances easily.

Grammar is a basic skill in English to know the form, part, and tense in the sentences. Harmer also defines that "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language".[5] It means that, grammar can help us to decide the order we put words in and which form of a word to use. Grammar is clearly a very important component of language learning. It reflects a belief that grammar is important not as something separate from communication, but precisely because it enables or facilitates communication.

In another way, Penny Ur states that "grammar is sometimes defined as the way words are put together to make a correct sentence".[6] It means that grammar is partly the study of what forms or structures are possible in a language. Grammar is an important rule that should be able to use the words and phrase to express meaning. It can be seen that grammar is considered as a system of a language rule used in the context of communication. In teaching English as a foreign language, the teacher needs to teach their student about grammar, because by mastering grammar the student will be able to speak up their ideas correctly and easier to comprehend the text that they read.

From the explanation above, it can be concluded that grammar is one of the elements of language. Grammar is the structure of language that must be

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[5] Harmer, J., *The Practice of English Language Teaching,* (Edinburgh: Longman, 2001), p. 12

[6] Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1991), p.75

mastered. It is clear that grammar is considered as a system of the rules of the language that is used in the context of communication.

C. Tenses in English

Tense is one of the grammatical rules to learn grammar because tense is important in grammar. As believed by Hornby, tense is an important element in learning English and tenses are a changing of the verb in a sentence that is related to time. Tense may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time.[7] It means that tense is the relationship between the form of the verb and the time of the action or states it describes.

Tense is used to indicate an action at a specific time. Tense may be indicated whether an action, activity, or state in past, present and future.[8] In other words, tense plays a crucial role in the English language. It denotes the time an action takes place, whether sometime in the past, in the present, or will take sometime in the future.

Tense has sixteen parts, they are; simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense and past future continuous tense.

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[7] A. S. Hornby, *Guide to Patterns and Usage in English*, (Second Ed.), (New York: Oxford University Press, 1975), p.78

[8] *Ibid.*

From explanation above, it can be concluded that tenses describe the timing of action whether something in the past, in the present, or will take something in the future. There are sixteen tenses in learning English but in this research would only focus on simple past tense.

D. Simple Past Tense

Simple past tense is a tense that describes an action or situation in the past time. In the opinion of Wishon, simple past tense is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.[9] It means that simple past tense can be used to describe activity in the past or described the action or condition that has happened.

It is supported by Azar who stated that simple past tense is an activity or situation that began and ended at a particular time in the past.[10] In other words, the simple past tense usually means that this action ended in the past. We can use simple past tense for actions that are habits in the past or actions that happened over time.

From the explanation above it can be concluded the formula of verbal and nominal sentence as follows:

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[9] George E. Wishon, and Julia M. Burks, *Let'S Write English,* (Revised Ed.), (New York: Litton Educational Publishing International, 1980), p. l95.
[10] Betty Schrampfer Azar, *Understanding and Using English Grammar* (New Jersey: Practice Hall Regents, 1989), p. 24.

1. Verbal Sentence

Subject (I, You, They, We, He, She, It)

a. Positive form:

Formula: Subject + Past Tense (Verb2) + O

Example: She **walked** to school yesterday.

b. Negative form

Formula: Subject + did + not + infinitive (verb 1) + O

Example: She **did not** walk to school yesterday.

c. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

Example: **Did** she walk to school yesterday? Yes, she did / No, she

did not.

d. Question word form:

Formula: Question word + did + subject + infinitive (verb 1) + O?

Example: **Where** did she walk yesterday? School / she walked to

school yesterday.

2. Nominal Sentence

The past of be (was/were)

a. Positive form[11]:

Formula : Subject + was/were + noun/adjective/adverb

Example: I / She / He / It **was** in class yesterday.

We / You / They **were** in class yesterday.

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[11] Betty Schrampfer Azar and Stacy A. Hagen, *Basic English Grammar, (Third Ed.),* (Washington: ingman, 2006), p. 216.

b. Negative form:

Formula : Subject + was/were + not +noun/adjective/adverb

Example: I / She / He / It **was not (wasn't)** in class yesterday.

We / You / They **were not (weren't)** in class yesterday

c. Interrogative form:

Formula: Was/Were + subject + noun/adjective/adverb?

Example: **Was** I /She / He / It in class yesterday?

Were You / They / We in class yesterday?

d. Question word form:

Formula: Question word + was/were + subject +
noun/adjective/adverb?

