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A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENT
TENSES MASTERY THROUGH READING TEXTS
AT SMP NEGERI 2 JEMBER
IN THE 2004/2005 ACADEMIC YEAR

THESIS



Unit UPT Perpustakaan
UNIVERSITAS JEMBER

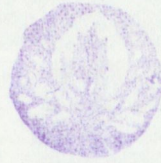
Presented to Fulfill One of the Requirements to Obtain the Degree S1
at The English Education Program, Language and Arts Education Department,
Faculty of Teacher Training and Education,
Jember University

By :

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JUNE, 2005



Unit Perpustakaan
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MOTTO

Live as if you were to die tomorrow. Learn as if you were to live forever.

(Mahatma Gandhi)

It's not your blue blood, your pedigree or your college degree. It's what you do
with your life that counts.

(Millard Fuller)

DEDICATION

This thesis is dedicated to:

1. My beloved mother, Kariami, and my dearest father, Kasiono. Thank you so much for all of your deepest love, affection, prayers and everything that you have ever done for me. Those are truly unchangeable with anything in this world.
2. My beloved sister, Any, my brother-in-law, Levi, and also both of my cute niece and nephew, Indi and Rama. Thank you for cheering me up.
3. My beloved brothers, Anto and Sobirin. Thank you for the spirit and motivation that you have given to me.
4. My lovely friends at 2000 level and in my boarding house.
5. My brothers and sisters in Persaudaraan Setia Hati Terate.
6. My almamater.

Consent

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Tenses Mastery through Reading Texts
at SMP Negeri 2 Jember in the 2004/2005 Academic Year

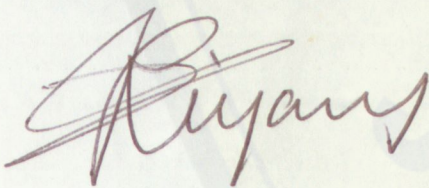
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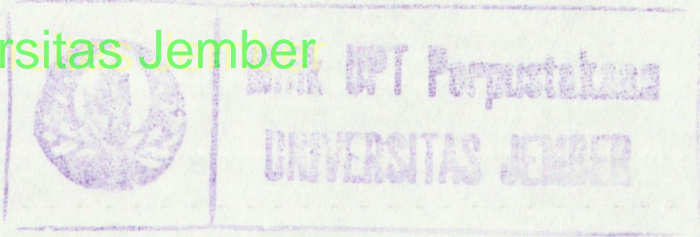


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2. The Chair Person of the Language and Arts Education Department
3. The Chair Person of the English Education Program
4. The first and the second consultants who have given me guidance and valuable suggestions in writing this thesis
5. The Headmaster of SMP Negeri 2 Jember
6. The English teacher and the second year students of SMP Negeri 2 Jember who helped me obtain the research data.

Finally, I hope this thesis provides advantages to the readers. Any criticism and feedback that contribute to the improvement of this thesis would be very much appreciated.

Jember, June 2005

The Writer

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ABSTRACT

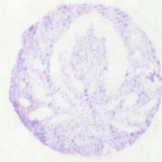
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(2) The second consultant : Drs. I Putu Sukmaantara, M.Ed

Key words: Tenses mastery, Reading texts

The research design was descriptive because it was intended to describe the second year students' tenses mastery through reading texts covering Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense at SMP Negeri 2 Jember in the 2004/2005 academic year. The respondents were the second year students of SMP Negeri 2 Jember in the 2004/2005 academic year that were taken by proportional random sampling. The number of the sample was 44 students. The main data were collected by tenses test, while the supporting data were obtained from interview, and documentation. Then, the collected main data were analyzed quantitatively and descriptively to answer the research problems. The results of data analysis showed that, on the average, the students' tenses mastery through reading texts was categorized good (81.53%). Specifically, on the average, the students' Simple Present Tense mastery was categorized fair (71.59%), the students' Simple Past Tense mastery was considered to be good (75.9%), the students' Future Tense mastery was categorized excellent (93.6%), and the students' Present Continuous Tense mastery was considered to be good (83.63%). Based on the research results, it is suggested that the teacher applies reading texts in teaching English tenses and gives more exercises and drillings to the students in order to enhance their tenses mastery through reading texts.

