

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter covers the strategies use by mentors in in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

A. Research Finding

In this research, the researcher would like explain the finding of the study based on the research focus, what strategies does the mentors use and how does the mentors use the strategies in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

This part explains the finding of strategies used by mentors in teaching tense. The researcher used some steps to explain this finding. The first one, the researcher present the strategies used by mentors in teaching tense. The second one, the researcher present how the strategies used by mentors in teaching tense. The researcher wants to know the strategies used by mentors in teaching tense and to describe the strategies used by mentors in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

In analyzed this research, the researcher not only did observation but also the researcher conduct an interview to get the data that the researcher needs. The mentors that teach in Flower English Center and the students as respondents.

1. The Strategies Used by Mentors in Teaching Tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

In this section the researcher would like to know what are the strategies use by mentors in teaching tense. In this case, the researcher did observation and interview in Flower English Center at Al-Mujtama' Islamic Boarding School.

The researcher did the interview on Thursday, 16th May, 2024. The researcher entered Mrs. Ellyatus Sholehah and Mrs. Eka Pukani the mentors of English tense lesson in Flower English Center.

The following are some results of interview to the mentors who taught tense in Flower English Center.

The first mentor said that:

R: Do you give one sentence from known story and told students to continue the story in chain by chain by made one sentence and write it on the board?

I: Yes. We give an example to students through sentences, and we as mentors give students the opportunity to continue a sentence I gave, in chains with their language using correct grammatical rules in order for students, to learn to arrange their own words into a sentence with a meaning they know, to become a story in a paragraph and write it on the board.¹

¹ Interview with Mrs. Ellyatus Sholehah, mentor of Flower English Center, on Thursday, 16th May, 2024 at 18.20.

The other mentors said that:

R: Do you give one sentence from known story and told students to continue the story in chain by chain by made one sentence and write it on the board?

I: Yes, in giving examples of a story to students, we as mentors ask students to continue the story in a chain and write their sentences on the board with one student one sentence that is correct in a grammar pattern until it becomes a correctly arranged story paragraph.²

From the results of interview with the mentors, it can be seen that the mentors used students generated stories strategy in teaching tense. Students generated stories is a good strategy to train learners to apply grammatical rules inductively through written or oral communicative exercises by continuing to make stories from one sentence given by the teacher as a reference or by making real stories.

The next following are some results of interview to the mentors who taught tense in Flower English Center.

The first mentor said:

R: Do you select sheet of paper containing these sentences and ask students to find existing grammatical rules?

I: By giving a paper containing sentences, these sentences can be an additional explanation for the pattern, patterns of grammatical rules that exist or are being studied in class, that students can find in the example sentences of the exercise".³

The second mentor said:

R: Do you select sheet of paper containing these sentences and ask students to find existing grammatical rules?

I: Yes, by giving a paper containing the sentences by me as mentor, it can help to explain the additional to learning the pattern of grammatical rules that exist and are being studied in the class that students must find in the

² Interview with Mrs. Eka Pukani, mentor of Flower English Center, on Thursday, 16th May, 2024 at 20.26.

³ Interview with Mrs. Ellyatus Sholehah, mentor of Flower English Center, on Thursday, 16th May, 2024 at 18.20.

example of practice sentence in the pattern of good and correct grammatical rules patterns.⁴

From the results of interview with the mentors, it can be seen that the mentor used EEE (Exploration, Explanation, Expression) strategy in teaching tense. EEE (Exploration, Explanation, Expression) is a good strategy to train learners to apply grammatical rules inductively through written or oral communicative exercises by continuing to make stories from one sentence given by the teacher as a reference or by making real stories.

The other following are some results of interview to the mentors who taught tense in Flower English Center.

The first mentor said:

R: As a mentor, do you prepare several wrong verbs that students must find in the form of a verb list, short sentences, long sentences or in the form of a narrative?

I: Yes, I prepare several wrong verbs in the form of verb lists and short sentences, but sometime there are also mentors who use the wrong verbs in the form of narratives or stories. The different uses are adjusted to the ability of students, if indeed students are still unable to find these errors, then we present them in the form of words and short sentences, but if they can understand and find the errors, then we present them in the form of narratives.⁵

The other mentor said:

R: As a mentor, do you prepare several wrong verbs that students must find in the form of a verb list, short sentences, long sentences or in the form of a narrative?

