

A DESCRIPTIVE STUDY OF TENSES MASTERY OF THE
FIFTH GRADE STUDENTS AT SDN JEMBER LORI IN THE
2001/2002 ACADEMIC YEAR

THESIS



Presented as One of the Requirements to Obtain the S-1 Degree at the English
Education Program of the Language and Arts, Department of the Faculty of Teacher
Training and Education, Jember University



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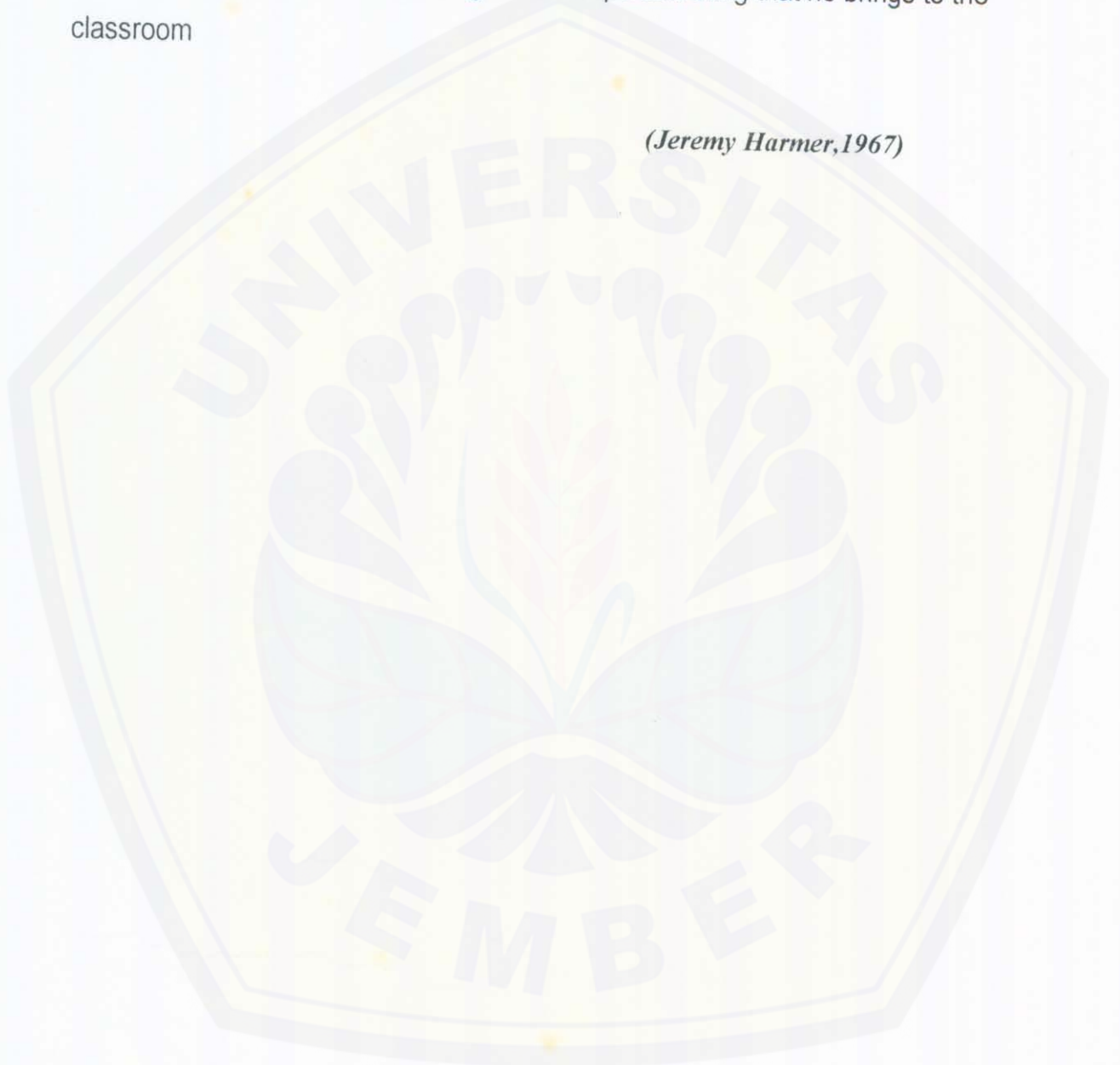
ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

JULY, 2002

Motto :

Motivation of the student is the single most important thing that he brings to the classroom

(Jeremy Harmer, 1967)



Dedication :

This thesis is honorably dedicated to :

1. My beloved mom and dad, there is not enough words to describe your sacrifice. I love you so much.
2. My angels and my spirit Ana, mas Iyant, dik Shasha.
3. My friends in Neka and 66': Miftach, Memet, Pak Eko, Jerry, Pak Rosyid and Mbak Chotim.
4. My Almamater

CONSULTANTS' APPROVAL

A Descriptive Study of Tenses Mastery of the Fifth Grade Students at SDN Jember
Lor I in the 2001/2002 Academic Year

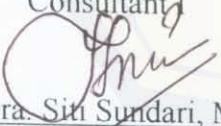
THESIS

Presented to fulfill one of the requirements to obtain S-1 degree at the English
Education Program of the Language and Arts Department of the Teacher Training
and Education of Jember University

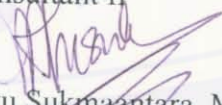
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ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to the supreme God, Allah, the Almighty who always guides and gives me His mercy, so I can finally finish this thesis entitled "A Descriptive Study of Tenses Mastery of the Fifth Grade Students at SDN Jember Lor I in the 2001/2002 Academic Year".

In this opportunity, I would also like to express my deepest appreciation and sincerest thanks to the following persons:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Head of the Language and Arts Department of the Faculty of Teacher Training and Education,
3. The Head of the English Education Program of the Faculty of Teacher Training and Education,
4. My first and second consultants, Dra. Siti Sundari, MA and Drs. I Putu Sukmaantara, M.Ed who have given me guidance and valuable suggestions in writing this thesis,
5. The Principal, the English teacher, the administration staff and the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year,
6. My parents, my friends (Eko, Memet, Miftach) and all who have helped me finish this thesis.

Finally, I hope this thesis will provide some advantages to the readers. Any criticism and input that contribute to improve this thesis would be appreciated.

Jember, July 2002

The Writer

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ABSTRACT

Roedy Eko Purnomo, June, 2002, *A Descriptive Study of Tenses Mastery of the Fifth Grade Students at SDN Jember Lor I in the 2001/2002 Academic Year*

Thesis, English Education Program, Language And Arts Department, Faculty of Teacher Training And Education, Jember University

Consultants: 1. Dra. Siti Sundari, MA
2. Drs. I Putu Sukmaantara. M. Ed

This research was intended to describe the fifth grade students' tenses mastery at SDN Jember Lor I in the 2001/2002 Academic Year. The research design was descriptive. The respondent determination method was a population with fifty five of the fifth grade students at SDN Jember Lor I in the 2001/2002 academic year. The primary data were obtained from the test on Simple Present Tense and Simple Past Tense. The kind of test in this research was an achievement test. The tenses test was a teacher-made test in the form of objective test. The collected data were analyzed by using the percentage formula. Then, they were analyzed descriptively. Documents and interview were used to collect the supporting data. The research results showed that on the average, the fifth grade students' tenses mastery was categorized as enough ($M=63,4$). On the average, the students' mastery of the Simple Present Tense was good ($M=78,7$) but on the average, the students' mastery of the Simple Past Tense was enough ($M=56,3$). Based on the results above, the English teacher is suggested to pay more attention to teaching the tenses, particularly the Simple Past Tense in order to improve the students' tenses mastery.

