

Teaching Method for Improvement of Student's Grammatical Knowledge

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ABSTRACT

Present tense and past tense are prominent as basic general knowledge of English. Because present tense and past tense are essential parts of predicate of the sentences, the English learners are required to have adequate knowledge of present tense and past tense to enable them to construct effective sentences when expressing their idea in writing or in speaking. However most of the students still have weakness of understanding on present tense and past tense. It becomes crucial issue for students when they construct their own sentences in writing and speaking. The aims of this research are 1) how the focused divided verb teaching method can improve students' ability in writing and speaking? 2) how the teaching method improves student's comprehension on present tense and past tense? This is classroom-based research that employs explicit teaching approach. The data is gathered based on a semi-structured interview and by analyzing documents of students' worksheets. The documents are students' paper test, prior and after the teaching method applied. The data is analyzed quantitatively and qualitatively. The result of the study indicates that the teaching method enhances the students' comprehension of present tense and past tense and improves the students' ability in writing and speaking.

Keywords: *Writing, Speaking, Teaching Method, Explicit Instruction*

1. INTRODUCTION

According to national curriculum, English is learned as English Specific Purpose (ESP) at tertiary level in Indonesia. Thus the learners must have adequate knowledge of general English before studying ESP. The students are required to have appropriate ability particularly in speaking and writing. The curriculum in higher education requires the students to be able discuss the issues related to their major of study. If the students are from Law faculty for instance, they are required to be able to speak or discuss legal issues such as regulations and constitution topics. Furthermore, the students are also expected to gain high score of PBT Toefl Test as one of the conditions for applying their final colloquium, therefore, in order to be able to achieve good score of PBT Toefl Test, firstable, the students have to gain a good comprehension of basic grammar such as present tense and past tense. However, on the one hand, the students still have a weakness on these tenses. Therefore, either studying English Specific Purpose or gaining good scores for Toefl seems to be far from reality.

Furthermore, there is significance differences of grammatical structure between Indonesian grammar and English grammar. According to Indonesian grammar, the tenses are not part of the predicate of the sentences in

contrary, in English grammar, the tense indication is determined in predicate of the sentences and it is part of the predicate of the sentences. Therefore, most of the students face difficulty in understanding and construct the effective sentence in their speaking and writing when it comes to tense alteration of the sentences.

One of the most important general knowledge of English is grammatical structure of present tense and past tense which plays significant roles in constructing the correct sentences verbally or in written form. Present tense and past tenses are two tenses that are used most of the time in English language. The adequate knowledge of the students on present tense and past tense and the ability to alter different verb forms, enables the students to construct the sentences in present tense and past tense correctly and accurately. However, most students have lack understanding and are confused about the alteration of verb forms in present and past tenses either main verbs or helping verbs. It is very challenging for the students to be able to construct sentences correctly or to alter the sentences from present tense to past tenses or otherwise. It is because in present tense and past tense, the changing process of main verb and helping verb in indicating the tenses in form of negative, positive, interrogative sentences confuses the students most of the time. Moreover, the

grammatical structure in Bahasa Indonesia does not recognize the verb (either main verb or helping verb) in indicating tense alteration. Tense aspect in Indonesian grammatical rule is not in part of the predicate of the sentences but tense alteration is indicated by adverb of time such as yesterday and tomorrow. However, English grammatical rules literally indicates that the tenses of the sentences on the predicate of the sentences. Failing to change the predicate of the sentences in determining the tenses lead to the grammatical error of the sentences. Therefore this study aims to find out the following issues: 1) how does the teaching method improve student's understanding of present tense and past tense? 2) how does the teaching method improve students' writing and speaking ability?

2. LITERATURE REVIEW

Research development in grammatical fields indicates the importance of grammatical element to enhance students' English ability. The knowledge of grammar contributes the important role of learners' English ability both in productive and receptive skills. Language ability related to English proficiency in academic English, should include the grammar of standard written English, complex sentence, structure, and developed academic vocabulary [1]. The grammatical structure has a contribution to support the learner's needs for academic studies and to develop students' practice and useful skills of English. Moreover, the English skills of the students cannot be isolated from one another, and grammatical knowledge plays a significant role in students' English ability such as in understanding the syntactic features in reading containing lexical and grammatical features. In line with this, teaching grammar is helpful or otherwise it will be only the phrase repetition that only adequate for very general interaction in very informal situation such as greeting or make an order for food in restaurant [2]. Thus teaching grammar of the target language is essential and grammar has good correlation with language competence.