I: Yes, of course I did, because by prepare several wrong verbs that students must find in the form of a verb list, short sentences, or long sentences and in the form of a narrative are effective to make students understand the

⁴ Interview with Mrs. Eka Pukani, mentor of Flower English Center, on Thursday, 16th May, 2024 at 20.26.

⁵ Interview with Mrs. Ellyatus Sholehah, mentor of Flower English Center, on Thursday, 16th May, 2024 at 18.20.

material, they studied by their knowledge and their opinion in correct the sentences.⁶

From the results of interview with the mentors, it can be seen that the mentor used Mistake Buster strategy in teaching tense. Mistake Buster is an effective strategy to direct students to be actively involved and responsible for learning by practicing correcting incorrect sentences individually.

The following some results of interview to the mentors who taught tense in Flower English Center.

The other mentor said:

R: Do you provide one set of pictures which cut into pieces and place in an envelope?

I: I prepared a set of pictures cut out inside envelopes where each picture was related to each other and each envelope was given to each group in a random way so that they could discuss with each other in assembling and connecting the pictures properly and correctly.⁷

The second mentor said that:

R: Do you provide one set of pictures which cut into pieces and place in an envelope?

I: Yes, I prepared a set of pictures that had been cut into pieces and placed in envelopes and each group received one envelope, in one envelope containing a set of pictures related to each other with the aim of sharpening the mindset of students in a group way.⁸

From the results of interview with the mentors, it can be seen that the mentor used Tell Me How Game strategy in teaching tense. Tell Me How Game is a strategy that uses a set of images using correct grammar rules and is used in a genre of text such as instructions for making something.

⁶Interview with Mrs. Eka Pukani, mentor of Flower English Center, on Thursday, 16th May, 2024 at 20.26.

⁷ Interview with Mrs. Ellyatus Sholehah, mentor of Flower English Center, on Thursday, 16th May, 2024 at 18.20.

⁸ Interview with Mrs. Eka Pukani, mentor of Flower English Center, on Thursday, 16th May, 2024 at 20.26.

From some results of interview, that have been made by researcher, it can be concluded that there are four strategies that have been used by mentors in teaching tense. There are Student Generated Stories strategy, EEE (Exploration, Explanation and Expression) strategy, Mistake Buster strategy, and Tell Me How Game strategy.

2. The Strategies Process Used by Mentor in Teaching Tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

In this part the researcher did the observation and interview to collect the data. The researcher did observation at Sunday, May 05th 2024 until Saturday, May, 11st 2024 and the researcher did the interview on Thursday, May 16th 2024. From the result of the observation, the researcher will know the strategies does the mentor use in teaching tense.

a. The First Observation

The first observation was conducted on Sunday, May, 05th 2024. In this meeting the researcher was a nonparticipant and the mentor was Mrs. Ellyatus Sholehah. The strategy used by mentor in teaching tense was Student Generated Stories strategy.

In pre teaching the mentor opened with a greeting and asked how the students were doing and began the lesson by praying together. Next the mentor checked student's presence and gave support to study.

In whilst teaching, the first the mentor gave one sentence from a known story. The second, the mentor told the students to continue the story in chain by made one sentence and write it on the board. After the story finished, the mentor asked the students to read aloud one by one

and paid attention to the sentences the student's made. The last, the students requested to identify existing grammatical errors and corrected them.

In the post teaching the mentor added some explanations that needed by students about the lesson. And then, the mentor asked the students to pray together, the last the mentor closed the class by said a greeting.

There are following some results of interview that related with the observation to some students in Flower English Center.

The students said:

R: Did the mentors give one sentence from known story and told you to continue the story in chain by chain by made one sentence and write it on the board?

I: True, the mentor gave a sentence written on the board and told the students to continue the sentence alternately with our language and also written on the board.⁹

R: Do you request to identify existing grammatical errors and corrected them?