Keyword : Tenses mastery, The Simple Present Tense and The Simple Past Tense



I. INTRODUCTION

1.1 The Background of the Problem

English has been taught as a local content subject to students of elementary schools beginning from the fourth grade to the fifth grade since the application of the 1994 Local Content Curriculum. English as local content subject means that English is taught to elementary school by considering whether it is important or not for the school (Depdikbud: 1994).

The elementary school students are young learners who have different characteristics from adults to study English as a foreign language. Abe (1991:6) states that young children studying English as a foreign language should be treated differently from teenagers and adults. Sometimes they are active and creative; however, they will also become bored easily and forget quickly in certain condition. They can not merely keep quiet all the time because their curiosity of knowing something makes them very active, but when they had already known that thing they will be easily be bored. Meanwhile, Brown and Yule (1995:4) say that learning a foreign language is better when it is done as early as possible. It is about 6 until 12 years. Therefore, it is advisable that English is taught to the students of elementary school to give them strong foundation and motivation to study English at Junior High School.

In order to give strong foundation and motivation, the students must learn four English skills, namely: listening, speaking, reading and writing. In addition, the students should also learn the English components, such as structure and vocabulary. In learning English, one of the difficult things to learn is grammar including tenses. In other words, in order to master English the students should understand the rules of tenses. So, the students can improve the four English skills. It means that tenses mastery is needed in learning the four English skills.

Based on the result of interview with the English teacher as a preliminary study, the elementary students, especially fifth grade students have been taught structure once a week by the English teacher. The tenses taught cover the simple present tense, present progressive tense and simple past tense. The teacher usually teaches the tenses integratedly with the English skills, such as reading and writing. This research focus on the use of the simple present tense and simple past tense. The reason of choosing those two tenses is because the simple present is one of the basic to write in English and the simple past tense is the most difficult tenses to learn. Adi (2001:26) in his research results on tenses mastery concludes that the students of Junior High School got the lowest scores in the simple past tense than the other tenses.

Based on the descriptions above, learning English tenses is very important. It will lead the students to write, read and to speak English well.

This study was intended to know the students' tenses mastery after they had learned the structure materials about the simple present tense and the simple past tense from the English teacher. Considering the problem, it is necessary to conduct a research to know their tenses mastery.

1.2 The Problems of the Study

The problems of this research are divided into general and specific problems.

1.2.1 The General Problem

The general problem of this research is, "How is the tenses mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year?"

1.2.2 The Specific Problems

Based on the general problem, the specific problems are formulated as follows:

1. How is the simple present tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year?
2. How is the simple past tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year?

1.3 The Operational Definition

An operational definition will guide the researcher to understand the concepts as a study indication. It enables to get mutual understanding of the concepts studied between the researcher and the readers. Tuckman (1978:13) says that since a research is composed of operation series, it is necessary to convert variable from abstract to an operational form. It is to define concepts used operationally to avoid misunderstanding of the concepts between the researcher and the readers. The concepts that are necessary to be defined operationally in this research are a descriptive study and tenses mastery.

1.3.1 A Descriptive Study

A descriptive study means a research that is not intended to prove a hypothesis, but it is intended to describe a certain situation systematically, accurately and factually (Arikunto, 1993:208). This study was intended to describe the tenses mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year

1.3.2 Tenses Mastery

In this research, tenses mastery means the students' mastery of tenses taught by the English teacher that covers the mastery of the Simple Present Tense and the Simple Past Tense. Their tenses mastery is indicated by the students' scores covering those two tenses.

1.4 The Objectives of the Study

Based on the research problems, the objectives of the study are classified into general and specific objectives.

1.4.1 The General Objective

The general objective of this research is to describe the tenses mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year.

1.4.2 The Specific Objectives

Based on the general problem, the specific objectives of this research are as follows:

1. To describe the simple present tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year
2. To describe the simple past tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year

1.5 The Significance of the Research

The results of the research are expected to be beneficial for the following people:

a. The English Teacher

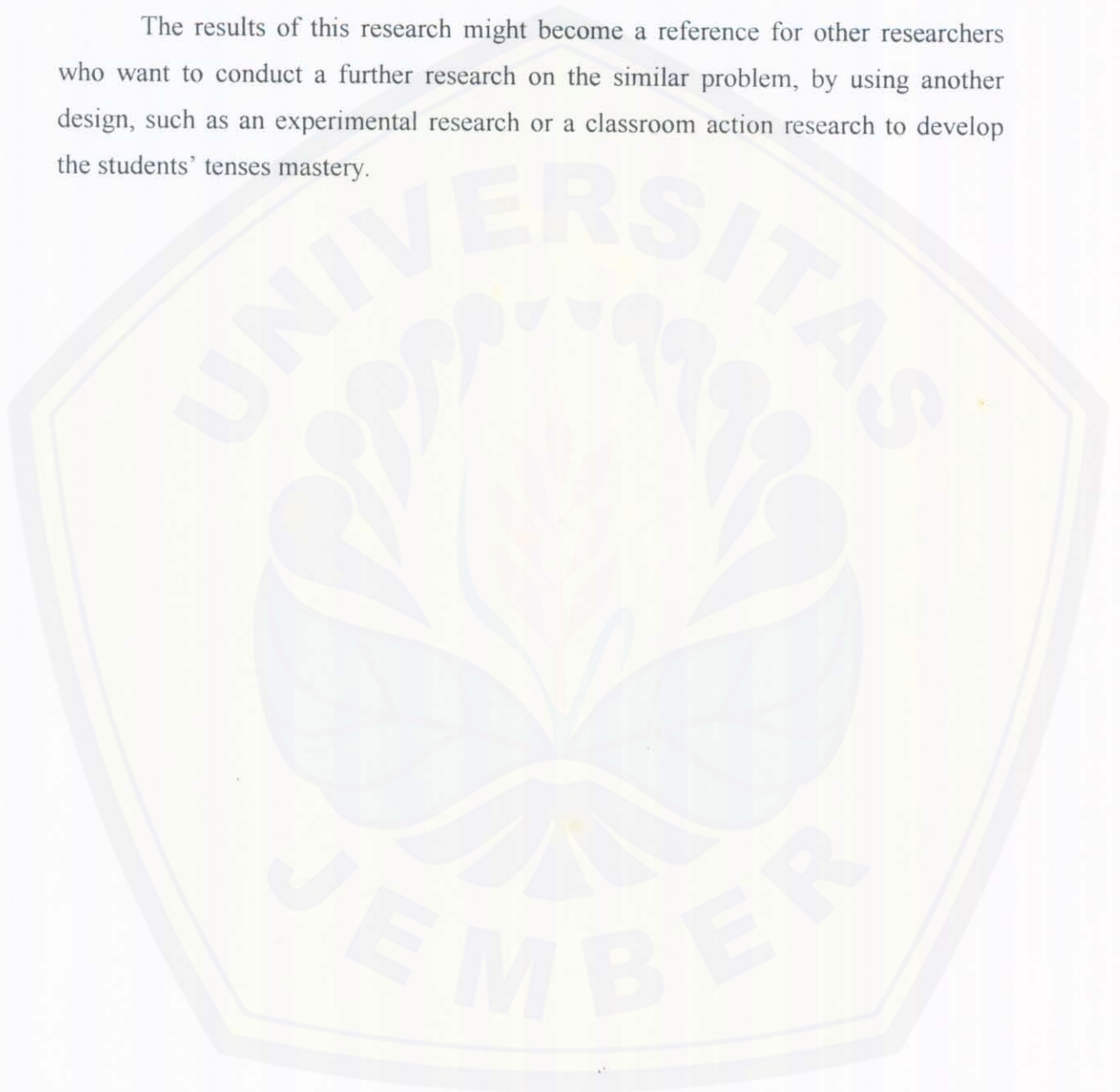
The results are useful for the English teacher as information to know his/her students' tenses mastery. The information can be used as a consideration to improve the teaching quality to increase the students' tenses mastery.