Example: **Where** was I / She / He / It yesterday?

   Where were You / They / We yesterday?.[12]

The simple past tense is used to express the idea that an action started and finished at a specific time in the past. There is some example of simple past tense:[13]

Table 2

Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Five minutes ago
Yesterday morning	Last week	Two hours ago
Yesterday afternoon	Last month	In 2000
Yesterday evening	Last year	Three days ago
	Last spring	A (one) week ago
	Last summer	Six months ago
	Last Monday	A (one) year ago

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[12] *Ibid*, p. 216
[13] *Ibid*, p. 325

	Last Tuesday Last Wednesday, etc	

Based on the explanation above it can be concluded that to make a sentence, students need to know the difference from verbal and nominal form, especially in positive, negative and interrogative forms. To make a sentence in simple past tense, we use past form (V2) for positive statement and negative statement, we use auxiliary did + base form (V1). The example of the past form and base form for regular and irregular verbs are in the following chart.[14]

Table 3

Example of Regular and Irregular Verb

	Simple Form	**Simple Past**	**Past Participle**
Regular Verb	Hope Stop Listen Study Start	Hoped Stopped Listened Studied Started	Hoped Stopped Listened Studied Started
Irregular Verb	Break Come Find Hit Swim	Broke Came Found Hit Swam	Broke Came Found Hit Swam

Source: Betty Schampfer Azar, Understanding and Usng English Grammar, 2003

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[14] Betty Schrampfer Azar, *Understanding and Using English Grammar*, (3rd), (New York: Longman, 2003), p. 19

E. Concept of Discovery Learning

1. Definition of Discovery Learning

Discovery learning is a method of inquiry-based instruction and is considered a constructivist based approach to education. Bruner argues, "Discovery to the act of finding out something that before was unknown to mankind, but rather includes all forms of obtaining knowledge for oneself by the use of one's own mind".[15] It means that discovery learning takes place in problem-solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments.

In discovery learning method, the students as a centered model and the students must be active learners. As stated by Kaptan and Korkmaz, discovery learning is a method that encourages students to arrive at a conclusion based upon their activities and observations.[16] Discovery learning promotes students' exploration and collaboration with teachers and peers to solve problems. Students are also able to direct their inquiry and be actively involved in the learning process which helps with student motivation.

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[15] Bruner, J. S, *The Act of Discovery*, (Harvard: Harvard Educational Review , 1961), p. 26

[16] Kaptan, F. & Korkmaz, H. (2000). Portfolio assessment in science teaching. *Hacettepe University Faculty of Education Journal*, 19, p. 212

Discovery learning method takes place in problem-solving situations. It is supported by De Jong and Van Joolingen in Balim, in discovery learning, students construct knowledge based on new information and data collected by them in an explorative learning environment.[17] In other words, the students become problem solvers who collecting, comparing, analyzing the information, and make a conclusion of it. The teacher as a guide in the process of learning and the teacher offers the students occasion to be active students.

Based on the explanation above, it can be concluded that discovery learning is a kind of method where the students discover the materials by themselves without being taught by the teacher before. It emphasizes the students' full participation through collecting, comparing, analyzing the information until they discover their own concept.

2. Procedure of using Discovery Learning

By using discovery learning in the classroom, it can make students more active in learning English, especially in grammar mastery. The most common procedure for using discovery learning in teaching consists of the following steps:

a. Stimulation[18]

According to Syah in Irmayanti, after a teacher opens the class and the introduction of the material being taught, a teacher gives stimulations

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[17] Ali Gunay Balim, Eurasian Journal of Educational Research (EJER), *The Effect of Discovery Learning on Students' Success and Inquiry Learning Skills*, (March 2009), p. 2

[18] Irmayati Mufida, Gusti Nur H, Linda Mayasari, *The Implementation of Discovery Learning to Teach Speaking*, (Tell Journal), Vol. 3, No. 2, (Surabaya: Muhammadiyah University of Surabaya, 2015), p. 110

with the instruction for observing the subject. So that the students want to think about what is the object about.

b. Problem statement

The students should explore the problems which are suitable for the material in the class.

c. Data collection

Djamarah in Irmayanti states that "they can search the data by observing the objects, interviewing with a resource, doing an experiment alone, and others".

d. Data Processing

In the opinion of Syah in Irmayanti, that the learners have to process the data which they had got through the interview, observation, etc.

