

**APPLICATION OF EXPOSITORY METHODS IN ENGLISH  
AS LEARNING STRATEGIES ABOUT GRAMMAR EXPLANATION  
IN STUDENTS SMP TAMAN SISWA MEDAN GRADE VII AND VIII**

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**Abstract:**

*English is often perceived as a difficult subject and is not liked by students, English language must be studied in school. Efforts should be made to increase the students interest to make it easier to learn English, so that the achievement of learning English can be improved. The appropriate methods include guided discovery methods and expository methods. Based on the results of the discussion and research of the data, it can be concluded that the highest score is 100 owned by 5 students and score is 80 owned by 4 student, score is 60 owned by 1 . While the lowest score is 20 which is owned by 1 student and from the test result the students get the score 40,60,80, and 100 which is owned by 1 students.*

*Then, it means reported question is a subject that still hard enough for student because its high percentage of error especially in changing pronouns, caused the rate of the students mastery in this subject is not too high. The students find it very difficult to pronoun because it requires understanding and mastering the grammar structure in replacing pronoun, tenses, verb and time.*

**Keywords:** discovery method, expository method,

## **1.INTRODUCTION**

One of the factors that influence or play a role in the achievement of learning goals is the renewal of methods or methods of teaching. Renewal in the method or method of teaching aims that the material or learning material delivered is more easily understood and understood by students, namely by creating a classroom atmosphere that supports the learning process teaching (Abdul Gafur, 19: 2).

Even though English is often perceived as a difficult subject and is not liked by students, English language must be studied in school. Efforts should be made to increase the students interest to make it easier to learn English, so that the achievement of learning English can be improved. According to Sumantri ( 1998: 12) to support the teaching and learning process a method is needed that is in harmony with the goals of the students. The appropriate methods include guided discovery methods and expository methods.

The expository method is centered on the teacher as the conveyor of the material while the guided discovery method focuses on student activities so that the research needs to be done to determine its effectiveness. According to Sanjaya Vienna (2006: 175) what is meant by the expository method is a method used by the teacher in teaching the whole concepts, facts and rules of English to students, while students listen and ask if they do not understand what has been explained by the teacher.

According to Erman Suherman (2003: 203) the expository method is a method that has several advantages, including: 1) with expository learning strategies the teacher can control the order and breadth of learning material, thus the teacher can know the extent to which students master the material delivered, 2 ) expository learning strategies are considered to be very effective if the subject matter that must be mastered by students is broad enough for a while to have limited learning, 3) through expository learning in addition students can hear orally about a subject matter as well as students can observe observations through the presentation and learning strategies expository can be used in large numbers of students or large class sizes (Sanjaya Vienna, 2006: 188-189).

Guided discovery method is a method used by the teacher in giving questions that direct students' minds to draw conclusions. Questions that are conveyed are based on the knowledge that students already have. So in the discovery method guided concepts, facts and rules in mathematics are found by students based on teacher-based questions (Erman Suherman, et al, 2003: 212). In guided discovery methods, students are directed to understand a process and find its rules. Students must make observations, discuss and then make guesses and testing. Guided discovery methods direct students to learn English to deal with a problem that must be solved. If students are able to complete a problem then he will be said to be successful and able to find new things in learning. According to Mulyasa (2005: 111) if students are faced with a problem, in the end they not only solve problems, but also learn something new.

In the implementation of guided discovery methods and expository methods each has advantages and disadvantages so that it will lead to differences in learning outcomes between students taught by expository methods and students taught by guided discovery methods In this study the results of learning English are referred to is the structure of language obtained by students through free tests and post tests after all the subjects of English learning about grammar. Given, both taught by expository and taught by guided discovery methods Research on expository methods and guided discovery conducted by Sumantri (1997: 11) shows that the two methods applied to respondents were able to improve student learning achievement. Increasing student learning achievement applied guided discovery method is higher than the expository method, This gives an illustration

that the guided discovery method oriented to student activity is more effective than the expository method which focuses on teacher activity. The results of these studies need to be reviewed more so that the differences are known more accurately and can be used as a reference for the most appropriate learning method because in this study he has not studied the criteria of students who are in accordance with the research method. Besides that the material has not been studied according to the learning method.