I: Yes, we identify some grammatical errors and correct them and it can help us to find out where the errors are in our work.¹⁰

The second student said that:

R: Did the mentors give one sentence from known story and told you to continue the story in chain by chain by made one sentence and write it on the board?

I: Yes, the mentor gave a sentence written on the board and the students continued the sentence alternately with our language and also written on the board.¹¹

R: Do you request to identify existing grammatical errors and corrected them?

⁹ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹⁰ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹¹ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

I: Yes, we identified some grammatical errors and corrected them so that we knew where our mistakes were.¹²

The other student said:

R: Did the mentors give one sentence from known story and told you to continue the story in chain by chain by made one sentence and write it on the board?

I: Yes, we told us to continue the story in chains so that there was good communication between friends.¹³

R: Do you request to identify existing grammatical errors and corrected them?

I: Yes, the mentor asked us to identify existing grammatical errors and correct them so that we know how to correct and even know the mistakes we made in the grammar.¹⁴

b. The Second Observation

The second observation has been made on Saturday, 11st May, 2024. In this meeting the researcher was being a nonparticipant observer and the mentor of English tense was Mrs. Ellyatus Sholehah. In this meeting the strategies used by mentor in teaching tense was Mistake Buster and EEE (Exploration, Explanation, Expression).

In pre teaching the mentor opened with a greeting and asked how the students were doing and began the lesson by praying together. Next the mentor checked student's presence and gave support to study.

After that in whilst teaching of Mistake Buster strategy. The first, the mentor was told that she would to applied mistake buster strategy that selecting the wrong categories was focused on this lesson. The third, the mentor prepared several wrong verbs list or short sentences or long sentences or in the form of a narrative that must find by students.

¹² Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

¹³ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

¹⁴ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

In the fourth, the mentor told the students that they would review the simple past tense. The fifth, the mentor tell students that they would review the simple past tense. The sixth, the mentor divided the class into two teams and told the students that they would compete. The seventh, the mentor made two columns on the board and asked students to filled in the left column with as many verbs in the present tense form as they knew. The eighth, the mentor asked students to found the simple past tense form of all the verbs. They should raise their hands quickly to answer. For each correct answer would get ten points. The ninth, the mentor started the activity and added up the score for each team when the verbs have been changed into the simple past tense form.

In the tenth, the mentor told the students that they had to listened short sentences and the long sentences to found wrong verbs and correct into simple past tense. The eleventh, the mentor started by read one sentence once and repeated the sentence if students were not understood it on the first reading. The twelfth, the students had to raised their hands to receive permission to answer. For the correct answer, the team would get ten scores.

An the fourteenth, the mentor told students that they had to listened a narrative and write of wrong verbs by their opinion. The fifteenth, the mentor read the narrative by normal speed. The sixteenth, the mentor re-read the narrative as necessary. The students had to raised their hands immediately to receive permission to answer. The seventeenth, the mentor told them to guess out loud the wrong verbs that they had heard

and gave them the correction. The last, the mentor gave a score and added it up if all the verbs have been corrected.

There are following some results of interview that related with the observation to some students in Flower English Center.

The student said:

R: As the students, whether the mentor prepares several wrong verbs that you must find in the form of a verb list, short sentences, long sentences or in the form of a narrative?

I: Yes, the mentor prepared it, with it we can find out where you did wrong and help us not to do the same thing again.¹⁵

R: Does the mentor divide class into two teams and tell the students that they will compete?

I: Yes alright, and they told us that we would compete.¹⁶

R: Did the mentors tell the you that you must listen short sentences and long sentences to find wrong verbs and correct into simple past tense?

I: Yes, the mentor told us that we should listen to short and long sentences by asking us to correct some mistakes in those sentences.¹⁷

R: Did the mentors tell you that you must listen a narrative and write of wrong verbs by your opinion?

I: Yes, the mentor told us students to listen to a narration read by the mentor by writing down the wrong verbs we found in the narrative in our language.¹⁸

The second student said that:

R: As the students, whether the mentor prepares several wrong verbs that you must find in the form of a verb list, short sentences, long sentences or in the form of a narrative?

I: Yes, the mentor prepared it, that way we know where you did wrong.¹⁹

R: Does the mentor divide class into two teams and tell the students that they will compete?