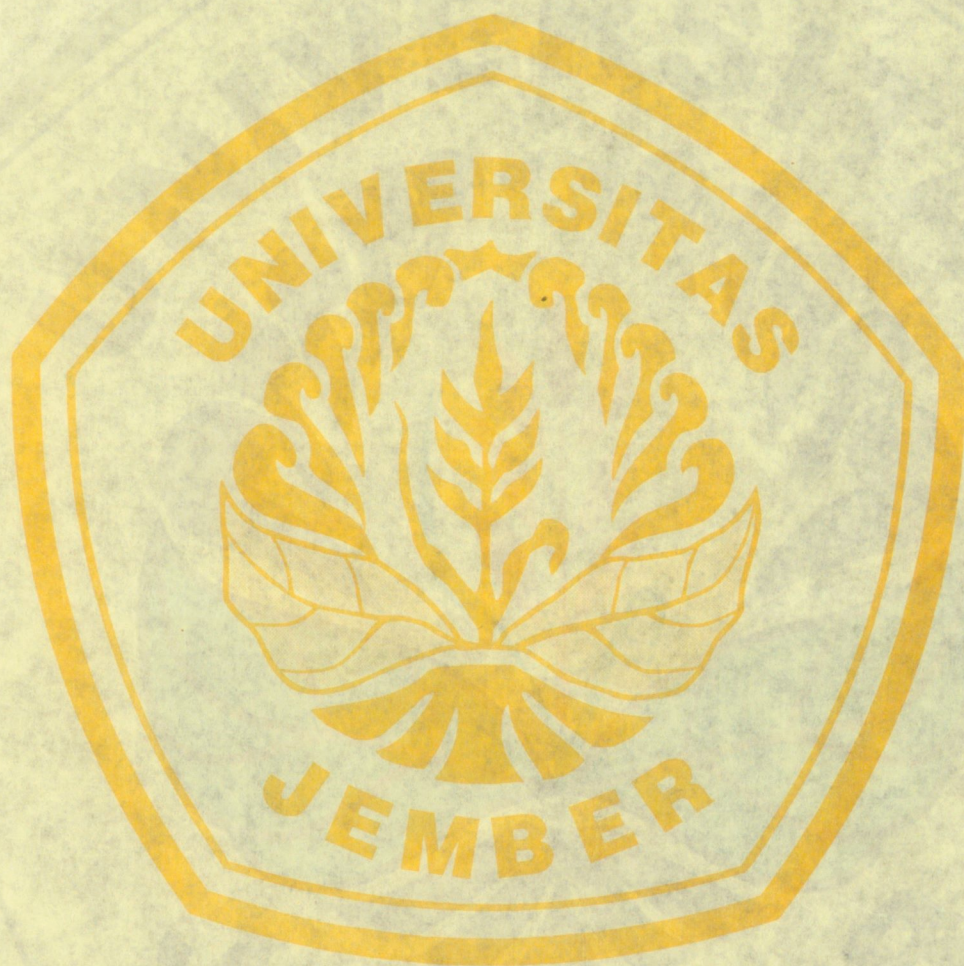


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I. INTRODUCTION

This chapter presents the discussion of some issues related to the topics of the research. They are the background of the research, problems of the research, operational definitions of the terms, objectives of the research, and the significance of the research.

1.1 Background of the Research

English plays an important role in the world since it has been world-widely used as a means of communication. Its role is very important in every aspect of life, such as education, economy, trade, science and technology, and so forth. Considering its importance nowadays, English as a foreign language (EFL) has been taught in Indonesia. It has been regarded in the curriculum as a compulsory subject which is taught to the students of junior and senior high schools, and as a local content subject to the students of elementary schools.