Furthermore, there are various types of teaching method that can be applied in teaching learning English that have their advantages and disadvantages in learning process [3]. The appropriate activities of teaching in classroom can help students to improve their language ability because English is a foreign language and is not used as tools of social interaction both in formal or informal contexts outside of classroom so often for learners where English is as a foreign such as Indonesian context. Teaching method on grammar has been developed in different approaches for a half century. Some among others are grammar-translation method and Audio-Lingual Method. However some scholars who criticized on teaching grammar argued that too much focusing on grammar forbids the students from critical thinking. In contrary, the mastery of production skills of the target language make the grammar becomes prominent to be taught [4]. Moreover, the prominent aim of learning language is to be able to communicate fluently that makes the grammar knowledge is crucial [2]. Al-issa also underlines that the teaching method

should benefit the students and meets the students interest. Therefore he considered that communicative language teaching (CLT) method enables the teacher and student to put the linguistic competence as the core to contribute production of language. He stated that CLT can widen the language use and focus on language use and function.

Likewise, in term of speaking, the English learner need to speak English fluently because in globalization era, good English-speaking ability is widely demand in many aspects of life [5]. Therefore the teacher has option to apply the best teaching method to enhance the students ability in speaking. Therefore the appropriate instruction is need in teaching grammar because positive grammar instruction contributes positive effect on students in achieving their goal in learning English. The need of effective instruction to improve the speaking ability is the responsibility of the English teachers to investigate the appropriate component for their teaching method.

In addition, the most common error happening in L2 writing of English were tenses, preposition, and subject-verb agreement [6]. It is because of the influence of the students' first language. So, English teacher needs to underline certain concepts in ELT in teaching grammar. Darus and Ching believes that writing is the most complex skill of English to learn but it is very essential for students to enable them to express their idea effectively. The error in writing can be divided into the external error which comes from the influence of learner's first language and the internal error which is the interference from the target language itself. The first categories are caused by inter-lingua transfer; the errors caused by the interference of the learners' first language especially for the early stages of L2 learning and before the L2 is familiar to the learner so that the learners only adopt the linguistic system of their first language since only their first language they are familiar with causes the transfer effect directly or indirectly to the target language learning. If the language system of the learners' first language features corresponds with the L2, it will contribute a positive effect for the learners' transfer from L1 to L2 or otherwise, which later will cause interference.

Furthermore, intra-lingual and developmental errors are the second categories of errors that may be caused by inadequate learning of L2, difficulties inherent in the TL itself, inappropriate teaching method, confused thinking or lack of contrast between first language and the second language. There will be positive effects for the learners if there is positive transfer between the first language of learners and the target language when parallel features of the two languages correspond exactly, or otherwise if there is a negative transfer that interferes. Intra-lingual error derives from the structures of English itself as the result of the learners misinterpreted the grammatical rules of English [6]. Furthermore, developmental errors are the comprehension competence of learners at a particular stage and define some of the general characteristics of SLA.

In addition, English learners have difficulties in comprehending grammatical aspects of English including the use of correct tenses [7]. The learners have aware the different rules applied in different tenses but they are still not sure the correct way of applying them. It is very difficult for the students to comprehend different rules applied in different tenses even they aware that the verbs are needed to be used with different forms that correspond to the correct tenses.

Teaching grammar aims to improve the ability of learners of the target language [8]. The teacher believes that grammar is crucial knowledge and useful in mastering English although they are more favor with implicit teaching instruction than the explicit one [9]. Furthermore Madarina et al., suggest that teaching English grammar with explicit instruction includes memorization, rule-governed practice, drilling in a language classroom, enable the learners to produce correct sentences. Teacher is the main resource of information and teaching is done based on teachers' rule and direction. Explicit instruction on teaching grammar helps the students to improve grammatical accuracy compared with implicit teaching instruction and explicit instruction are favoured to be taught concerning grammar [8].

