

INVOLVING STUDENTS IN FORMULATING PATTERNS OF CHANGING SIMPLE PAST VERBS

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ABSTRACT

This research aims to explore the implementation of an inductive learning method to keep students engaged in learning activities rather than passively listening to the teacher's explanation in a junior high school. Conducted in an EFL class with 38 second grade students on beginner English level, this method modifies, Observe - Hypothesize - Experiment method from Lewis (1993) by adding one element, Share. The method provides students a wide opportunity to observe real examples of language use, compile simple hypotheses about the rules or patterns in these examples, test these patterns in different sentences, and share their works with their classmates. Besides, this method helps students to identify the patterns one by one instead of learning all past verb changes at the same time. The simple past verbs were divided into at least 4 groups of regular and irregular verbs. The first regular group was the addition of -d to the base words such as love-loved, dance-danced. The second was the addition of -ed such as talk-talked, want-wanted. The next was changing y into i and the adding of -ed as found in study-studied. And the last regular verb was doubling the last consonant of the base word and followed by -ed as in step-stepped. While in irregular groups, the first was a group without any changes in the base form. The next was a group where the vowel was changed. Then, a group where changes occurred on some of the vowels and consonants. The last was a group where the word changed completely. Related to students' perception of the implementation of this method, it has improved students' participation in classroom activities and most of them stated that they felt more encouraged while working in a group as well as in individual work and while presenting or sharing the result of their group work in front of the class. They also felt more confident in using simple past tense in different sentences. However, this method also has several weaknesses, such as the need for more time in its preparation and class management.

Kata kunci: TEFL, OHE(S)

INTRODUCTION

Grammar is an important element in language but it is not always easy for students to master. Converting basic English verbs into past tense verbs is one of the most common problems encountered in English classes, especially in relation to changing irregular verbs (Ayuba, 2014: 67). It is supported by Idek and Fong (2014: 484) who found that students need longer time to solve problems related to irregular verbs than the regular ones.

Class VIII students of SMPN 5 Samarinda also had difficulty working on the questions. When given English text containing past verbs, more than 50% to be exact between 17-20 students could not recognize the first form verb from the second form verbs contained in the text. In the same amount, students cannot find a pattern of changing the second form verb in the text provided. As a consequence, this number of students cannot change the first form verb into the second form verb in the provided gaps text. This weakness can be seen from the acquisition of the value of the learning process (see Appendix 1) where half of the class of students have not yet reached the minimum completeness threshold (KKM = 75).

Traditionally, teachers have tended to ask students to memorize verbs whose changes are regular and irregular. However, in fact this strategy is very ineffective because it is proven that it cannot solve the problems above. Another strategy is needed which is considered more appropriate to the characteristics of the student's difficulty.

The OHES strategy which stands for Observation, Hypothesize, Experiment, and Share was chosen for various reasons. The OHES strategy was developed from OHE which Lewis introduced in 1993 providing ample opportunities for students to observe or observe in advance the regular and irregular verbs found in the text being read. At this stage the teacher will help students identify the root verb. To make it easier, students' attention will be directed to verbs that have the same change pattern. This is considered to be able to solve the problem of the first difficulty, namely the difficulty of students recognizing the first form of verbs from the second form of verbs contained in the text.

The observation stage is an important stage in language learning. However, the reality is that teachers often ignore this stage for a number of reasons. In the observation stage, students are given the experience to observe and experience the text through reading and / or listening and doing something related to the

text that is being studied. Of course the teacher must be able to act as a source of information that is easy to understand so that at this stage the teacher can not only design learning material that is easy to observe but also competent in designing activities so that observation products can also be presented easily. The teacher's role as a source of comprehensible input that can lead students to observe.

The OHES strategy also provides space for students to hypothesize the verbs found in the text. Through worksheets designed by the teacher, students are asked to formulate provisional estimates of the changing patterns of the verbs highlighted by the teacher. In this way the students can construct their own knowledge of the pattern of change and the teacher just needs to reinforce the students' hypotheses. The Hypothesis stage is the stage where students' awareness of the introduced pattern begins to emerge. This state is also known as consciousness-raising stage. At this stage students cannot be expected to be able to communicate so this period is also called non-verbalization. This is the stage where the teacher directs students' attention to the formal features of the language being studied - in this case - are regular and irregular verbs. This stage is called input-centered activities where students - after observing language - develop hypotheses about the rules of the language being studied (develop a hypothesis about the underlying rules). This stage is also very important because it is at this time that students begin to internalize the language patterns that are being studied. This is considered to be able to help solve the second difficulty, namely the difficulty of students in finding patterns of changes in the second form of verbs in the text.