b. The Students

The results of the test given are useful for the students as information to know their tenses mastery, so they can improve it since it is important to be mastered to support the improvement of the English skills.

c. Other Researchers

The results of this research might become a reference for other researchers who want to conduct a further research on the similar problem, by using another design, such as an experimental research or a classroom action research to develop the students' tenses mastery.



II. REVIEW OF RELATED LITERATURE

2.1 English Tenses

This chapter presents the literature review related to the research problem. The theories reviewed cover the simple present tense, the simple past tense, the characteristics of young learners, and the significance of the Tenses Mastery.

According to Hornby (1974:891), the word "tense" stands for a verb form or series of verb used to expressed time relation. Tense may indicate whether an action, activity or state is present, past or future was or will be in progress over a period of time.

Marcella (1972:47) states that a tense has a connection with a special verb ending or accompanying an auxiliary verb that signals time. Furthermore, it is said that the grammatical forms of verbs are usually discussed in connection with tenses. If we learn English tenses, then we will be able to use English grammar either in oral or in written form.

There are sixteen types of tenses. In this research, two types of tenses were used, simple present tense and simple past tense. The reason of choosing the two types of tenses is because they are the material of structure for the fifth grade students of elementary school as stated in the 1994 English Curriculum for Elementary School, and the two tenses have been learned by the students. The following parts are the explanations of the uses of those tenses.

2.2 The Simple Present Tense

The simple form of the verbs are used for the first person singular subject(I), the second person singular subject (you), the plural subject (we, they). The verbs ending with -s/-es are used for the third person singular subject (he, she, it).

A. The pattern of Simple Present Tense with the main verbs are :

(+) S + V1(-s/-es) + O + Adverb

(-) S + do / does + not + V1 + 0 + Adverb

(?) Do / does + S + V1 + 0 + Adverb + ?

(Kartono, *et al.*, 1984:23)

Examples :

(+) Budi always gets up early.

(-) Budi does not always get up early.

(?) Does Budi always get up early ?

B. The pattern of Simple Present Tense with “be” (am,are,is)

(+) S + be(am,is,are) + N/adj./adv.

(-) S + be(am,is,are) + not + N/adj./adv.

(?) Be(am,is,are) + S + N/adj./adv.

(Kartono, *et al.*, 1984:11)

Examples :

(+) Andy is a student.

(-) Andy is not a student.

(?) Is Andy a student ?

C. The Uses of the Simple Present Tense

1. To express the habitual actions (Sumarto and Suharjito, 1994:21)

Examples:

(+) Budi goes to school everyday.

(-) Budi does not go to school everyday.

(?) Does Budi go to school everyday ?

2. To express a present non-action state or condition, at the moment of speaking (Sumarto and Suharjito, 1994:27)

Examples :

(+) I hear you now.

(-) I do not hear you now.

(?) Do I hear you now ?

3. To express general truth (Sumarto and Suharjito, 1994:30)

Examples :

(+) The sun rises in the east.

(-) The sun does not rise in the west.

(?) Does the sun rise in the east

D. Time signals of Simple Present Tense

Time signals are often used in the simple present tense to indicate the continuity and the frequency of actions.

1. Adverb of time

Everyday	everytime
Everyweek	everymonth
At.....	in the morning
Twice...	three times.....etc.

Examples:

Budi goes to school *everyday*

She writes a letter *everyweek*

2. Adverbs of frequency

Always	usually
Sometimes	often
Ever	never
Frequently	rarely... etc.

Examples:

Any *always* buys some candies

Andy *never* gets up early in the morning

2.3 The Simple Past Tense

The verbs used in the Past Tense is second forms and they are divided into regular verbs and irregular verbs (Kartono, 1984:25).

Regular verbs		Irregular Verbs	
Infinitive	Past	Infinitive	Past
Walk	Walked	Begin	Began
Talk	Talked	Write	Wrote
Study	Studied	Go	Went

A. The pattern of the Simple Past Tense with the main verbs

- (+) S + V2 + 0 + (time)
- (-) S + did + not + V1 + 0 + (time)
- (?) Did + S + 0 + (time) + ?

Examples :

- (+) I went to the cinema last night.
- (-) I did not go to the cinema last night.
- (?) Did you go to the cinema last night ?

B. The pattern of the Simple Past Tense with verb "be"

- (+) S + was/were + adj./ noun/ adv.
- (-) S + was/were + not + adj/ adv./ noun
- (?) Was/ were + S + adj./ noun/ adv.

Examples :

- (+) I was at home last night.
- (-) I was not at home last night.
- (?) Were you at home last night?

C. The Uses of the Simple Past Tense are as follows :

1. To express an activity or situation that happened or began and ended in the past. (Sumarto and Suharjito, 1994:38)

Examples :

(+) Budi went to Bali last week.

(-) Budi did not go to Bali last week.

(?) Did Budi go to Bali last week ?

2. To express the habitual action in the past. (Sumarto and Suharjito, 1994:34)

Examples:

(+) I wrote many letters last month.

(-) I did not write many letters last month.

(?) Did you write many letters last month ?

D. Time signals of the Simple Past Tense

The following time signals can be used in the simple past tense to indicate past actions.

Two hours ago	Last week
Two days ago	Last month
Yesterday morning	Last year....etc.
Yesterday.....	

Examples :

He left this room two *hours ago*.

Andy went to Surabaya *yesterday morning*.

2.4 The Characteristics of Young Learners

According to Kasbollah (1993:12), teaching English to the elementary school students is obviously different from teaching English for the higher level students, because young learners have specific characteristics.