The background description of the problem provided an interest for researchers to conduct a preliminary study in class VII & VIII of the SMP Tamansiswa Medan School. Selection of Medan Tamansiswa Medan School, because the guided discovery method and expository method have never been applied in the school. Based on the results of preliminary studies it is known that English learning is still classical, teachers are more active while students only listen to explanations from the teacher or record material. Students are given less opportunity to participate and interact optimally both with their own friends and with the teacher so students become less active. Next, the researcher conducted a simple test to test the students' abilities, the test was done by pointing students to work on the questions written by researchers on the board, from the tests showing that the average student had difficulty completing the test. The results of report cards show a poor value, which is an average of 6,8 so that efforts need to be made to increase students' interest in learning English. This problem is the concern of the author to compare the learning outcomes between students taught by the expository method and students taught by guided discovery methods.

### 1.2. Identification of Problems

Based on the background of the problem described several problems can be identified as follows. The ability of seventh grade students of Taman Siswa Medan School in solving problems is still low. The use of media and methods of learning English is not quite right.

Learning in class VII & VIII SMP Taman Siswa MEDAN students is still conventional, namely the lecture method. The expository method has never been applied to seventh graders in the even semester at SMP Tamansiswa Medan School. The guided discovery method has never been applied to class VII & VIII students in the even semester at SMP Taman Siswa Medan School. The grade VII & VIII report cards at Taman Siswa Medan. School have not been satisfactory.

### 1.3. Limitation of Problems

In this study, the problem is limited only to the comparison of the results of learning English between students taught by the expository method and the results of the English language students taught by guided discovery methods for the subject of algebra with a subgroup of grammar forms in pronouns. Grammar in the form of pronouns for students of class VII & VIII even semester at SMP Taman students.

### 1.4. Problem Formulation

What is the difference between learning outcomes in English in grade VII & VIII students in the even semester at SMP Tamansiswa Medan School taught by guided discovery methods or students taught by expository methods?

### 1.5. Research Objectives

The purpose of this study was to find out a good method between the two methods, namely the expository method and guided discovery methods in grammar teaching in the form of pronouns by comparing students' learning outcomes with expository methods and guided discovery methods. After knowing the effectiveness of the two methods, the teacher uses the method for learning English.

### 1.6. Benefits of Research

#### 1. For the teacher

With the holding of this study can empower teachers to apply the right methods during the process of learning English. especially in junior high school so students are challenged to learn English.

#### 2. For students

Students will get more creative learning methods so students will be more motivated to learn English.

#### 3. For researchers

Provide information and description as a reference in using the next learning method.

## II. RESEACHER OF METHODOLOGY

### 2.1 Instruments for Collecting the Data

#### 2.1.1. Student of data

There are ten students from grade VII and VIII in SMP Taman Siswa Medan to be targeted by researchers in research for the application of expository methods. The students data that will be used as a comparison sample for the teaching strategy of the expository method and the researcher takes the target from Students SMP Taman Siswa Medan.

#### 2.1.2. Question of Data

The test that was given to the students was pre test include 5 questions about the sentences and next the students must be able answer suit grammar. The form of the test was completed. This form was chosen to make light of the researcher in analyzing data. Every right answer got 20 point and maximum point was 100. The criteria of minimum success were 65% by good category.

1. Pre test

#### **Grammar his, her, our, their**

##### **Complete the paragraphs with his, her, our and their.**

1. Naomie Harris is from london.....Mother is from jamaica.....father is from trinidad.
2. I'm sarah and this is my brother Mike. We're Australia.....parents are from New Zealand.....mother is from queenstown and.....father is from Wellington
3. Arnold Schwarzenegger is Austrian and American.....parents are from Austria
4. Venus and Sarena Wiliams are American.....parents are from the US.....Mother is From Michigan and.....father is from Louisiana.
5. Emeil Sande is from Great Britani.....Mother is English and.....Father is from Zambia
6. MO Farah is British.....father is from Great Britani.....mother is from somalia.

The above pre test question given by researchers from the first day to the third day the questions given are sentences that must be completed suitable to the students' comprehension.

2. Post test.

##### **Complete the questions in the below. with grammar she, he, it, his**

1. Artist's Sarah Brother name?  
..... name's Mike.
2. Tennis Player's Venus Wiliams?  
..... Sarena's Sister.
3. Singer's Emeil Sande's Birthday?  
..... in July
4. Athlete old Mo Farah?  
..... Thirty
5. Actress is Naomie Harris' mother from?  
..... from Jamaica

The last test was a post test given by researchers to students to measure comprehension of grammar in English.

#### **2.2. Technique of Analyzing the Data**

The data analysis was applied by using quantitative and qualitative data. The data was used to describe the situation during teaching-learning process The qualitative data was taken by observation and interview. While quantitative data was taken by test. The Quantitative data was used to analyze students' score. To know the taken by test. To know the mean of students' score in each cycle, the researcher applied the formula below.