The differences between implicit and explicit knowledge is implicit knowledge is intuitive, procedural, systematically variable, and automatic that is available to use fluently in unplanned language [10]. Explicit knowledge is conscious, declarative, anomalous, and inconsistent and it is only applicable with controlled processing in planned language use and is potentially learnable at any age. On the other hand, implicit knowledge is automatic, no restrictions and be imposed with time constraints, such as untimed grammar tests and spontaneous communication. Moreover Ellis underlines that the goal of instruction should be implicit knowledge. Teachers expect that the students enable to use foreign language fluently. The explicit instruction enables the learner to achieve this goal. Students' consciousness of noticing features of target language improve the implicit language development. Explicit grammar instruction contributes better comprehension of the grammar that makes learners feel better confident.

2.1. Divided Verbs: Main Verb And Helping Verb

In English grammatical structure, verb form can be divided into the main verb and helping verb in general. The main verb is a verb form that functions to describe the actions of the subject in a sentence. The main verb can be also divided into state verbs and action verbs. The action verb is a dynamic verb for instance; eat, go, write on so forth. State verb is static verbs for instance; look, resemble and so forth.

Further, a helping verb is a verb form that has a prominent function to give the information of the time or indicates the tenses of the sentence including present tense, past tense, present perfect tense, and past perfect tense. Moreover, in general, helping verb does not convey the full meaning of the sentences because in majority helping verbs are bound morphemes except for

auxiliaries do/does/ did, have/has, and had which have function either as main verbs or helping verb. Helping verb is limited in a particular number of words if compared to the main verb. In particular, helping verb consist of *to be* are: is, am, are, was, were, do/does, have/has, had, may, might, will, would, shall, should, can, could, must, and ought to. Those helping verbs indicate tense aspects in the sentence in almost all of the tense aspects. In present tense, helping verb used to indicate tense and in past tense, the main verb form and helping verbs to determine the tense.

2.2. What Are Needs To Be Taught?

Hinkel states that due to time limitation of the class and teaching effectiveness, English teachers do not have to teach all English tenses, besides, it is not all types of tenses are applied in today's English [1]. Thus English teachers should prioritize the present tense and past tenses as they are much required in both speaking and writing. Thus the English teachers are required to identify the certain tenses that are most used in both speaking and writing and simply skip the other form of tenses. Furthermore, Hinkel states that in order to meet the academic English in writing at higher degree level, the students should have language abilities in the grammar of standard written English in complex sentence structure. Hinkel suggests the teachers emphasize the teaching material that needs to be taught as follows: contextual functions and uses of verb tenses in the discourse, the simple present and past tense, and passive voice construction in simple present and simple past tense because passive voice is generally used in writing and has important contextual functions.

3. RESEARCH METHOD

The research is classroom-based research that employs explicit teaching approach. The teaching method is divided into three cycles. The teaching method is applied for nine meetings. The first cycle started with pre-test in the first meeting, the second cycle was followed by the application of the teaching method from the second to seventh meeting, and the third cycle is post test conducted in the eighth meeting. The data is obtained in four steps. First the data was gathered based on the pre-test result prior to teaching method expose. Second, the data was gathered based on the paperwork of the students during the teaching method expose. The third step was the post-test result after the teaching method applied. The final step was a semi-structured interview with 15 students. The questions of interview are open-ended questions. The interview were conducted after the teaching method applied. The data was analyzed based on qualitative and quantitative method.

The questions for the interviews are as follows:

1. Did you understand how to construct correct sentences in present tenses and past tenses when you were in senior high school?
2. How did you learn about present tenses and past tenses?
3. Did you know that verb form can be divided into the main verb and helping verbs?

4. What do you think about dividing verb into main verb and helping verb?
5. Did you understand easily learning present tense and past tense before knowing divided verb?
6. How does divided verbs in present tense and past tense influence your ability in writing and speaking?

3.1. The participant

The research involved 124 students of Law Faculty Malikussaleh University, one of public Univeristy in Lhokseumawe Municipality, Aceh, Indonesia. The students are first year students from faculty of Law. However majority of the students have been exposed to learning English from junior to senior high school level.

3.2 Focused Divided Verb Teaching Method

The teaching method was conducted once a week for nine meetings. Every meeting lasts for one and half hours. The teaching method was divided into three cycles as follows:

A. First Cycle

The first cycle was a pre-test conducted at the first meeting. The students were given pre-test about their daily activities in one paragraph (at least 10 sentences) by using the simple present tense. The student was also asked to write one paragraph (at least 10 sentences) using a simple past about their last weekend. The pre-test is implemented in order to find out the students' prior knowledge and comprehension of present tense and past tense before the teaching method exposed in their writing.