The characteristics of children as pointed out by Clark (1990:6), which determine teaching techniques to be used, are:

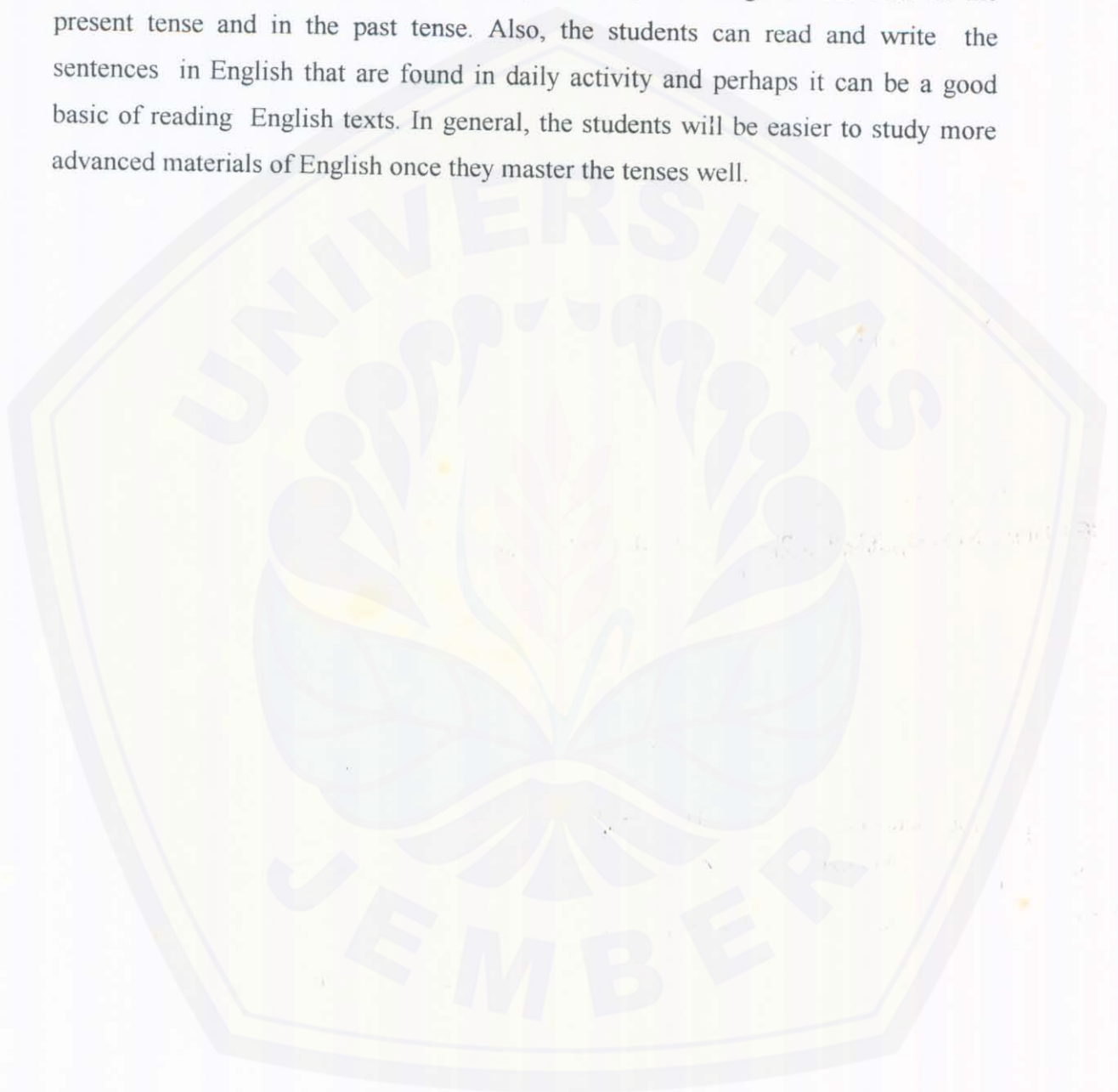
1. Children are developing with clear concept. They cannot easily handle abstract concept;
2. Children learn more slowly because they learn so many things at once for developing knowledge about the words, developing their awareness of concept acquiring the four basic skills of foreign language and developing their first language at the first time;
3. Children become bored easily, they can not merely keep quiet all the time because their curiosity of knowing something makes them very active, but when they had already known that thing they will be easily be bored;
4. Children forget quickly as it is stated above that children perform more slowly that the adult, because they have so many things to learn, so they may forget everything quickly;
5. Children are good at imitating, especially for the pronunciation, so they can easily imitate the movement of the mouth used to produce English sound.

By knowing those characteristics, the techniques of teaching Elementary students should be carefully selected. They should be suitable with the childrens' psychological development and also with their interest. For example, the teacher uses media to make the teaching learning process more fun. Also, an English teacher of elementary school play more a important role in an English instruction, because he/she is the most influential person in the classroom that support the success of teaching learning process (Finocchiaro and Bonomo.1973:23).

Brumfit et al., (1991:6) have suggested that teaching English at elementary school needs techniques which can embody the material to be learned and remembered in tasks that makes sense and more meaningful to the children.

2.5 The Significance of Tenses Mastery

According to Rusli (1998:4) by mastering the tenses, the students will achieve some benefits, such as the students will know and understand the time of the action, the completeness and incompleteness expressed by the usage of the verb in the present tense and in the past tense. Also, the students can read and write the sentences in English that are found in daily activity and perhaps it can be a good basic of reading English texts. In general, the students will be easier to study more advanced materials of English once they master the tenses well.



III. RESEARCH METHODS

3.1 The Research Design

The design of this research was descriptive. According to Arikunto (1993:208) a descriptive research is not intended to prove a hypothesis, but it is intended to describe a certain situation systematically, accurately and factually.

The procedures used in this research design were as follows :

1. Formulating the research problems and objectives
2. Determining the respondents by population method
3. Constructing the instrument (tenses test)
4. Collecting the main data by giving test of tenses
5. Analyzing the collected main data by the percentage formula
6. Classifying the results of the data analysis based on the classification of the score levels
7. Concluding the results to answer the research problems

3.2 Area Determination Method

An area or location where the research is conducted must be determined. According to Ali (1993:57) a purposive method must be based on the previous knowledge about the population and the researcher must not be doubtful or vague about the information. It means that the purposive method is used to determine the research area under consideration that the characteristics of certain area have been known well.

In this research, purposive method is used to determine the research area. This research was conducted at SDN Jember Lor I. The school was chosen as the research



area because the teacher in this school had taught the simple present tense and the simple past tense to the fifth grade students at cawu III. So, the research data needed can be obtained at the school.

3.3 Respondent Determination Method

Respondent determination method in this research was population method, because the number of the respondents of the fifth grade was 55 students. Arikunto (1993:187) states that if the number of the respondents is less than 100 persons, it is better to take all the subjects. On the other hand, if the number of the respondents is more than a hundred persons, it is necessary to take 10% - 15% or 20% - 25% of the whole population as the respondents.

3.4 Data Collection Methods

Data collection methods are systematic standard procedures of getting the data needed and the data must be collected by using appropriate methods. In this research, the data consisted of primary data and supporting data. The main data were the students' scores of the tenses mastery. They were collected by employing a tenses test. Then, the supporting data were collected by interview and documentation. The following parts discuss the methods used in this research.