e. Verification

In this stage, the students are doing a review of the rightness of their hypotheses. It should be related to the result of processing data.

f. Generalization

Djamarah in Irmayanti said that based on the result of verification, the students will study make a conclusion. Generalization is the last step. If the students have done the generalization, so they have been masters of material from someones' experience.[19]

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[19] *Ibid*, p. 110

From the statements above, it can be concluded that the procedure of Discovery Learning in Simple past tense:

a. Stimulation

First of all, in this stage students are given a stimulus to attract student responses, the teacher presents an image of something in the past

b. Problem statement

After that, the teacher presents a problem to students, for example by giving a question about simple past tense

c. Data collection

When exploring is going, the teacher also gives a chance to students to collect the information as many as possible that is related to prove whether a hypothesis is right or no. The function of this stage is to answer the questions or to prove whether a hypothesis is right or no so that students are given a chance to collect much relevant information, read literature, observe the object, interview, and experiment.

d. Data Processing

At this stage, the students process the data and information that has been gotten.

e. Verification

At this stage, students are asked by the teacher to write sentences about simple past tense based on the topic. Students prove in advance that the sentence that has been made is correct or not

f.   Generalization

At this stage, students and teacher draw a conclusion about simple past tense material that has been taught

3.   Advantages and Disadvantages of Discovery Learning

Marzano in Louis argued that[20], the advantages of discovery learning are as follows:

a.   Students can participate actively in teaching-learning

b.   Developing and planting inquiry in the students

c.   Supporting students' problem-solving ability

d.   Giving interaction field in each-students and students teacher, so that students can use language well

e.   The material which is learned can achieve the high-level students' ability. It is also more unforgettable because the students are involved directly in the discovery process

f.   Students learn how to learn

g.   Learning appreciate themselves

h.   Motivating themselves and it is easier to transfer

i.   Knowledge will be permanent and rememberable

j.   The result of discovery learning has more transfer effect than other results

k.   Developing students' intellectual activity and students' ability to think free

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[20] Louis Alfieri, et.all., *Does Discovery-Based Instruction Enhance Learning?* (Vol. 103, No. 1, 1–18) (City University of New York, 2011), p.2.

l. Training students' cognitive to discover and solve the problem without people's helping[21]

Thus, discovery learning is good in use for the learning process of simple past tense because this method can more memorable and make students more active in the class. Discovery learning very well be used for teaching tenses.

The disadvantages of discovery learning, are as follows:

a. Teacher feel fail to detect a problem and there is misunderstanding between teacher and students

b. Wasting time

c. Consuming a teacher's work

d. It is not all students who be able to discover[22]

It can be concluded that a teacher and student must have basic knowledge about the problem and must know how to apply problem-solving skills. Without this knowledge and skills, they will flounder and grow frustrated. Instead of learning from the materials, they may simply play with them.

F. Concept of Direct Method

1. Definition of Direct Method

The direct method, which is also known as a natural method or conversational method, has been popular since it enables students to communicate in a foreign language. The direct method has been useful in

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[21] *Ibid*, p.2.
[22] *Ibid*, p.2

that it "provided an exciting and interesting way of learning foreign language through activity.[23] Direct method refers to instruction led by the teacher, as in the teacher provided direct instruction in solving the problem.

In direct method includes a lot of oral interaction and spontaneous use of language between teacher and students. Arends in Wijayanti and Agustina claimed that direct method is a learning method designed especially for supporting students' learning process related to declarative and procedural knowledge that are well-structured and can be taught in steps by steps fashions.[24] In this method, a teacher is centered model where the teacher presents the material in structured form, directs the students' activities and focuses the academicals achievement.

Richard and Roger in Fauziati argued that direct method lacked a rigorous basis in applied linguistics theory. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent upon the teachers' skill.[25] In other words, direct method stresses the role of teachers. And success of this method depends on the competence of the teachers, students will not have a good opportunity to develop their language skills unless this native-like proficiency is obtained by the teachers.

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[23] Cagri Tugrul Mart, *The Direct-Method: A Good Start to Teach Oral Language*, Vol. 3, No. 11 (International Journal of Academic Research in Bussiness and Social Sciences), (Iraq: Ishik University, 2013), p. 182

[24] Trisetia Wijayanti, Yuli Agustina, *Implementation of Direct Method to Increase Students' Understanding and Learning*, (Malang: Universitas Negeri Malang), p. 1

[25] Endang Fauziati, *Methods of Teaching English as a Foreign Language (TEFL)*, (Surakarta: Era Pustaka Utama, 2014), p. 28

From the several definitions above, it can be concluded that direct method is a method that focuses on instruction given directly to the student by the teacher. It is teacher-centered method which allows the teacher to present the material in structures form, directs the students' activities, and focuses the academic achievement. All activities in the class are based on the direction of the teacher.