The third stage is experimenting. When the hypothesis has been made, the students are ready to experiment with the elements of the language they have learned. The real experimental stage is the stage where students test patterns that have been internalized in real communication. The experiment can be done from word level to sentence level. This stage can help students to realize an error in their hypothesis, therefore they will try to improve their knowledge.

Sharing is the last stage which is not included on Lewis work. This stage provides opportunities for students to share work results. In this way students will get more examples of the use of past tense verbs from a number of different texts their peers have created. This method is assessed to be able to give students the opportunity to be exposed to rich but familiar texts because they are produced from familiar contexts. This is considered to be able to contribute to the motivation and pleasure of learning English. Given some of the advantages of the OHES strategy that are in accordance with the character of the material and students, this strategy is expected to maximize students' understanding in the correct use of simple past tense verbs.

RESEARCH METHOD

This paper is a part of a classroom action research which aims to obtain improvements and enhancement of the learning process based on the results of observations of the learning process in Class VIII A SMP Negeri 5 Samarinda. Following Kemmis, McTaggart, and Nixon (2014: 18-19), the research was conducted in two cycles of planning, acting, observing, reflecting, re-planning up to reflecting. However this paper focusses on the result of observing stage.

Observations in 4 meetings were held to obtain data on the implementation of learning scenarios using the OHES method by the teacher, and data on student activity in learning. Observations were done by collaborators to determine the suitability of the lesson plan design with the implementation of learning by teachers in the classroom. The results of the observations were recorded in the teacher's observation sheet. Observations were also carried out on students with a focus on the learning activities carried out by students during the learning process. The observation sheet consisted of 13 activities points in line with the steps in teaching scenario.

RESULTS AND DISCUSSION

Result

Teaching and learning activities are generally divided into three main parts: opening, main activities, and closing. The activities of OHES implementation described below focuses on the main activities of the teaching. Since there were four sub topics of past verbs with several sub topics, the schedule can be described as in Table 1.

Table 1. Topics and Subtopics for each Meeting

Meeting	Topic	Sub topic	Example
1	Regular Verbs 1	a. Verbs added by <i>-d</i> , b. Verbs added by <i>-ed</i> ,	a. ‘dance’ becomes ‘danced’ b. ‘accept’ becomes ‘accepted’
2	Regular Verbs 2	a. Verbs ends in <i>-y</i> become <i>-ied</i> , b. Last consonant is doubled <i>+-ed</i>	a. ‘study’ becomes ‘studied’ b. ‘spin’ becomes ‘spinned’
3	Irregular Verbs 1	a. Verbs without changes, b. Verbs with vowel changes	a. put, read b. ‘sit’ becomes ‘sat’
4	Irregular Verbs 2	a. Verbs with changes in vowel+consonant, b. Word changes	a. ‘bring’ becomes ‘brought’ b. ‘is’ becomes ‘was’

Each subtopic had to be taught by applying OHES. Therefore, there were more than one OHES cycle in every meeting as illustrated on Figure 1.

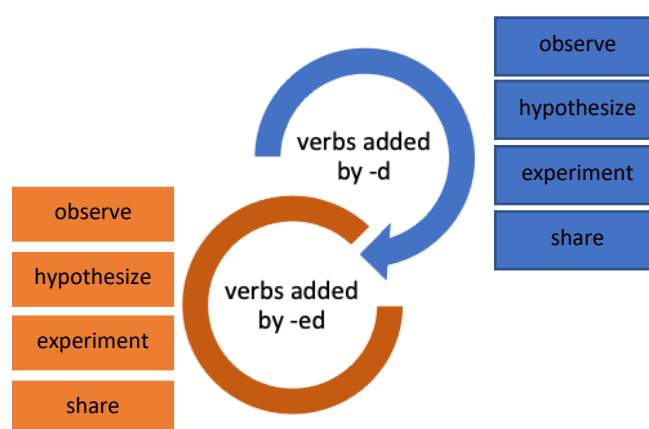


Figure 1. OHES cycle in meeting 1

The activities on each step are as follows:

1. Observing

On the first meeting, students were introduced to regular form of verbs focusing on verbs ended in *-d*. Students were asked to watch a video of short dialog and identify the verbs used in the video. After watching the video, the students read a passage about “Three Little Pigs and a Wolf” shown by the teacher from a projector. The regular verbs on the passage had been bolded. Teacher explained the bolded words. The students worked in pairs. They were given worksheets containing the regular verbs. Students tried to match the past verbs to their base forms.