B. Second Cycle

During the second cycle, the students were exposed to the application method of focused divided verb teaching. The students were explained the differences between the main verb and helping verb in order to indicate present tense and past tense. The tasks were given to the students to write the sentences in the present tense and past tense which focused on the different uses of helping verbs and the main verb. There are three phase of the tasks formulated in the second cycle; helping verb focus, main verb focus, and present tense versus past tense focus.

1. First phase: Helping verb focus

In this phase, the students were asked to write the sentences in present tense and past tense only by using helping verb *tobe*; *is, am, are* (for present tense), *was were* (for past tense), and the students were not allowed to use main verbs for what any reasons. The students were asked to describe the given topic (general topic: favorites vegetables, favorite food, family). This phase aimed to enhance the student's knowledge on the use of helping verb specifically in indicating the tenses of present tense and past tense in the sentence by describing the situation, characters, the status, or condition of the subject in the sentences. The students have to answers

the questions given by writing it down and then each students read their work loudly. The questions given were as follows:

a. Present tense

1. **What is your favorite vegetable?** Why? Please describe it in two statement sentences, two negative sentences, and one interrogative sentences. You **never use the main verb**.
2. **Who is she?** (Your mother). Please describe it in two statement sentences, two negative sentences, and one interrogative sentence, and **never use the main verb**.

b. Past tense

1. **What was your favorite food?** Please describe it in two statement sentences, two negative sentences, and one interrogative sentences). You **never use the main verb**.
2. **Who was he?** (Your father). Please describe it in two statement sentences, two negative sentences, and one interrogative sentences. You **never use the main verb**.

2. Second Phase: Main Verb Focus

At this phase, the students were asked to write down the sentences about the activities related to the chosen topic (favorite vegetable, favorite, food) both in present tense and past tense. In this phase, the students were asked to write the sentences in present tense and past tense only using main verb and helping verb *do/does - did* for introgative and negative form. The students were not allowed to use helping verb *tobe* or any other helping verb in their sentences. The students were asked to describe the given topic by writing down their sentences and then read their work loudly.

This phase aimed to enhance the student's understanding on the use of main verb and helping verb of *do/does - did* to indicate the tenses of present tense and past tense, to improve the students comprehension on the different use of main verb and helping verb *to be* in their sentences. This phase also tends to improve students' understanding of the alteration process on the use of main verb and helping verb in negative and positive form in present tense and past tense. The questions given were as follows:

a. Present tense

1. **What do you do with your favorite vegetable?**Please describe the reasons in five sentences;two statement sentences, two negative sentences, and one interrogative sentence. You **never use helping verb tobe**.
2. **What does your mother do with the vegetable?**Please describe the reason in five sentences, two statement sentences, two negative sentences, and one interrogative sentences. You **never use helping verb tobe**

b. Past tense

1. What did your mother do last weekend? Please describe the last activities in five sentences; two statement sentences, two negative sentences,

and one interrogative sentence. You **never use helping verb to be**.

3. Third phase: Present Tenses versus Past Tense

In this phase the pictures were shown to the students about the comparison between present time and past time, the students were asked to write a) 10 sentences in present tense: five sentences using helping verbs (two statement sentences, two negative sentences and one interrogative sentence); 5 sentences using main verbs (two statement sentences, two negative sentences and one interrogative sentence); and b) 10 sentences in past tense: five sentences using helping verbs (two statement sentences, two negative sentences and one interrogative sentence); 5 sentences using main verbs (two statement sentences, two negative sentences and one interrogative sentence).

During those phases students were given 20 minutes to write down their sentences, afterward, the students were asked to read their sentences loudly and analyze it syntactically. The time is limited in order to prevent their works from just copying the “chunk of sentences” from the translate tools.