3.4.1 Test

Test in this research was used to collect the main data dealing with the students' scores of tenses. An achievement test was used in this research because the purpose of the test was to know how far the students had mastered the simple present tense and the simple past tense that had been taught by the English teacher. Hughes (1989:10) states that achievement test is directly related to language courses, the purpose is to establish how far individual of students or groups of students or the courses themselves can achieve the teaching objectives.

This tenses test were made by the researcher. Based on the scoring procedures, test can be divided into objective and subjective tests. Hughes (1989:19) states that if no judgment is required on the part of the scorer, the scoring is objective. If judgement is called for, the scoring is said to be subjective. Considering the idea above, the test used in this research was objective test. In the test, the students were asked to change the verbs into the correct tenses forms. The test consisted of 20 items divided into 10 items of the simple present tense and 10 items of the simple past tense. Dealing with the scoring, each correct items was scored 5. So, the total score of the test is 100.

Dealing with the test, a good test must be valid and reliable. Hughes (1989:22) states that a test is said to be valid if it measures what is intended to measure. Furthermore, he states that there are four kinds of validity. They are:

1. Content validity

A test is said to have content validity if its' content constitutes a representative sample of the language skills, structure, etc with which it is means to be concerned.

2. Construct validity

A test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.

3. Face validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure.

4. Criterion – Related validity

Another approach to test validity is to see how far results of the test agree with those provided by some independent and highly dependent assessment of the candidate's ability.

Based on the theories above, the test used in this research was constructed based on the content validity in which, the test items represented the indicators that would be measured, and the tenses materials stated in the 1994 English Curriculum of Elementary School. Therefore, this test was valid since it used content validity. Meanwhile, Hughes (1989:42) states that a valid test must provide consistently accurate measurements. It must, therefore, be reliable. It means that a valid test must be reliable as well. Following this idea, since this test was valid based on the content validity, it was also reliable. Therefore, the reliability test was not necessary to be established. In addition, the researcher took 2 weeks for administrating the test. The first week for presenting the tenses materials and the second week for conducting the test. The test instrument is provided on Appendix 3.

3.4.2 Interview

Arikunto (1998:145) states that there are three kinds of interview commonly used in collecting data; guided interview, unguided interview and free-guided interviews. In this research, free-guided interview was applied with the English teacher to get the supporting data dealing with the techniques used by the English teacher in teaching structure, especially the tenses and the book used in teaching English to the fifth grade students of elementary school. In the interview, a guide of interview in the form of a list of questions was prepared so that the questions were not deviated from the information needed. The interview guide was presented on Appendix 2.

3.4.3 Documentation

Documentation is one of the techniques used to obtain the data from written materials (Arikunto,1993:132). Documents can be in the form of records, transcripts, books, newspaper and magazines. In this research, documentation was used to obtain the supporting data about the school facilities and the names of respondents. The documentation guide was enclosed on Appendix 2

3.5 Data Analysis Method

Hadi (1997:121) states that the data analysis method is a way to analyze the obtained data. There are two techniques of analyzing data, namely qualitative and quantitative. The qualitative technique or non-statistical technique deals with the qualitative data. The quantitative technique or statistical technique deals with quantitative data in the form of numbers.

This research worked with quantitative data. The main data were the fifth grade students' mastery of tenses in the form of scores. To know the students' tenses mastery in the form of percentage, the collected data were analyzed by using the following formula :

$$E = \frac{n}{N} \times 100$$

Notes :

E = the percentage of the students' tenses mastery of each indicator

n = the scores of each indicator obtained by the students

N = the total score of the test items

(Adapted from Ali, 1993:184)

The steps of analyzing the data were as follows :

1. Scoring the students' results of the Simple Present Tense test and the Simple Past Tense test.
2. Analyzing the collected main data by the percentage formula above
3. Classifying the results of the data analysis based on the classification of the score levels presented in Table 1 below
5. Describing the results of the data analysis to answer the research problems

Table 1 : The Classification of the Score Levels

Score	Category
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	More than enough
56 – 65	Enough
46 – 55	Poor

(Adapted from DEPDIBUD, 1994:10)

IV. RESEARCH RESULTS AND DATA ANALYSIS

The results of this research dealt with the primary and supporting data. The primary data were taken by administering test on tenses covering simple present tense and simple past tense, while the supporting data were collected by using documents and interview. They were presented respectively in the following parts.

4.1 Primary Data

4.1.1 The Results of the Tenses Test

The primary data were taken by administering tenses test. The respondents were given tenses test to know the students' tenses mastery. The primary data were about the students tenses mastery in the form of scores. The test consisted of 20 items with equal distribution of each indicator, namely: the simple present tense (10 items) and simple past tense (10 items). Each correct item was scored 5. The data of the students' tenses mastery of each indicator are presented in the following Table 2.

Table 2. The Data Analysis of Tenses Test Obtained by the Students Based on Each Indicator.

NR	Simple Present Tense			Simple Past Tense			Tenses Mastery		
	10 items			10 items			20 items		
	n	N	E (%)	n	N	E (%)	n	N	E (%)
1	30	50	60	20	50	40	50	100	50
2	45	50	90	15	50	30	60	100	60
3	50	50	100	40	50	80	90	100	75
4	35	50	70	25	50	50	60	100	75
5	35	50	70	25	50	50	60	100	60
6	40	50	80	25	50	50	65	100	65
7	45	50	90	15	50	30	60	100	60
8	50	50	100	10	50	20	60	100	60
9	50	50	100	25	50	50	75	100	75
10	45	50	90	20	50	40	65	100	65
11	40	50	80	20	50	40	60	100	60
12	30	50	60	25	50	50	55	100	55

13	40	50	80	25	50	50	65	100	65
14	25	50	50	25	50	50	50	100	50
15	25	50	50	10	50	20	35	100	35
16	35	50	70	40	50	80	75	100	75
17	40	50	80	35	50	70	75	100	75
18	40	50	80	35	50	70	75	100	75
19	45	50	90	35	50	70	80	100	80
20	35	50	70	30	50	60	65	100	65
21	30	50	60	35	50	70	65	100	65
22	35	50	70	35	50	70	70	100	70
23	35	50	70	30	50	60	65	100	65
24	35	50	70	30	50	60	65	100	65
25	35	50	70	25	50	50	60	100	60
26	40	50	80	25	50	50	65	100	65
27	35	50	70	25	50	50	60	100	60
28	35	50	70	25	50	50	60	100	60
29	30	50	60	20	50	40	50	100	50
30	40	50	80	30	50	60	70	100	70
31	40	50	80	30	50	60	70	100	70
32	45	50	90	35	50	70	80	100	80
33	30	50	60	25	50	50	55	100	55
34	35	50	70	30	50	60	65	100	65
35	50	50	100	40	50	80	90	100	90
36	40	50	80	35	50	70	75	100	75
37	40	50	80	30	50	60	70	100	70
38	40	50	80	25	50	50	65	100	65
39	35	50	70	25	50	50	60	100	60
40	40	50	80	30	50	60	70	100	70
41	35	50	70	25	50	50	65	100	65
42	35	50	70	30	50	60	65	100	65
43	30	50	60	25	50	50	55	100	55
44	30	50	60	20	50	40	50	100	50
45	25	50	50	15	50	30	40	100	40
46	40	50	70	20	50	20	60	100	60
47	40	50	70	20	50	20	60	100	60
48	45	50	90	35	50	70	80	100	80
49	40	50	80	30	50	60	70	100	70
50	35	50	70	25	50	50	60	100	60
51	35	50	70	25	50	50	60	100	60
52	30	50	60	15	50	30	45	100	45
53	40	50	80	30	50	60	70	100	70
54	35	50	70	20	50	40	55	100	55
55	35	50	70	25	50	50	60	100	60
Tot.	2165	2750		1550	2750		3500	5500	
Mean			78,7%			56,3%			63.4%

