

**“JARI ENGLISH” METHOD IN TEACHING AND LEARNING TENSES ON
THE TENTH GRADE STUDENTS OF SMA AN-NURIYYAH BUMIAYU
IN THE ACADEMIC YEAR 2017/2018**

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Abstract

The objectives of this study were to describe “*Jari English*” method in teaching and learning tenses in SMA An-Nuriyyah Bumiayu and to find the advantages and disadvantages of the method. This was a descriptive qualitative study in which the data were taken from interview, observation, and documentation. The sources of data were the English teacher, the students, and teaching and learning tenses. The techniques of data analysis were data reduction, data display, and conclusion. Furthermore, the subject of this study was the tenth grade of science social. The writer took 32 students as the sample. Based on the result of the study, the writer found that using “*Jari English*” method in teaching and learning tenses process at SMA An-Nuriyyah Bumiayu was effective in learning tenses. In fact, most students dislike tense materials. Nevertheless, there were some students who like to use tense in the students’ daily activities and especially in academic field that consisted of tenses by using the “*Jari English*”. In the one side, the effectiveness of “*Jari English*” could be seen in students’ speaking applied. Thus, the technique becomes an alternative technique to overcome that problem. The students were able to practice and memorize the method well by their finger. Then, the students could apply the formula of tense on the sentences. The result showed that the method of “*Jari English*” could help both of the teacher and the students in teaching and learning tenses. Many the advantages of the method, those were teaching and learning process was effective and “*Jari English*

method was suitable applied there. Waste the time was one of the disadvantages of “*Jari English*” method. It concluded that “*Jari English*” method in teaching and learning tenses had been achieved by the students of SMA An-Nuriyyah Bumiayu.

Keywords: Teaching, Learning, Tense, “*Jari English*” method

A. Introduction

English as global language has influenced many aspects of life. As we know that language is a system of communication used in countries throughout the world, including Indonesia. It cannot be denied that the mastery of English skills is closely related to quality human resources. Especially for English students, it is very important for all who will continue to the next level or will directly proceed to the world of work, because English becomes one of a subject that must be mastered by Indonesian students.

Teaching for students of senior high school is not the same as teaching children or adult because they have different characteristic and motivation, so the way of teaching must be different. If the teacher cannot teach properly, the students may not enjoy their learning. Consequently, the teaching learning process will be fail. Within learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English.

According to Harris (1969: 345), there are several methods of learning English process. Those are: giving total physical activity, for example: games and total physical response activity; providing hands on the activities, for example: to learn the example of words, sentences, and practice meaningful languages; internalizing concept through visual aids, for example: video, picture, tapes, music, flash card, puppet toy; and explaining things with nonverbal language, for the example: facial features and gesture (and could be used our body likes a finger). In this case, to be able to use English well, tense is one of the important skills. English tense becomes a more important in a good international communication. Tenses in grammar refers to the fundamental principles and structure of the language, including clear and correct sentences construction and the proper form of word.

However, teacher of English often ignore the importance of English tense in the classroom. They thought that a tense is one of the hands of English communication, so the students will know by their own thought (autodidact). Students taught in teaching grammar is based on the teacher belief which the teacher should have a guiding a system.

Deng (2006: 2) in his journal says grammar teaching beliefs means a system of guiding principles that teachers regard as reflecting the phenomenon in the process of language teaching practice, including their beliefs, feelings, and understandings about the roles of teachers and students in class, grammar

teaching objectives, grammar teaching content, grammar teaching methods, grammar teaching evaluation and so on.

In tenses, student difficulties can be defined by the writer as a state of student not mastering grammar, including knowing and mentioning the words included in parts of speech (noun, countable noun (singular and plural), pronoun, adjective, verb, adverb, preposition, and conjunction). English is taught as a foreign language in Indonesia. Hence, there are some problems in teaching Grammar.

One of the problems that can be found is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on students' structure (tenses skill). So many students are hard to get the idea or meaning of the text. Another problem is lack of the students' participation in the classroom. For example when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation and may influence students' tenses.

Based on the writer's pre-observation at SMA An-Nuriyyah Bumiayu, it was found that the students were still confused in determining the structure in English, the difference of each tense and how the changes according to the time signal owned by each tense. One of the problems may be that the students feel bored because the techniques used by the teacher are monotonous. The teacher should give the understanding of advance to students on change a tense or structure, so they are able to understand well about the difference of each tense. Therefore, English teacher should know some methods used to revolutionary methods, such as "*Jari English*".

Based on the problems that occur in the field, the writer sees lack of ability in teaching and learning tenses. Accordingly, the writer is interested in conducting the study entitled "*Jari English*" method in teaching learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the Academic Year 2017/2018.

B. Literature Review

In this study, there are six theories that the writer use in order to find appropriate data from the study. Those are teaching and learning, teaching and learning tenses, the function of tenses, the form of tenses, teaching and learning method, and "*Jari English*" method.

1. Teaching and Learning

Smith (2016: 7) explores, "The nature of teaching those moments or sessions where we make specific interventions to help people learn particular things. He sets this within a discussion of pedagogy and didactics and demonstrates that we need to release consideration of the process of teaching from the role of 'teacher' in schools."

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn

particular things. Foster (1976: 51) explains, "Teaching is one aspect of education an interaction between a teacher, a person who can induce intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching will be treated as a subcategory of subcategory of education."

2. Teaching and Learning Tenses

This is very much necessary to understand the structure of English. Knowing basic grammar is important in order to be able to analyze and improve the language performance. Thornbury (2006: 23) states that it is important to establish the fact that 'grammar teaching' can mean different things to different people. It may mean simply teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom at all (as was the case with Audiolingualism).

Tense is a sentence-forming structure and is one of the parts studied in grammar. Tense could influence many aspect in English.

3. The Function of Tenses

The point is made that grammar is partly the study of what form are possible and understandable. In this era, many people in the world speak their own language without having study its grammar system. They speak natively and naturally without learning the rules. Children start to speak their own native language before they even know the word grammar. But if we want to study grammar, it will be different.

Tense in grammar is often misunderstood in the language teaching field. So when start to learn English will surely find many functions of tenses. Grammar of language is the description of the ways or the set of rules in which words can change their forms and can be combined into sentences in that language. Creating a good grammar rule is extremely difficult.

Tense determines how words are arranged to form meaningful. Thornbury (2006: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the following sentences are acceptable.

Based on the explanation above the use of rules to arrange the word to be correct sentences in grammar is tenses. It is about the most important element in learning English because most of the English activity uses tenses to make what is meant and delivered understandably. Know the tenses well, will know all grammatical in English because all the language or grammar you learn is not apart from it.



4. The Form of Tenses

Nasr (1978: 52) says that grammar is a part of any language. Grammar and language cannot be separated. Consequently, if language has no grammar it will never be spoken, because people will be able to either use and learn a language if the language has its pattern as the grammatical rules. This is reasonable since studying grammar as something that tells us how to speak and write correctly. When the foreign language learners understand the grammar as the system of language, they will know how the work of language. As the result, they will make sentences or statement grammatically correct and meaningful to other people.

Tenses was not only for make sentences or statement in correct grammatically, but also tense could make your speaking skill in English well and could accept when took communication with the other people especially to the native speaker.

5. Teaching and Learning Method

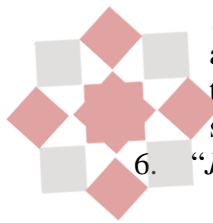
Method is the most important in teaching learning process. By the method, teaching and learning method is a way of which function is a tool to achieve goals. This method applies both to teachers and to students. The better the teaching and learning method used then the more effective the achievement of goals. In addition, teaching and learning method was very important to make easier the students in accept the lesson. Method is an overall plan for orderly presentations of language material. Thus, a method is procedural. Richards and Rodgers (2001: 19): Teaching is more than a set of methods. Teaching well is addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting.

Crawford, Saul, Mathews and Makinster (2005: 10) state, “There are some teaching methods that should be a part of every creative teacher’s repertoire. Some of these are comprehensive strategies that can shape a whole lesson”.

6. “*Jari* English” Method

It is a revolutionary method that can be applied anytime, anywhere, and by anyone without any need but will and finger only. This method is simple, does not require any technology, and is useful for two parts of the body and the use of “*Jari* English” method have to be equal between the fingers movement and our mouth.

“*Jari* English” method is speaking skill method that focus in teaching and learning *Jari* stimulus to learn how to speak English well by using tenses. This method does not require equipment and any learning support facilities that result in only going spending the budget, time, energy, mind, because only need a finger, which can be used anytime and anywhere as a



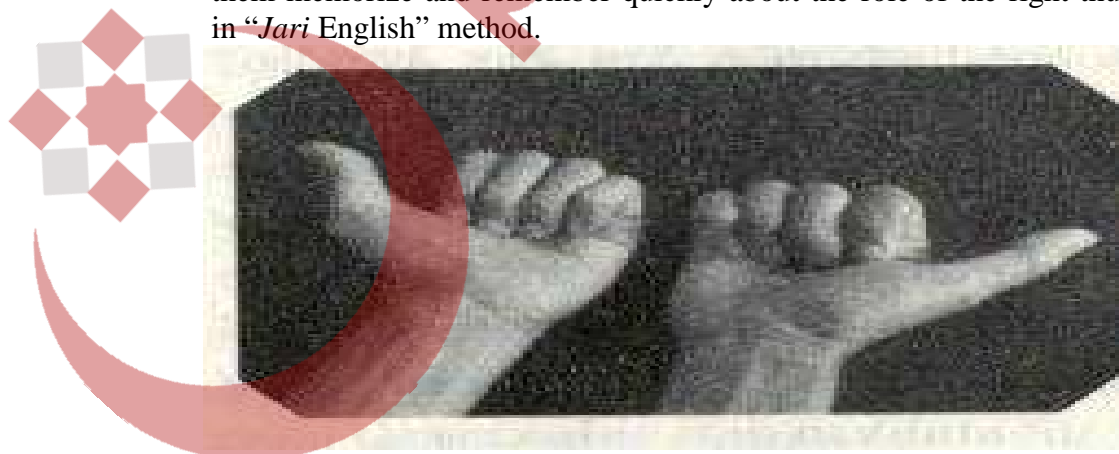
stimulus that will be a guide to speak English of course in the presence of a strong desire and active training.

This was the example of “*Jari English*” method that applied for simple present tense based on Hidayat (2017: 10-12):



Picture. 1. The First Step: The Structure of Simple Present Tense.

In the first step of “*Jari English*” method in teaching and learning tenses, the students practiced some movement of the fingers to show the name of the structure of tenses in English. In this step, right thumb is the symbol of simple present tense. It could start from open the right thumb of hand and close the other fingers while mentioning the form of the tenses: Present. Hopefully, the students could mention the name of tenses in a loud voice and it should be repeated well. Because it would make them memorize and remember quickly about the role of the right thumb in “*Jari English*” method.



Picture. 2. The Second Step: The Function of Simple Present Tense.

The next step of “*Jari English*” method in teaching and learning tenses continued the kind of the fingers movement. The second step of the method is the role of the left thumb in this method. The left thumb is a symbol of the function of simple present tense. It could start from open the left thumb while mention the function: *Selalu* which is the basic function of the present tense. So, the movement finger was only the both of thumb that opened and the other fingers were closed.



Picture. 3. The Third Step: The Auxiliary of Simple Present Tense

As we know that in every tense had preceded by the auxiliary verb inside. The third step explained the role of the index finger itself that was about the auxiliary verb of simple present tense. It could start from open the left index finger and close the other fingers while mention the auxiliary verb: Do/Does. It should be repeated the movement and mention loudly.



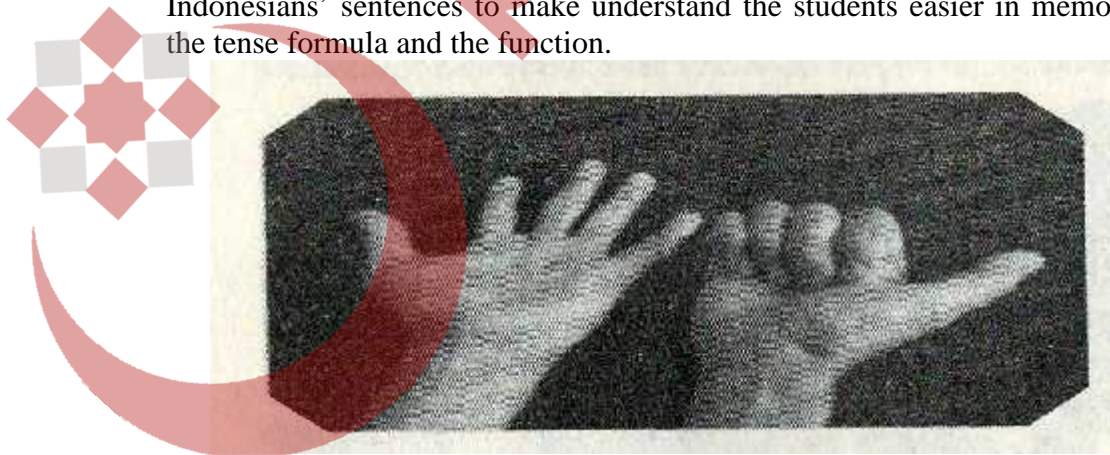
Picture. 4. The Fourth Step: The Verb that Used in Simple Present Tense.

This middle finger is a continuation of the “*Jari English*” method in teaching and learning tenses. It told about the verb that used in simple present tense. This step could start to continue from the middle finger of the left hand opened while mention loudly the verb that used for simple present tense: Verb 1. Then, do not close the right thumb which is the structure tenses finger of the simple present tense. It should make sure the students understand before moved to the next step. This movement of the finger method must show repeatedly.



Picture. 5. The Fifth Step: The Positive Example of Simple Present Tense.

The ring finger of the left hand is opened and the other finger is closed while mention the positive sentence: *Saya selalu berbicara Bahasa Inggris, I speak English*. In this step the movement of the finger told about the positive example of simple present tense. The mention of the method example used Indonesians' sentences to make understand the students easier in memorize the tense formula and the function.



Picture. 6. The Sixth Step: The Negative Example of Simple Present Tense.

The last step of “*Jari English*” method in teaching and learning tenses used the little finger of the left hand as the negative example of simple present tense. It could be started by opened the left little finger and the other finger stays open while mentioning the negative sentence: *Saya tidak selalu berbicara Bahasa Inggris*, I do not always speak English.

“*Jari English*” offers alternative program packages in fast English speaking with revolutionary method of using fingers for all circles hoping to have the opportunity to help create "English Atmosphere" in self and an environment so as to increase competence, popularity, and credibility of citizen, institution, company and ready into an international community. There are two stages of this method, they are: mastery of 13 pattern of frame talk and application control of 13 pattern of frame talk.

C. Method of Investigation

In this study, the writers use descriptive qualitative method. Qualitative research applied words, picture, form collected the data described the process of the teaching’ learning. The results of the research were description about the data of artifacts such as the methods “*Jari English*” used by the teacher in teaching and learning tenses then the advantages and disadvantages of “*Jari English*” method. The research conducted in SMA AN-Nuriyyah Bumiayu in academic year 2017/2018. The subject in this study was the tenth grade of SMA AN-Nuriyyah Bumiayu in the academic year of 2017/2018 which was divided into three classes from the social science. In this study, the writer only took one class from all classes as the subject of the research. In addition, the numbers of the students were 32 students.

In this research the writer used three kinds of methods that are observation, interview and documentation and used some steps of miles in Sugiono (2016: 246-249) which presents the steps in data analysis were data reduction, data display, and conclusion.

D. Finding and Discussion

The interpretation consisted of the writer’s description based on the findings. The writer took the same previous research analyzing tenses to distribute this research. There were two important things which could be interpreted from the data of the study. First, the implementation of “*Jari English*” method in teaching and learning tenses, and the second, the advantages and disadvantages of “*Jari English*” method in teaching and learning tense, which is presented as follow:

1. The Description of “*Jari English*” Method in Teaching and Learning Tenses.

“*Jari English*” method in teaching and learning process helped the teacher for teaching tenses in SMA An-Nuriyyah Bumiayu. Based on

the analysis, the writer found a good significant in teaching learning tenses. The method was great to teach tenses for the students' senior high school. Based on the observation, the students were enjoy follow the lesson. They were enthusiast in the class and easy to practice. "*Jari English*" was the best method in teaching and learning tenses.

The first question of the study, How is the method of "*Jari English*" applied in teaching learning tenses on the Tenth Grade of SMA An-Nuriyyah Bumiayu in the Academic Year of 2017/2018? was answered. Based on the observation of teaching process tenses is organized with the learning well and giving the lesson of tenses was clear. Therefore, the teacher gave the material of tenses such us the definition of the tenses, the formula of the tenses, the function of the tenses, how the used the tenses, and also the teacher explained the step of "*Jari English*" method. Then the teacher practiced the method in front of the students and the students followed him, after that the teacher gave opportunity to the students for practice it. So, the students knew the steps of "*Jari English*" method, not only the steps but also they knew about the use of that such as the finger formula of tenses with the function, the auxiliary, verb and the examples.

In teaching and learning tenses using "*Jari English*" method, the teacher asked the students to make a group consist 4 members and practice the method one by one in other groups, before that the group have to make sure that all of the members in a group understand and could practice the method. So, the teaching and learning tenses through "*Jari English*" method was effective.

2. The Advantages and Disadvantages of "*Jari English*" Method in Teaching and Learning Tenses.

Based on the finding from interview and observation, the writer found the advantages and dis advantages from the study. It described about the method of "*Jari English*" in teaching and learning tenses at SMA An-Nuriyyah Bumiayu. Tense as the structure in English was hard to learn. It was because tense was complicated case in learning English. Teacher needed something to help them to convey the tenses course. This study showed that the teacher commonly used some method to help them understand the course. However, the writer found there that was the advantages and the disadvantages of that method.

First, the advantages of the method helped the students to make easier understand about the tenses course. Then, the method helped the teacher to explaining materials. The teacher also could picked the good method continuity in teaching and learning tense. The method had positive effect toward teaching and learning process and made the teaching and learning was interesting, comfortable, fun, and that could decrease the anxiety level of learning. The students are not just a listener

but they take apart in the class90room, because they had more chance to practice the method that and the teacher was not only educators anymore. This study showed that most of the students believe that the use of “*Jari English*” method for teaching and learning tenses created the nice atmosphere at the classroom. in addition, the use of “*Jari English*” method created the flexible classroom, because the students felt confident joining the course. “*Jari English*” method could lead the students to reach the better academic in English.

Second, the writer presented the disadvantages of “*Jari English*” method in teaching and learning tenses. This problem happened if the student was difficult to practice the method by their own fingers; the students confuse the instruction from the teacher. The next, the use of “*Jari English*” method was a bit of a waste of time, because the teacher needs a time to make sure the students understand the used of the fingers’ formula based on the structure.

From the explanation above, the writer resumed that “*Jari English*” method was a nice method in teaching and learning tenses with the support and a big spirit the teacher and the students’ motivation to learn.

E. Conclusion

Based on the findings on the previous chapter. This study focuses to discuss “*Jari English*” method in teaching and learning tenses at SMA An-Nuriyyah Bumiayu, and the advantages and disadvantages of the method. In this part the writer describes them in brief explanation.

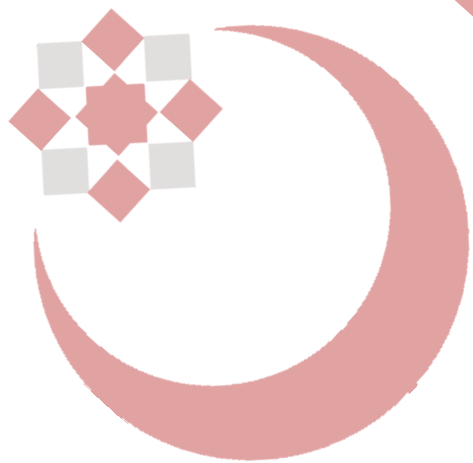
We must know that a tense is the tool or the structure that help someone who speak English well. This study is conducted to analyze teaching and learning tenses process at SMA An-Nuriyyah Bumiayu. This study aims to know the description of “*Jari English*” method in teaching and learning tenses and to know that teaching and learning tenses process at SMA An-Nuriyyah Bumiayu is corresponding to the theories.

This study shows that “*Jari English*” method gives influences toward teaching and learning tenses, for example, “*Jari English*” method makes teaching and learning tenses was interesting and efficient. Furthermore, the learning process only uses the fingers and voice to teach. The use of “*Jari English*” method makes the students more than listener. It influences the classroom atmosphere and students’ motivation in learning tenses English. The supporting motivation because of the method makes the students improve their abilities in apply the formula of tense in the sentences and their speaking in English.

On the other hand, there are the advantages and disadvantages of “*Jari English*” method in teaching and learning tenses. The advantages



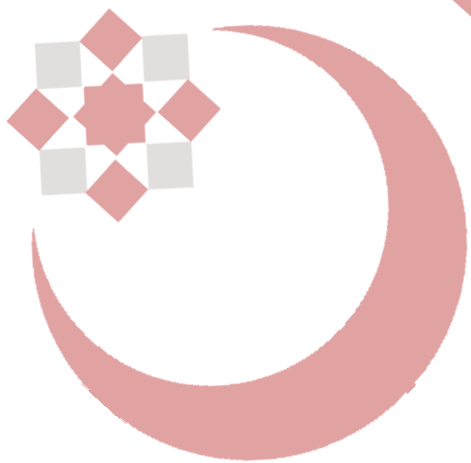
are motivated the students in learning tense which previously they thought that tenses were boring material in English. The students have known that a tense is important for their abilities in English such as: speaking and writing skill. The writer can conclude that teaching and learning tenses process through “*Jari English*” method is only to improve student’s motivation skill in learning English. Then, a waste of time is one of the disadvantages of “*Jari English*” method in teaching and learning tenses at SMA An-Nuriyyah Bumiayu.



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