C. The Third Cycle

The third cycle was conducted in the eighth and ninth meetings. The cycle was post-test which aimed to assess students’ understanding of the use of present tense and past tenses after the teaching method applied. The post-test was divided into three sessions. First session and second session were conducted in the eight meeting and

First session, different pictures were given to every student and the students were asked to write down a picture given in 10 sentences using present tense: 5 sentences using helping verbs (2 statement sentence, two negative sentences, and one interrogative sentence); 5 sentences using main verbs (two statement sentences, two negative sentences, and one interrogative sentence). All sentences have to be written in present tense. The pictures given consist of fish, fruits, food and so forth.

In the second session, the students were asked to describe a pictures showed that contain the two different time zone; present and past tense and they have to describe about past time: five sentences using helping verb (one statement sentences, two negative sentences, and two interrogative sentences); 5 sentences using main verbs, (two statement sentences, two negative sentences, and one interrogative sentence). The students were given 20 minutes for each sessions. It took 40 minutes to complete the 20 sentences. During the post tests, the students were allowed to use only manual dictionary in order to scallfold their vocabularies. After test completed, the teachers assess the students’ works straight away by choosing some students works randomly after the students finished works were collected. Some of the students were asked to read their works loudly in front of the class and the teacher check whether or not their works were correct.

In the third session, at the ninth meeting on the following week, the students work sheets were returned and the students were given about 10 minutes to revise their works and then recollected by the teachers. The students had to revise the same sentences they had done on the day of the test without changing the topic given on the day of the test. The revising time allows the students to reflect their comprehension on present tense and past tense after teacher swift assessment. By asking the students reading their works on the day- test, they will be alerted on the mistake they made on their work and have one week to reflect. The third session is very crucial to allow the students to recheck their comprehension of devided verb for tense alteration. The followings pictures are examples given during the third session.

Picture A



Picture B



Note: The pictures used in cycle three for the post test

Overall the model of focused devided verb teaching method is illustrated in following diagrams:

DIAGRAM ONE

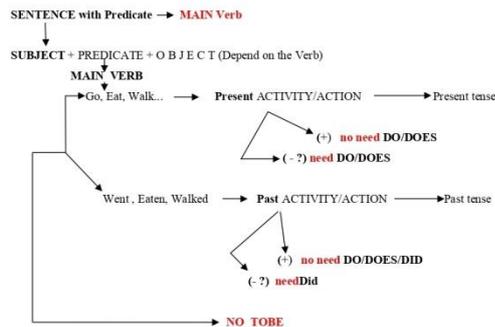
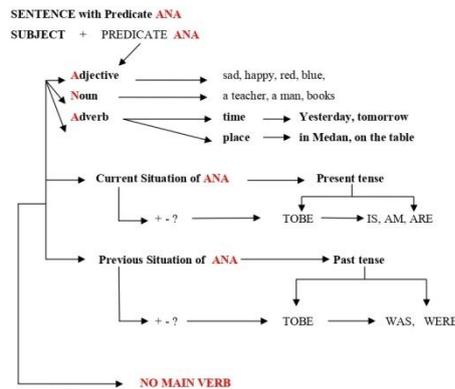


DIAGRAM TWO



4. RESULTS AND DISCUSSION

4.1 Does Teaching Method Of Focused Devided Verb Improve Students' Understanding Of Present Tense And Past Tense?

The result of the study on pretest shows that most of students' prior knowledge on present tense and past tense was still poor. The students did many grammatical error in using main verb and helping verb when altering the verb from present tense to past tense or otherwise. The student made alot of mistakes when applying the appropriate forms to indicates the change of the tenses.

In addition during the second cycle, most of the students were confused on the different uses of verb forms either as main verb or helping verb in present tense and past tense. The students had difficulty to differentiate between the main verb and helping verbs along with their functions for tense alteration. The grammatical errors occurs dominantly in using helping verb of tobe (is, am, are, was, and were), and the application of auxiliary *do*, *does*, and *did* in negative and interrogative forms in present tense and past tense. The students were confused to distinguish the different use between present verb and past verb, the different use of helping verb *tobe* and auxiliary *do/does* and *did* in negative and interrogative sentence either in present or past form. This errorness happens due to the lack of understanding of the students on time aspects when determining predicate of the sentences. Therefore, when the students failed to indicate the tense aspect correctly, they constantly made error sentences. The intra-lingual errors are caused when the

students have difficulty to understand the English grammatical aspects in using the correct rules applied in different tenses although the students have realized the different verbs are applied to indicate the different tenses.