Notes:

NR : number of respondents

N : the total scores of the test items

n : the scores of each indicator obtained by the students

Total : the total of the students' scores of the tenses mastery

Mean : the average score of each indicator obtained by the students

E : the percentage of the students' tenses mastery of each indicator

Based on Table 2 above, it was found that the students' scores of the simple present tense mastery was good (Mean: 78,7%) while, their mean score of the simple past tense mastery was enough (Mean: 56,3%). From the two indicators, on the average (63,4%), the students' tenses mastery was enough.

Based on the results of the data analysis presented on Table 2 above, the classification of students' tenses mastery can be seen in Table 3 below:

Table 3. The Classification of the Students' Tenses Mastery

No	Indicators	Mean	Range score	Category
1	Simple Present Tense	78,7%	76 - 85	Good
2	Simple Past Tense	56,3%	56 - 65	Enough
	The Students' Tenses Mastery	63,4%	56 -65	Enough

4.2 Discussion of the Research Results

The problem of the research is how the tenses mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year is. Based on the results of the data analysis and the classification presented in the Table 2 and Table 3,

in general, the students' tenses mastery was classified as enough, (63,4%), because this mean score was in the interval between 56 - 65. (Depdikbud, 1994:10).

Specifically, for each indicator, the results of the data analysis showed that the mean score of the students' mastery of the Simple Present Tense was good (78,7%), and the mean score of the students' mastery of the Simple Past Tense was enough (56,3%).

From those results, the highest percentage of the mean score belongs to the mastery of the Simple Present Tense (78,7%), or good, while the lower one was the mastery of the Simple Past Tense (56,3%), or enough. The results showed that in general, the students still had problems in doing the test items dealing with the simple past tense. It was because many students did not know the second verb forms used in the Simple Past Tense yet, (in the affirmative sentences), especially, dealing with irregular verb forms, such as: *go - went; buy - bought; come - came*.

Based on the results of the tenses test, many students tended to use the second verb forms *goed* instead of *went*, *buyed* instead of *bought*, *comed* instead of *came*. It showed many students still did not master the irregular verb forms used in the simple past tense. As indicated on the result, they made incorrect verb forms of the Simple Past Tense. In fact, they were familiar with the verbs used in the test, but they got difficulties in changing the verbs into the past forms.

The highest mean score belongs to the Simple Present Tense that was classified as good (78,7%). It means in general, the students relatively did not have problems in doing the test items dealing with the Simple Present Tense. This happened because the students had understood the use of the verb forms in the Simple Present Tense that only add -s/es for the subjects: he/she/it. Thus, the test items of the Simple Present Tense were easier to do for the students than those of the Simple Past Tense.

4.3 Supporting Data

4.3.1 The Results of Documentation

This research was conducted at SDN Jember Lor I on Jl. PB Sudirman. This school has six classrooms to conduct the teaching learning process, one Unit of Students' Health, one library, and one science laboratory.

The personnel of SDN Jember Lor I consists of nine generalist teachers and three apprentice teachers, and one administrative staff.

English is taught from the first level in SDN Jember Lor I, but there is only one English teacher in charge of teaching the six classes. Eight of the teachers graduated from a university (S1) and the other still finish their study to get S1 degree.

The total number of the students at SDN Jember Lor I in the 2001/2002 academic year is 354 students that are divided into 6 classes, one class for each grade. Dealing with the names of the respondents, who were the fifth grade students of SDN Jember Lor I, the names of the respondents could be seen on Appendix 6.

4.3.2 The Results of Interview

The Interview was conducted with the English teacher to obtain the supporting data about the teaching techniques used by the English teacher in teaching structure, especially the tenses and the text book used in teaching English to the fifth grade students of elementary students. The results of the interview were as follows.

In teaching English, the teacher has applied communicative or meaningfulness approach based on the 1994 English Curriculum for Elementary Schools. The English teaching covered the four English skills, namely; reading, writing, speaking, and listening. The four English skills were taught integratedly. The teacher usually taught structure integratedly with the reading and writing skills. In the English teaching learning process, the teacher uses Indonesian more than English to make the students easier to understand the lesson in all grades.

Based on the 1994 Curriculum, the tenses that have been taught to the fifth grade students of SDN Jember Lor 1 were Simple Present Tense, Present Progressive Tense, and Simple Past Tense. In teaching English tenses, the teacher sometimes used games and pictures as the teaching media to explain the tenses material, so that the students could understand the lesson easily. In SDN Jember Lor I English is taught twice a week for all grades, and forty five minutes for each session

The English book used by the English teacher was *English Have a Go* published by PT. Grafindo Media Pratama. The book was used on the consideration that the content of the book was relevant to the 1994 English Curriculum for Elementary Schools.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis, it could be concluded that in general, the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year had enough qualification (M=63,4%) on tenses mastery. This result was supported by the results of the students' tenses mastery of each indicator as follows:

- a. On the average, the students' mastery of the Simple Present Tense was good (M=78,7%).
- b. On the average of, the students' mastery of the Simple Past Tense was enough (M=56,3%).

The results showed that the fifth grade students of SDN Jember Lor I still need to improve their tenses mastery, especially the Simple Past Tense mastery since tenses mastery is important as a means of developing the four English skills: listening, writing, reading and speaking.