The technique of analyze data in this research is done in some activities, as follows:

$\bar{X}$  = the mean of the students

$\Sigma X$  = the total score

N = the number of students

$\bar{X} = \Sigma X / N$

According to Uzer Usman, there are criteria of individual learning success and classical learning success, namely:

##### **1. Individual Absorbing Power**

To determine the percentage of student individual absorbing power (PDS) used the formula:

$PDS = \frac{\text{the students score}}{\text{the maximal score}} * 100\%$

By criteria:

$0\% < k < 65$  : the students are failed

$65\% < K < 100$  : the students have been success

##### **2. Classical Absorbing Power**

To know the percentage of the students score students classical absorbing power used the following formula:

D : the percentage of students who got score 65

X : the percentage of students who got score 65 and up

N : the percentage of students who did the test.

$D = X * N$

### **III. FINDING AND DISCUSSION**

#### **3.1. Data Description**

After having done the test, the writer collected the data needed and counted the correct and wrong answers from each sheet of answers collected. The data were taken from Students SMP Taman Siswa Medan.

which consisted of 10 students. Below the writer will be provided a table which is the answer of each question that has been answered by the Grammar in pronouns.

### 3.2. Score Result

After we analysed the question pre and post test, second, we counted the correct answer and the wrong answer of student. Then, we began to looking for the students score.

Tabel 1 pre test  
1 st day

Name of student	True	Flase	Score
1. Ririn Salsabila	3	2	60
2. Muhammad Irfan Samudra	2	3	40
3. Nia Ramayadi	3	2	60
4. Aksel Riyandi	2	3	40
5. Maya Ramadani	2	3	40
6. Abdul Karim	3	3	60
7. Santi Manulang	2	3	40
8. Nabila Nayla	4	1	80
9. Faiz Mubarog	3	2	60
10. Shella Nayla	1	4	20

Tabel 2. Pre test  
2 nd day

Name of student	True	Flase	Score
1. Ririn Salsabila	4	1	80
2. Muhammad Irfan Samudra	3	2	60
3. Nia Ramayadi	4	1	80
4. Aksel Riyandi	3	2	60
5. Maya Ramadani	3	2	60
6. Abdul Karim	4	1	80
7. Santi Manulang	3	2	60
8. Nabila Nayla	5	0	100
9. Faiz Mubarog	4	1	80
10. Shella Nayla	2	3	40

Tabel 3. Pre test  
3 rd day

Name of student	True	Flase	Score
1. Ririn Salsabila	5	0	100
2. Muhammad Irfan Samudra	4	1	80
3. Nia Ramayadi	5	0	100
4. Aksel Riyandi	4	1	80
5. Maya Ramadani	4	1	80
6. Abdul Karim	5	0	100
7. Santi Manulang	4	1	80
8. Nabila Nayla	5	0	100
9. Faiz Mubarog	5	0	100
10. Shella Nayla	3	2	60

from table 3 above shows that an increase in students' comprehension in learning grammar and researchers using the expository method. It means that the expository method is very helpful for students in solving problems to speak English that is appropriate for grammar.

## IV. CONCLUSION

### 4.1 Conclusion

Based on the results of the discussion and research of this data, it can be concluded that the highest score is 100 owned by 5 students and score is 80 owned by 4 student, score is 60 owned by 1 . While the lowest score is 20 which is owned by 1 student and from the test result the students get the score 40,60,80, and 100 which is owned by 1 students.

From the question analysis, it mean the question number 3 and 2 are very difficult and question number 1 and 4 are medium. And number 5 is the easiest. we found there are students able to complete of sentences tense.

Then, it means reported question is a subject that still hard enough for student because its high percentage of error especially in changing pronouns, caused the rate of the students mastery in this subject is not too high.

Based on interview showed that many students know the pronouns and have been able to apply it. but, They find it very difficult to pronoun because it requires understanding and mastering the grammar structure in replacing pronoun, tenses, verb and time. Because they set in their mind that grammar is difficult subject. Besides, they have no full motivation to learn about grammar in pronouns.

#### 4.2 Suggestion

Based on the conclusion above the writer would like to give some suggestions. For the students is better to keep their motivating in learning grammar structure especially present perfect tenses. The student should throw away their mid set that the grammar structure is difficult subject. They should study hard, more seriously and try to improve their ability in learning grammar sructure. And the last is they should enjoy the study prossesing.

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