I: Yes, I love this part. I very like if the mentors divide us to teams because we can learn with competition.²⁰

R: Did the mentors tell the you that you must listen short sentences and long sentences to find wrong verbs and correct into simple past tense?

¹⁵ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹⁶ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹⁷ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹⁸ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

¹⁹ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

²⁰ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

I: Yes, the mentor is the guide, so we have to listen to short and long sentences by asking us to correct some mistakes in those sentences.²¹

R: Did the mentors tell you that you must listen a narrative and write of wrong verbs by your opinion?

I: Yes, the mentor told us to listen to a narrative by writing down the wrong verbs we found in the narrative in our own language.²²

The other student said:

R: As the students, whether the mentor prepares several wrong verbs that you must find in the form of a verb list, short sentences, long sentences or in the form of a narrative?

I: Yes, the mentor prepares some wrong verbs so that they can be corrected by us so that we know the mistakes we made in the sentences.²³

R: Does the mentor divide class into two teams and tell the students that they will compete?

I: Yes, they did. They divided class into two teams.²⁴

R: Did the mentors tell the you that you must listen short sentences and long sentences to find wrong verbs and correct into simple past tense?

I: Yes, ask us to tell us short sentences and long sentences and the mentor also requires us to listen to them so that we can find the wrong verb and correct it.²⁵

R: Did the mentors tell you that you must listen a narrative and write of wrong verbs by your opinion?

I: Yes, the mentor tells us to land a narrative and write it down so that we can share ideas according to our respective opinions.²⁶

In the whilst teaching of EEE (Exploration, Explanation, Expression) strategy, the first the mentor prepared on sheet of paper contained certain grammatical rules that was the focused on this learned. The second, the mentor asked students to work in groups consisted of four or five students. The third, the mentor selected sheets paper contained these sentences to find existed grammatical rule patterns.

²¹ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

²² Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

²³ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

²⁴ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

²⁵ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

²⁶ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

The fourth, the mentor gave explanation if necessary. The fifth, the mentor gave a conversation model that applied the grammar rules that have been learned. The last, the students created another conversation model and practiced it in front of class in pairs.

Next, in the post teaching, the mentor reviewed important points and provided additional explanations if necessary. After that the mentor asked the students to pray together, the last the mentor closed the class by said a greeting.

There are following some results of interview that related with the observation to some students in Flower English Center.

The student said that:

R: Did the mentors select sheet of paper containing these sentences and ask you to find existing grammatical rules?

I: Naturally, the mentor chose a piece of paper containing sentences, and the mentor asked us students to find some language rules that existed in the sentences.²⁷

R: Did the mentors ask you to work in groups consist of four or five students?

I: Yes, we do group work at the behest of the mentor and each group has four or five according to the number of students in dividing.²⁸

R: Did the mentors give explanation if necessary?

I: Yes, of course, it must be done by mentors because we students have different abilities in understanding and understanding the lessons learned, then providing additional explanations by the mentor can help us to understand the lessons we don't understand.²⁹

R: Do you create another conversation model and practice it in front of class in pairs?

I: Yes, we create a conversation model that is practiced in front of the class in pairs.³⁰

²⁷ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

²⁸ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

²⁹ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

³⁰ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

The second student said that:

R: Did the mentors select sheet of paper containing these sentences and ask you to find existing grammatical rules?

I: Yes, the mentor chose a piece of paper containing sentences, and asked us to find some language rules that existed in those sentences.³¹

R: Did the mentors ask you to work in groups consist of four or five students?

I: Yes, we are divided into several discussion groups, in order to solve by discussing between friends.³²

R: Did the mentors give explanation if necessary?

I: Yes, it must be done by mentors because we have different abilities in understanding and understanding the lessons learned.³³

R: Do you create another conversation model and practice it in front of class in pairs?

I: Yes, we create a conversation model that is practiced in front of the class in pairs.³⁴

The other student said:

R: Did the mentors select sheet of paper containing these sentences and ask you to find existing grammatical rules?

I: Yes, by giving a piece of paper containing these sentences, we can find good grammar rules.³⁵

R: Did the mentors ask you to work in groups consist of four or five students?