5.2 Suggestions

Based on the results, some suggestions are given, particularly to the English teacher and other researchers.

a. The English Teacher

In teaching structure, the English teacher is suggested to pay more attention to the students' difficulty in learning tenses, especially the Simple Past Tense. The teacher is suggested to pay more attention in teaching English Tenses, particularly in Simple Past Tense to improve the students' tenses mastery.

b. Other Researchers

It is suggested that the other researchers conduct a further research dealing with a similar problem by using a different research design, such as an experimental research to know the effectiveness of intensive exercises of the tenses on the students'

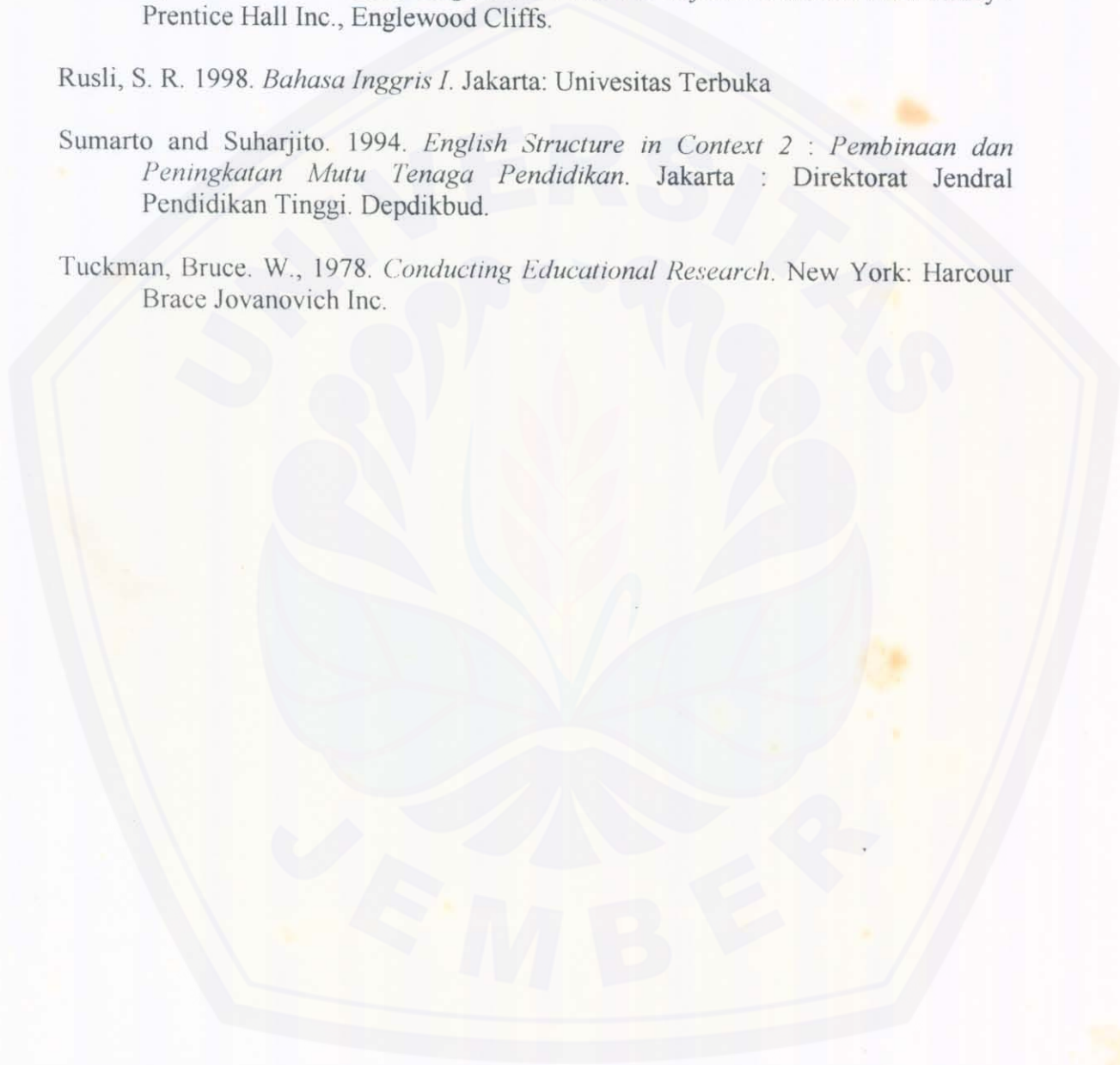
tenses mastery, or a classroom action research to improve the students' tenses mastery by using a game, for instance.



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RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Methods
Descriptive Study Tenses Mastery Fifth Grade Students at SDN Lor I in the 2001/2002 Academic	General Problem: How is the tenses mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year? Specific Problems: a. How is the simple present tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year? b. How is the simple past tense mastery of the fifth grade students of SDN Jember Lor I in the 2001/2002 academic year?	The students' tenses mastery	The use of the simple present tense The use of the simple past tense	Respondents: The fifth grade students of SDN Jember Lor I in the 2001/2002 academic year Informant: The English teacher Documents	Research area: purposive method Respondent determination: population method Data collection methods: *Primary data : Tenses test *Supporting data : Interview Documentation Data analysis method: $E = \frac{n}{N} \times 100\%$ Notes: E = the percentage of the students' tenses mastery of each indicator n = the scores of each indicator obtained by the students N = the total score of the test items. (Adapted from Ali, 1993 : 184)



Supporting Data Instruments

Guide of Interview

No	Questions	Data Resources
1	What approach do you use in teaching English ?	The English teacher
2	What English skills do you teach to the students ?	
3	Do you teach tenses to the students ?	
4	What kind of tenses have you taught to the fifth grade students ?	
5	What English book do you use in teaching English ?	
6	Could you explain to me about the techniques that you use in teaching tenses to the students ?	

Guide of Documentation

No	The Supporting Data Required	Data Resources
1	The names of the respondents	Document
2	The school facilities	Document

TEST

Structure Test on Tenses

Nama :

Kelas :

Waktu :

Change the verb in the bracket into the correct forms (Simple Present Tense or Simple Past Tense)

Example :

My mother (go) to the market every morning
My mother goes to the market every morning

1. Rudy is a student of elementary school. He (go) to the school by bus everyday.
2. Dini (wear) a new dress today. She looks pretty.
3. Our grandparents live in Surabaya. Yesterday we (go) to visit them.
4. (be) you a teacher ?
5. Did you (study) English last night ?
6. I (finish) my study at midnight last night.
7. Agus is a diligent boy. He always (do) his homework.
8. My mother does not go to the market by bus. She always (go) to the market by car
9. I (be) ill yesterday, so I did not go to school.
10. Susan and her parents (go) to the zoo yesterday.
11. Ryan (not study) last night so he cannot do the test today.
12. I always (wake up) at five o' clock in the morning.
13. Iwan has a new bicycle. He (buy) it yesterday.
14. My mother is a nurse. She (work) at the hospital.
15. Rini did her homework until 01.00 am. She (study) hard last night.
16. Hery usually (go) to school at half past six, so he never comes late.
17. Ani and Tuti like swimming. They (swim) in the swimming pool every Sunday.
18. My father (come) home from his office two hours ago.
19. My grandfather is at home now. He (arrive) in Jember by train yesterday.
20. Budy is a student. He (study) at SDN Jember Lor I.

ANSWER KEY

1. goes
2. wears
3. went
4. are
5. study
6. finished
7. does
8. goes
9. was
10. went
11. did not study
12. wake up
13. bought
14. works
15. studied
16. goes
17. swim
18. came
19. arrived
20. studies



The English Teaching Materials for the Fifth Grade Students of Elementary School.

The materials that are recommended by the 1994 English curriculum for the fifth grade students of elementary school are as follows:

Cawu I

1. Command sentences.

Examples :

Come here, please!

Open the windows, please!

2. The use of to be in simple sentences

Examples :

I am Rudy.

You are a student.

3. Express of doing something

Examples :

I am studying English.