2. Procedure of using Direct Method

In the opinion of Norland and Terry in Andryani, they describe how to apply Direct Method in teaching as follows:

a. The teacher shows a set of pictures the often portray life in the country of the target language

b. The teacher describes the picture in the target language

c. The teacher asks questions in the target language about the picture

d. Students answer the questions as best they can be used the target language.

Pronunciation is corrected,

e. Students may also read a passage in the target language.

f. The teacher asks questions in the target language about the reading.

g. Students answer questions as best they can be using the target language.[26]

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[26] Nila Andryani, *Using he Direct Method in Teaching to Improve Students Speaking Skill at Purikids Language Course*, (Yogyakarta: Yogyakarta State University, 2015), p. 37

3. Advantages and Disadvantages of Direct Method

The advantages of direct method are as follows:

a. Students always give attention

b. Students know much of words

c. Students can have pronunciation like native speaker

d. Learners often try on the conversation, especially topics which have teaching in the classroom

e. This method has principle which can be using by private school which have few lessons and students[27]

Disadvantages of direct method are as follow:

a. The successful teacher of the direct method needed competence in his language/stamina/energy/imagination/ability and time to create own materials and courses-beyond capacity of all but gifted few

b. Direct method is so much expensive because that effect upon the aids which are high cost aids

c. That method is helpful in the early stage. It is not doing a good work in the higher class[28]

G. Frame of Thinking

English is the first foreign language to be taught at schools and institutes. Most students of junior high school, senior high school, or university found some difficulties in learning English. In learning English, four skills must be studied by students, namely listening, speaking, reading, and writing. These

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[27] *Ibid*, p. 37

[28] Nadia Batool, et.al, International Journal of English Language Teaching, *The Direct Method: A Good Start to Teach Oral Language*, Vol. 5, No. 1 (January 2017), p. 37-40

skills were closely related to one another. The mastery of these skills should be supported by the knowledge of the language components, such as vocabulary, spelling, pronunciation, grammar, etc.

Grammar is one of the elements of language. Grammar is the structure of language that must be mastered. It is clear that grammar is considered as a system of the rules of the language that is used in the context of communication. Meanwhile, tense is a verb that shows the time of an event or action, it is very in constructing a sentence and it should be mastered by learners. Tense is one of important thing of structure English. Simple past tense is a kind of tenses that describe about activity in the past or a situation that has happened.

Based on the preliminary research, it can be assumed that the students got some difficulties in understanding grammar especially simple past tense. English teacher have been interviewed about the result of teaching grammar, especially in simple past tense. The teacher said, most of Tenth grade students of MA Al Islamiyah Kotabumi got difficulties to make sentences in simple past tense correctly. Besides, the students also got difficulties to memorize the pattern especially in learning simple past tense.

And also some of students at the tenth grade have been intervied. The student said that they were still confused in using simple past tense correctly in the form of verbal and nominal sentences in positive, negative, and interrogative. And the student got difficulties in memorizing the pattern of simple past tense. Therefore, in order to ease students in learning grammar

especially simple past tense, it was needed on the effective use of the method. One of the methods that were considered to be effective to teach grammar was discovery learning.

Discovery learning is very suitable for improving students' grammar. Because in discovery learning, students learn the process of finding something. Discovery learning is a method that can be fun for students during teaching-learning process because students can work together with their friends to find the material that will be learned. By using discovery learning method, students can learn and remember the way or the pattern because they are involved directly in the discovery process. Here students can publish their results through the process of learning grammar in using discovery learning method.

Based on the explanation above, the research focused to find out whether there is the influence of using Discovery Learning towards students' simple past tense mastery in the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

H. Hypothesis

Based on the frame of thinking above, it can be concluded hypothesis was formulated as follows:

H_a : There is a significant influence of using discovery learning method towards students' simple past tense mastery in the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

H_o : There is no significant influence of using discovery learning method towards students' simple past tense mastery in the tenth grade of MA Al Islamiyah Kotabumi in the academic year of 2020/2021.

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