2. Hypotezising

This stage was done by recognizing the changes among verbs. After students matched the verbs, they worked in groups of four and discussed the changes from the base form to the past forms. As the focus of the first meeting was to learn about regular verbs, the students identified the changes of 10 verbs ended in *-d* and 10 ended in *-ed*. It was important to make sure that students could identify the changes themselves. This process was supervised by teachers to help students focusing their attention to the changes. This stage is crucial to train students’ ability in figuring out the pattern of each changing.

3. Experimenting

In this stage, students worked in groups to make make sentences using the verbs they identified on the previous stage.

4. Sharing

This stage provided students some opportunities to show their work in front of the class. by displaying or describing the result of their discussion on

Discussion

Increased student participation in working in teams and self-confidence in doing assignments individually are the main factors that encourage the improvement of student learning outcomes with the OHES strategy. This strategy as suggested by Lewis (1993) provides ample opportunities for students to observe or observe in advance the regular and irregular verbs found in the text being read, to hypothesize on the verbs found in the text through the sheet. teacher-designed work, conducting experiments or experiments on patterns of verb change they have found, and giving students the opportunity to share their work so that they get more examples of using past tense verbs from a number of different texts their peers have created . This method is assessed to be able to give students the opportunity to understand rich texts that are also familiar because they are produced from familiar contexts. This is considered to be able to contribute to the motivation and pleasure of learning English.

The teacher's distribution of assignments to each member before giving worksheets to the group was able to increase the enthusiasm and sincerity of students working in teams. This is supported by Cornelius-Ukpepi, Algazor, and Odey (2016) who state that individual accountability and positive interdependence are two things that are conditions for the success of working in a team. The high participation of students in group assignments encourages increased student performance in doing individual assignments.

Two findings of this study that deserve attention are the students' ability to do hypothesizing is still low and the relationship between the level of participation and students' abilities. The low ability of students in determining hypotheses is predicted to occur because students are not used to observing data because generally grammar learning begins with the teacher's explanation of the formula followed by exercises to apply the formula in question. The deductive approach in grammar learning does not provide opportunities for students to observe let alone make hypotheses, this is what causes students to experience a little difficulty in carrying out activities in this hypothesis step.

Chodija, Nurweni, and Suparman (2017) found that explicit instruction provided better results in students' grammar mastery, especially in the Past Tense material. Meanwhile, implicit instruction (implicit instruction) gives lower results. Actually both of these approaches are needed by students. Explicit learning provides an opportunity for them to get an explanation of the grammar formula and while implicit learning provides an opportunity for them to get the formula naturally so that the knowledge obtained is believed to be relatively more durable.

Although this hypothesizing stage is difficult, it needs to be continuously developed so that students have experience making hypotheses from a language formula after first observing intensively the text both spoken and written containing the formula. It is said that because the results of this study indicate that the ability of students to change regular and irregular verbs continues to increase. This is because the hypothesizing stage begins with sufficient observing and continues with experimenting and sharing.

Observations on the results of classroom observations, questionnaires, and student tests showed that 69% of students who stated that it was difficult to work on worksheets in fact received high scores on the evaluation. This shows that the level of student participation is not determined by the initial ability but the application of learning has more influence on student participation.

CONCLUSION AND SUGGESTION

Conclusion

The results of the implementation and test of students' understanding in class VIII SMPN 5 Samarinda show that the modified OHE strategy (observe, hypothesize, experiment) with the addition of S (sharing) can help improve students' mastery of the concept of change in simple past verbs. In addition, the implementation of OHES optimizes student participation in cooperation between students and in interactions with teachers. However, students do not feel comfortable presenting the results of their work in front of the class.

Suggestion

The implementation of OHES in English learning can still be developed by paying attention to several matters, such as teachers should still pay attention to the details of the characteristics of the material to be delivered so that the distribution of activities in OHES can be arranged appropriately. Teachers are also advised to use a wide variety of activities in each part of OHES activities.

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