We are playing football.

4. Express the time in English

Examples :

What time is it ?

It is seven o'clock.

Cawu II

1. The use of possessive adjectives (my, her, his, his, their, our)

Examples :

She is my sister.

This is her bag.

2. The use of question word "who"

Examples :

Who is she ? She is my mother.

Who is he ? He is my father.

3. Express the date, month and year

Examples :

What is the date today ?

Today is the first of May 2002.

4. Express daily activities

Examples :

He gets up at five o'clock in the morning.

We go to school at seven o'clock.

Cawu III

1. The use of do / does

Examples :

What time do you get up ?

What time does she have lunch ?

2. Express the number of something

There is an apple.

There are apples.

3. Express doing something in the past in simple sentences

Examples :

I went to the cinema last night.

I visited my grandmother yesterday.

4. Express congratulation for someone

Examples :

Good luck !

Congratulation for your success !

Names of the Respondents

No.	Name	Male/Female
1	Anggi Pratiwi	Female
2	Andika Gilang P	Male
3	Alfian Dwi C	Male
4	Azizam Dwi P	Male
5	Ari Yoga F	Male
6	Aryo Baskoro	Male
7	Anton Wijayanto	Male
8	Adimsyah Lutfi	Male
9	Armada Eka	Male
10	Alif Firman	Male
11	Amelia SD	Female
12	Asa Falahi	Female
13	Alfira Risqiana	Female
14	Ayu Lestari	Female
15	Bagas Bramanto	Male
16	Devina Krishe	Female
17	Desi Ayu P	Female
18	Dinna Ari Yulia	Female
19	Eko Setyawan	Male
20	Fahmi Fitria	Female
21	Fahmi Agus P	Female
22	Finda Anesia CP	Female
23	Helen Rosdiana	Female
24	Inggie Narisma	Female
25	Inneke Ayun P	Female
26	Virmana Pitaloka	Female
27	Kristya Hadi	Male
28	M. Fajar K	Male
29	Mustika Wiliana	Female
30	Nyoman Ajeng	Female
31	Nurseno Aqib	Male
32	Norman Dwi P	Male
33	Pradata Reyhan	Male
34	Puddica YM	Female
35	Qoshar R	Male
36	R. Fareza Dwi	Male
37	Ristika Pramadi	Female
38	Ratna Dwi P	Female
39	Rahma Rei S	Female
40	Savitri Aulia	Female

41	Teguh Imam P	Male
42	Ulynara Z	Female
43	Vania Dwi R	Female
44	Walid Roziq A	Male
45	Rian Bayu Aji	Male
46	Aditya Satrio	Male
47	Feryanto D	Male
48	Dhea	Female
49	Edwiega	Male
50	Ryan Hadi P	Male
51	Yuli Arda	Female
52	Siti A	Female
53	Agung Budi P	Male
54	Ferdian	Male
55	Jerry Surya	Male





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UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : **1453** /J25.1.5/PL5/2002
Lampiran : Proposal
Perihal : Ijin Penelitian

16 Mei
Jember,,2002

Kepada : Yth. Sdr. Kepala
..... SDN Jember Lor I.....
di -
..... Jember.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : ROEDY EKO FURNOMO
Nim : BIGI95294
Jurusan/Program : PBS / PENDIDIKAN BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A DESCRIPTIVE STUDY OF TENSES MASTERY OF THE FIFTH GRADE
STUDENTS AT SDN JEMBER LOR I IN THE 2001/2002 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya. Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
Telp. 130 937 191





SEKOLAH DASAR NEGERI JEMBER LOR I
 JALAN PB.SUDIRMAN 82 TELP.(0331) 485286
JEMBER

SURAT KETERANGAN

NOMOR : 422/114/436.318.18.45/2002

Yang bertandatangan di bawah ini, Kepala Sekolah Dasar Negeri Jember Lor I Kecamatan Patrang Kabupaten Jember, menerangkan :

Nama : Roedy Eko Purnomo
 N I M : BIGI95294
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
 Jurusan/Program : PBS/Pendidikan Bahasa Inggris

telah mengadakan penelitian tentang kegiatan belajar mengajar bahasa Inggris di SDN Jember Lor I pada tanggal 22 Mei 2002 dengan judul :

A Descriptive Study of Tenses of the Fifth Grade Students at SDN Jember Lor I in the 2001/2002 Academic Year.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Jember, 22 Juni 2002

Kepala Sekolah



Drs. SAJID ABDULLAH
 NIP. 130 458 667

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : ROEDY EKO PURNOMO
 NIM/Angkatan : B1E195294
 Jurusan/Program Studi : PBS / PENDIDIKAN BAHASA INGGRIS
 Judul Skripsi : A DESCRIPTIVE STUDY OF TENSES MASTERY
 OF THE FIFTH GRADE STUDENTS AT SDN JEMBER
 LOR I IN THE 2001/2002 ACADEMIC YEAR
 Pembimbing I : Dra. SITI SUNDARI, MA
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 13 - 12 - 2001	MATRIX	
2.	Kamis, 16 - 5 - 2002	Chapter I	
3.	Rabu, 22 - 5 - 2002	Chapter I	
4.	Kamis, 23 - 5 - 02	Chapter II	
5.	Senin, 27 - 5 - 02	Chapter II	
6.	Rabu, 29 - 5 - 02	Chapter III	
7.	Kamis, 6 - 6 - 02	Chapter IV - V	
8.	Sabtu, 15 - 6 - 02	Chapter IV - V	
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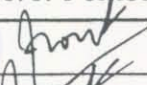
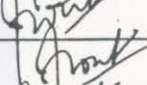
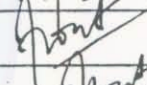
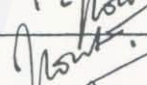
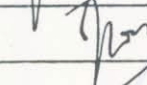
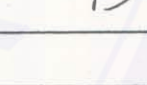
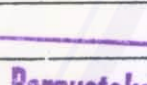
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 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

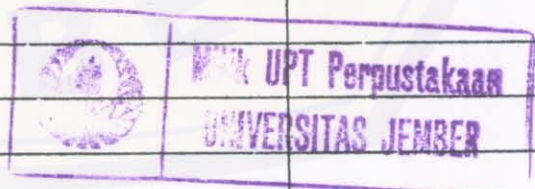
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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 Judul Skripsi : A DESCRIPTIVE STUDY OF TENSES MASTERY
 OF THE FIFTH GRADE STUDENTS AT SDN JEMBER
 LOR I IN THE 2001/2002 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Drs. I PUTU SUKMAANTARA, M.Ed.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 14 - 12 - 2001	MATRIX	
2.	Jumat, 21 - 5 - 2002	Chapter I & II	
3.	Sabtu, 25 - 5 - 2002	Chapter I & II	
4.	Kamis, 30 - 5 - 2002	Chapter III	
5.	Senin, 17 - 6 - 2002	Chapter IV & V	
6.	Rabu, 19 - 6 - 2002	Chapter IV & V	
7.	Senin, 15 - 7 - 2002	Abstract	
8.			
9.			
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11.			
12.			
13.			
14.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi