

ABSTRACT

Billiansyah Abdillah. 2021. *Engaging EFL Students in Learning Simple Past Tense Through Implicit Grammar Teaching: A Narrative Inquiry Study in Senior High School*. Paper, English Education Department, Faculty of Tarbiyah and Teacher training Universitas Islam Negeri Sunan Gunung Djati Bandung.

Grammar is a core in language. It helps a person to construct clear messages in communication. Learning grammar is not as easy as one might have thought. In Indonesian EFL context, students often feel stressed out during learning grammar, as they are required to memorize certain rules as a result of the explicit learning that is commonly being applied in Indonesia. In this research, the researcher tried to analyze the phenomenon that occur when students are learning grammar using the Implicit Grammar Teaching (IGT). Simple Past tense is chosen as it covers both concerns of the study: it is a basic language rule and it is often considered difficult.

The aims of this research are (a) to find out students' activities using the Implicit Grammar Teaching, (b) to reveal the students' responses using Implicit Grammar Teaching, and (c) to analyze the students' comprehension to Simple Past Tense using the implicit grammar teaching.

The method used in this study is Narrative Inquiry of the descriptive qualitative method, as the research took place back in October 2019. The research was conducted to eleventh-grade students in SMA Negeri 26 Bandung to a total of 36 students, while the students later being represented by 6 students from 3 categories: low, middle, and high-achieving category.

The research shows three important findings. First, regarding the students' activities using IGT the students were expected to see various examples of using simple past in real-life example. Students are also given hints of how they could develop sentences by IGT. From the activities, the researcher discovered that the students' participation in classroom and their attention span is elongated because they feel related to the materials given. The number of students that willingly participated in classroom interactions was also increased by 150% than their usual participation in classroom. Second, students also responded that the classroom activities were rather fun than their usual classroom activities because the students can relate to the grammar lesson. Third, the students were able to take hints from the examples given and they managed to arrange sentences correctly in past form, as proven by their writings on the Instagram caption assignment.

This indicates that Indonesian EFL students may learn using the implicit grammar teaching as it helps them to relate to the materials given to their real-life experiences and they are studying under less-pressuring situation. This also means that learning through contextual learning and less-stressful situation makes the students easier to grasp the materials without actually being stressed out.