I: Yes, we are divided into groups by mentors so that we can have good discussions in groups.³⁶

R: Did the mentors give explanation if necessary?

I: Mentors always provide additional explanations If there is one of us who is not familiar with tense material during learning.³⁷

R: Do you create another conversation model and practice it in front of class in pairs?

I: Yes, we follow the mentor's orders to make conversations in practice together with our friends in class.³⁸

³¹ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

³² Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

³³ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

³⁴ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

³⁵ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

³⁶ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

³⁷ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

³⁸ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

c. The Third Observation

The third observation, this observation took place on Sunday, 12nd May 2024. The researcher was being a nonparticipant observer because she only observes and wrote the important things to collect the data and the mentor was Mrs. Eka Pukani. The mentor used Tell Me How Game strategy in teaching tense.

In pre teaching the mentor opened with a greeting and asked how the student's day and began the lesson by praying together. Next the mentor checked student's presence and gave support to study.

Next, in whilst teaching. The first, the teacher provided one set of pictures which were cut into pieces and placed in an envelope. The second, the mentor provided several sentence fragments which were also placed in the same envelope. The third, the mentor provided several envelopes and each group got one envelope. The fourth, the mentor asked students to work in groups to arrange pictures with sentences on the blank paper provided to stick them on. The fifth, the students pasted the results of their group work on the blackboard. The sixth, the group with the fastest and most corrected sequence of pictures and sentences was the winner. The seventh, the mentor displayed a new set of pictures showing procedures for making food known to the students on the board. The last, the mentor asked students in the same group to write sentences that match the picture.

Next, in the post teaching, the mentor added explanations if necessary. After that the mentor asked the students to pray together, the last the mentor closed the class by said a greeting.

There are following some results of interview that related with the observation to some students in Flower English Center.

The first student said:

R: Did the mentors provide one set of pictures which cut into pieces and place in an envelope?

I: Yes, the mentor provides it in pieces placed in envelopes.³⁹

R: Did the mentors provide several sentences fragments which place in the same envelope and each groups get one envelope?

I: Yes, the mentor gives a piece of sentence placed in the same envelope as the pieces of the picture. It can help us in finding answers.⁴⁰

R: Did the mentors ask you to work in groups to arrange pictures with sentences on the blank paper provides to stick them on?

I: Yes, in composing pictures and sentences related to the picture we were asked to work in groups by mentors.⁴¹

R: Did the mentors display a new set of pictures showing procedures for making food known to students on the black board?

I: Yes, that's right, not only in the form of food making procedures there are also other things related to English and the lessons learned.⁴²

The second student said that:

R: Did the mentors provide one set of pictures which cut into pieces and place in an envelope?

I: Yes, the mentor provides it in pieces placed in envelopes.⁴³

R: Did the mentors provide several sentences fragments which place in the same envelope and each groups get one envelope?

I: Yes, the mentor gives a piece of sentence placed in the same envelope as the pieces of the picture. It can help us in finding answers.⁴⁴

R: Did the mentors ask you to work in groups to arrange pictures with sentences on the blank paper provides to stick them on?

³⁹ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

⁴⁰ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

⁴¹ Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

⁴² Interview with Reni, member of Flower English Center, on Thursday, 16th May, 2024 at 21.04.

⁴³ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

⁴⁴ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

I: Yes, in composing pictures and sentences related to the picture we were asked to work in groups by mentors.⁴⁵

R: Did the mentors display a new set of pictures showing procedures for making food known to students on the black board?

I: Yes, that's right, not only in the form of food making procedures there are also other things related to English and the lessons learned.⁴⁶

The other student said:

R: Did the mentors provide one set of pictures which cut into pieces and place in an envelope?

I: Yes, the mentor provides a set of dismembered drawings and then distributes them to each group to.⁴⁷

R: Did the mentors provide several sentences fragments which place in the same envelope and each groups get one envelope?

I: Yes, the mentor gives each group and then we discuss it together to get answers to each topic in the group.⁴⁸

R: Did the mentors ask you to work in groups to arrange pictures with sentences on the blank paper provides to stick them on?

I: Yes, because the mentor has already divided his group So we worked with the group to arrange pictures with sentences on blank paper.⁴⁹

R: Did the mentors display a new set of pictures showing procedures for making food known to students on the black board?

I: Yes, the mentor displays a series of pictures to show the procedure so that We understand After that we write it on the board.⁵⁰

B. Research Discussion

In this part the researcher will discuss all of the data that had written above. Within the data that was found by the researcher conducted the study. In describing the researcher wanted to give an understanding to the reader about strategies in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

⁴⁵ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

⁴⁶ Interview with Toy, member of Flower English Center, on Thursday, 16th May, 2024 at 21.27.

⁴⁷ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

⁴⁸ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

⁴⁹ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

⁵⁰ Interview with Faiq, member of Flower English Center, on Thursday, 16th May, 2024 at 21.38.

The researcher presented the finding based on the research focus. The researcher would like to know what strategies the mentor use in teaching tense and describe how the mentor use the strategies in teaching tense on Flower English Center at Al-Mujtama' Islamic Boarding School.

1. The Strategies Does the Mentor Use in Teaching Tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

Based on the finding research, it has been stated that the four strategies are used by mentors in teaching tense. The four strategies are as follows, Students Generated Stories, Mistake Buster, EEE (Exploration, Explanation, Expression), and Tell Me How Game strategy.

The students generated stories is a strategy that can be used in learning past tense, present tense, past perfect tense or future tense, with the teachers must provide a model at the beginning of learning to give instructions in the grammar rules that are the topic of learning. This strategy has the advantage that is, stories bring fun can increase learning motivation, so by creating their own, students are emotionally involved to express the idea of sentences, and this strategy also has a lack that is the storyline created by students is can to be out of context expected by the teacher, because the development of stories from students may be difficult to monitor one by one by the teacher.⁵¹

The students generated stories strategy is the way that used by mentor in teaching tense, that is in the use of this strategy can help students to

⁵¹ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 197-199.

express their ideas in the form of sentences and written on the board until it become a story paragraph with correct grammatical rules in the use of simple past tense.

The mistake buster strategy is based on the desire to help students understand the lesson well by creating opportunities for students to apply something they have learned in different aspects and this strategy has the advantage that is, it does not scare and can be a joke that is the basis of learning and also has the disadvantage who makes the teacher a mistake corrector is also the creator and also the teacher must correct the work.⁵²

The mistake buster strategy is the way that used by mentor in teaching tense, the use of this strategy focuses on training students' ability to find grammatical errors in texts that have been prepared by mentors and this strategy can help mentors to strengthen students' ability levels in understanding grammatical rules, this strategy also can improve students' language production skills.

The EEE (Exploration, Explanation, Expression) strategy is an integrative grammar rules learning strategy by combining form based and meaning based learning which has the benefit of improving makes students the center of learning and also has the disadvantage that it takes time to engage students in communicative tasks in the expression step.⁵³

The EEE (Exploration, Explanation, Expression) strategy is the way that used by mentor in teaching tense, this strategy is a grammatical learning

⁵² Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 189-192.

⁵³ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 192-194.

strategy that combines exploration, explanation and expression learning. Exploration is learning by giving students several topics that will be discussed in the form of groups. Explanation is a step that focuses students on creating patterns that fit the topic through the help of mentors. Expression is the final step in this strategy, which is to train students to convey the results of group discussions in the form of conversations. This strategy can improve student-centered learning.

The tell me how game strategy is a strategy that requires the teacher to provide a set of pictures of instructions for making something and also prepare sentences that match the pictures. This strategy has advantages such as involving students in fun learning with the use of images that can help students understand the grammatical concepts learned and also has the disadvantage that it can only run effectively if supported by media such as images.⁵⁴

The tell me how game strategy is the way that used by mentor in teaching tense, this strategy utilizes student engagement by using several pieces of images and sentences prepared by mentors, so that it can make easier for students to understand grammatical concepts and create a fun learning process.

Based on the research finding, it has been stated that the use of the four strategies by mentors are effective on students understanding their difficulties in learning tense, helping students solve their difficulties in

⁵⁴ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 199-201.

previously difficult lessons, making increased student understanding in tense lessons better.

The results of these observations are in accordance with the theory by Dr. Ni Made Ratmaningsih, M. A who said that grammar is very important in communicating, both orally and in writing. Therefore, teachers can apply some strategies in teaching grammar that are generally serious and wasting time with a fun teaching and learning process by guiding them to understand the lesson with the concept of critical thinking while playing and helping students in understanding the rules of grammar.⁵⁵

2. The Strategies Process Used by Mentor in Teaching Tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

In this section, the researcher will explain how does the mentor use the strategies in teaching tense in Flower English Center that can make understand to the students in tense. Dr. Ni Made Ratmaningsih, M. A argues in her book in simple terms, there are some strategies that can use by teachers in teaching grammar such as Students Generated Stories, Mistake Buster, EEE (Exploration, Explanation, Expression) and Tell Me How Game strategy. It can help students to understand of the grammar lesson with some fun ways to play.⁵⁶

Based on the finding research, it has been stated that the four strategies are used by mentors in teaching tense. The four strategies are as follows,

⁵⁵ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 201.

⁵⁶ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 201.

Students Generated Stories, Mistake Buster, EEE (Exploration, Explanation, Expression) and Tell Me How Game strategy.

Based on the finding research, in the observation used the student generated stories strategy in teaching tense, the mentor began the lesson by greeting and motivated students to learn. Followed by the teaching and learning process with several steps as follows, the mentor gave one sentence from a known story and told the students to continue the sentence until it becomes a story by write it on the board. After that, the students were asked to correct grammatical errors in these sentences. At the end of class, the mentor closed the class by asked the students to pray together and said closing greetings.

So, the student generated stories strategy is used with the aim of engaging students to express ideas in the form of sentences using their own language.

Based on the finding research, in the observation that used the Mistake Buster strategy in teaching tense, the mentor began the lesson by greeting and motivated students to learn. Continued with the teaching and learning process with several steps as follows, the mentor prepared some wrong verbs that must be found and corrected by students which can be prepared in the form of verb lists, short sentences, long sentences, or in narrative text. Then the mentor warmed up used a verb list by divided the students into two teams and told the students that they would be compete. Next, the mentor began the activity by used short and long sentences. The next step is the mentor used a narrative text in her teaching and learning activities. At the

end of class, the mentor closed the class by asked students to pray together and said closing greetings.

This strategy is used by mentors in learning with the aim that students have the opportunity to find mistakes from their own work, so that students can find out where their mistakes are and will not repeat them. With this strategy, the students can improve their language production skills.

Based on the finding research, in the observation used EEE (Exploration, Explanation, Expression) strategy in teaching tense, the mentor started the lesson by greeting and motivated students in learning. Continued with the teaching and learning process with several steps as follows, the mentor made students work in groups of four or five people. Then the teacher gave a conversation model that applied the grammatical rules that have been learned, then asked students to made different conversation models and practiced them in front of the class in pairs. At the end of class, the mentor closed the class by asked students to pray together and said closing greetings.

This strategy is very suitable to be applied for students in the form of groups, because it can train good communication between other students. In addition, the use of this strategy also can improve student-centered learning.

Based on the finding research, in the observations using tell me how game strategy in teaching tense, the mentor began the lesson by greeting and motivated students to learn. Followed by the teaching and learning process with several steps as follows, the mentor prepared a set of pictures and several sentences that were cut into pieces and putted them in envelopes.

Then, the mentor asked students to study in groups to construct truncated pictures and sentences. Then the students stucked the results of their group work on the board and the group that was the fastest and correct sequence of pictures and sentences became the winner. At the end of class, the mentor closed the class by asked students to pray together and said closing greetings.

In the use of the tell me how game strategy, it can make student's interesting in learning, because it can change students' boredom and fed up in learning into happy and fun with pictures and discussions in groups.

The results of these observations are in accordance with the theory by Dr. Ni Made Ratmaningsih, M. A who said that the use of strategies in learning grammar by teachers is very important for students, so that students can learn well in a way that does not tend to be boring into fun teaching and learning activities, so as to help students understand grammar rules properly and correctly.⁵⁷

⁵⁷ Dr. Ni Made Ratminingsih, M.A. *Metode Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017). 201.