During the second cycle, many students keep repeating the same mistakes in different tenses when applying the different verb forms. Therefore, during this cycle, teacher-students kept doing revision-check. This cyle is very crucial for students comprehension of present tense and past tense. During this cycle, the students were able to identify and crosscheck their mistakes.

Furthermore, the result of post test shows that from 124 students involved in post test, 43 of the students were able to construct the 70% sentences correctly in present tense and past tenses, either using helping verb or main verb. It reveals that 43 of the students were able to use the correct verbs in predicate of the sentences to determine different tenses.

The table below shows the grammatical error occurence in sample of written tasks from pretest.

Table Of Errors

Classification of errors	Error Samples of Sentences	Correction of Sentences
Helping verb mistake	<ol style="list-style-type: none"> 1. I did not forget to pray (should be present tense) 2. I really happy because....(shoul d be in past tense) 3. If I late to go home 4. I tidied the room(should be in present tense) 	<ol style="list-style-type: none"> 1. I do not forget to pray 2. I was really happy 3. If I am late to go home
Main Verb mistake	<ol style="list-style-type: none"> 1. I always breakfast (missing main verb) 2. After I prayer, I read Qur'an 3. We enjoy the view of the beach (should be in present tense) 4. I always waiting go to bathroom 5. I am always breakfast with my friends 6. was ready to wear clothes and hijab at 7 o'clock i went to campus and met my friends there 	<ol style="list-style-type: none"> 1. I always have a breakfast 2. After I pray, I read the Quran 3. We enjoyed the view of the beach

The result of the study indicates that there is a significant improvement in students' understanding of simple present and past tenses after the teaching method of focused dividing verb is implemented to the students. At the pre-test, the majority of 124 students were not able

to write the sentences in the present tense and past tense correctly. After the teaching method exposed, at post-test results, the students were able to write down and describes and construct their sentences correctly over 70% on the chosen topic using the present tense and past tense.

From 15 students interviewed, only one students whose educational background was from Islamic boarding school, not from senior high school as his other friends, stated that he was taught the differences between modal and tobe, but it was still not as clear as focused divided verb teaching method, however, he believed that his learning experience while in boarding school had enabled him to comprehend the present tense and past tense. Other students stated that she never heard that verb form can be divided in main verb and helping verb “*My teacher in senior high school never mention about divided verb forms*”. Overall, most of the students confessed that they were still confused in altering and determining present tense and past tense using memorizing pattern teaching method that is generally used in senior high school because memorizing the pattern method does not help them to comprehend the use of verb different verb forms in present tense and past tense as one of students stated “*I never know before that the verb forms can be classified in two type*”. The other students also mentioned, “*My teachers never teach me about present tense and past tense this way but only by memorizing the pattern*”. The old method generally used by memorizing the pattern; s+v+o and s+tobe+complement are considered difficult to produce their own sentences. There were three students stating that they have understood present tense and past tense even before the method of focused divided verbs were exposed, however, they considered that learning tenses by focused divided verb teaching method is still more easier and clearer to understand the changing of grammatical aspects on present tense and past tense in the predicate of the sentences. It is easier for them to related the alteration of different verb forms in other types of tenses such as present continuous and past continuous tense.

The research indicates that the method of focused divided verb enhances the understanding of the students on the different use between the main verb and helping verbs in constructing sentences in the present tense and past tense. It is because the method just focused on the use of main verbs and helping verbs details. During the teaching, students have a lot of opportunity to make repetition in the use of helping verb and main verb by producing their own sentences with the predicate in verb form and the sentences with the predicate in ANA form. Therefore the method enables the students to distinguish the sentences that has to use helping verb **to be** and without using **tobe** clearly. The method also helps the student to differentiate the use of Auxiliary **do,does** in different way in constructing negative and interrogative sentences in the present tense and past tense.

Furthermore, the result of the study also demonstrates that the majority of the student believes that the dividing method is much easier in comprehending the simple present and past tenses, and the use of helping

verb to indicate present tense and past tense. The method has increased their understanding of the differences of present tense and past tense significantly and how to change the predicates to alter the different tenses. Even two students stated that they scratched from zero in present tense and past tenses before the method was exposed and gain better understanding after exposed to the teaching method “*This method made me realize that verb in English grammar can be divided into main verb and helping verb that makes me gain easier understanding in present tense and past tense...*”. The students were able to describe the picture both in action form or based on what they feel of the pictures. The correction session is very crucial because the students will have the opportunity to review their works and discuss it with their peers. Furthermore, it is believed that focused divided teaching method is more suitable to be applied to improve students' comprehension of present tense and past tense. Also, the method helps the students to understand easier other tenses such as continuous and future tenses as one of the students interviewed confess “...”. Because this method is explicit teaching instruction, it helps the students to improve the students implicit knowledge of present tense and past tenses with crosscheck and repetition strategies during the second cycle.

4.2. How Does The Teaching Method Improve Students' Writing And Speaking Ability?

The reseach reveals that the method applied has improved the student's ability in writing and speaking. The English learners are able to produce their own simple sentences and describe the topic either in the present tense and past tense in their writing and speaking. The students were able to describe the topic in the given pictures either by using helping verb or main verb in present tense and past tense. Some students on the interview stated that the method has delineated their confusion on the difference use between helping verb and main verb in different tenses “*divided teaching method help me to understand better in the use of helping verb and main verb in the predicate of the sentence...*”. In addition, the study also indicates the method enables the students to differentiate between the sentence which has main verb as predicate and the sentences which does not need main verbs in the predicate of the sentences. Therefore this method enabled to eliminate errorness due to insufficient understanding on grammatical aspects of English in their writing and speaking. The study indicates that method improves students understanding of correc tverb forms with difference tenses in the predicate of the sentences in their writing and speaking either in present event or in past event. Therefore, if the students are able to indicate the tense aspect correctly on predicate of the sentences, they constantly can construct the sentences correctly in their writing and speaking. Thus, the errorness in applying the basic rules of grammatical aspects particularly in writing can be avoided. In addition, the teaching method helps the students to do repetition and practice the grammatical rules in the sentences of their writing and speaking that result of the improvement of students' implicit knowledge in both speaking and writing. The students were able to identify

the error they have made and have direct opportunity to be corrected by the teachers while they practice their English in writing and speaking.

Furthermore particularly, in term of speaking, the study indicates the significant improvement of students' comprehension on present tense and past tense on students' speaking. The study shows that if the students have adequate knowledge of present tense and past tense, it enables the students to convey their idea and express their feeling on the topic in simple sentences in different tense by producing effective sentences. Therefore, the adequate knowledge of on present tense and past tense is very essential to help the students to construct their own sentences in speaking that enables the students to speak more fluent with accurate sentences. The students who have good understanding in differing present tense and past tense are able to speak about simple topic such as their hobbies and daily activities, favourite things, and other general issues. Thus during the third phase many students were able to speak in good sentences as the effect of repetition and practice during the method applied. Although grammar are commonly ignored in conversation, the students at higher education level need to get used to speak at least with appropriate basic grammar in their speaking. Besides, having good comprehension on basic grammar helps the learners to speak the target language more effectively and accurately in conveying the ideas or thought of the speakers.

5. CONCLUSION

The focused divided verb teaching method has improved students' comprehension on the present tense and past tense. The students are able to produce their own sentences to describe the simple topic using helping verb and helping verbs and the students are able to differentiate the use of helping verbs and main verb to indicate present tense and past tense to construct the sentence with predicate main verb and sentence with predicate helping verb following ANA (Adjective, Noun and Adverb). Furthermore this teaching method also allows the students to do repetition and get used to write the sentences in present tense and past tense which means it helps the students to improve their implicit knowledge in order to be able to speak and write fluently and accurately. However all students interviewed considered that time constraint became the most prominent issue in applying the method during the second cycle. The students hope that they should learn the method at least twice a week.

Furthermore, it is expected that the result of this research will shed light on English teachers to improve their teaching method on English grammar particularly for junior and senior high school learners. Therefore, the implementation of national curriculum at the tertiary level which is teaching ESP is possible to be conducted appropriately at higher education level because teaching ESP requires adequate general knowledge of English [11]. The limitation of this research is time constraint and teaching method is only

applied for one faculty. The teaching method was also applied limited to only two type of tenses present tense and past tense. It is hoped that the further research will be developed in the application of the method in teaching other tenses such as continuous tense and perfect tense.

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