In the latest curriculum, Competence Based Curriculum for the English subject of Junior High School, the teaching of English is aimed at developing students' mastery of the four language skills, namely, listening, speaking, reading, and writing. These four skills as well as the language components (grammar, vocabulary, and pronunciation) should be taught in the integrated way because they cannot be separated each other. Grammar, accordingly, is very significant to learn in order to make the students able to communicate in English as the target language (TL). Grammar is considered to be the fundamental element in learning TL. It is the way in which the words change themselves and group together to make sentences, as stated by Fairbairn and Winch (1996:108), grammar is a set of rules to help in constructing sentences that make sense and are in acceptable English. By mastering grammar, it will be easier for the students to transform their ideas in the form of good sentences without having any difficulties dealing with grammatical errors. It means that by learning grammar, the students are able to convey their thoughts in the grammatically correct sentence-patterns. This is in line with what Alexander (1975:vii) says that the ability in conveying the meaning

in sentence-patterns is the key to master a language. Therefore, it is obvious that grammar has a significant role in language. It will help the students increase their ability in gaining good communication in the TL.

Tenses as the complex parts of grammar, might be extremely difficult for the students to learn. Therefore, they have to practise more in using the tenses than in just knowing its complexity. For example, they may know the time at which the action of buying a book takes place in the statement, "I bought a book." This statement clearly shows that the action occurs in the past time as indicated by the verb "bought", the past form of "buy." If the students are familiar with the tenses forms, such as the above statement, they will easily recognize on what tenses forms the verbs are in a text and use the correct verb forms according to its tenses.

One of the ways to assess the students' tenses mastery is by giving reading texts as a test. Reading texts are likely to be a good medium in teaching and testing grammar, especially tenses, because they contain not only the source of information but also the knowledge of language, vocabulary, and structure. In this way, its focus is not on the reading practice but the grammatical structure that is applied in it.

Based on an informal interview with the English teacher on May 6th, 2004, during the practice teaching program at SMP Negeri 2 Jember, the English teacher often used reading texts in the English language teaching (ELT) as a medium to teach grammar, particularly tenses. Considering the above background, it is necessary to know how far the students' mastery on English tenses is. Hence, this research was intended to describe the English tenses mastery through reading texts of the second year students at SMP Negeri 2 Jember in the 2004/2005 academic year.

1.2 Problems of the Research

Based on the above background of the research, the problems can be stated as follows:

1.2.1 General Problem

How is the second year students' tenses mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?

1.2.2 Specific Problems

1. How is the second year students' Simple Present Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?
2. How is the second year students' Simple Past Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?
3. How is the second year students' Future Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?
4. How is the second year students' Present Continuous Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?

1.3 Operational Definitions of the Terms

To avoid misunderstanding, the terms used in the research title are operationally defined as follows:

1.3.1 Tenses Mastery

Tenses mastery, in this research, refers to the students' ability to use verbs in English tenses covering Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense.

1.3.2 Reading Texts

Reading texts, in this research, refers to the written test materials that were given to the students in the form of reading passages. The reading passages were used to test the students' tenses mastery dealing with each indicator mentioned above. The reading texts were chosen based on the themes stated in the English Curriculum.

1.4 Objectives of the Research

The objectives of this research were as follows:

1.4.1 General Objective

In general, this research was intended to describe the second year students' tenses mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year.

1.4.2 Specific Objectives

In particular, the research objectives were:

1. To describe the second year students' Simple Present Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year.
2. To describe the second year students' Simple Past Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year.
3. To describe the second year students' Future Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year.
4. To describe the second year students' Present Continuous Tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year.

1.5 Significance of the Research

It is expected that the results of this research will give significant use for:

1. The English Teacher

The results of this research may serve as information for the English teacher to know how far the students' tenses mastery through reading texts is. This information will show whether or not he should increase his students' tenses mastery through reading texts.

2. The Students

The research results are useful for the students to know the students' weaknesses in learning tenses. By knowing the research results, they are expected to improve and enhance their tenses mastery through reading texts in the future.

3. The Other Researcher

The results of this research can be used as an input for other researchers to conduct a further research which focuses on English tenses by using a different research design, such as classroom action research in improving the students' tenses mastery through reading texts.

II. REVIEW OF RELATED LITERATURE

This chapter discusses the theories of language learning dealing with the mastery of tenses. The discussion includes English tenses in English Language Teaching (ELT), teaching English tenses through reading texts, and English tenses taught to the second year students of junior high schools.

2.1 English Tenses in English Language Teaching (ELT)

English as the target language (TL) in ELT is crucial to be learned by the students in terms of its importance as a means of communication that is spoken by the society of the world. In learning the TL, the students have to learn the rules of the language itself. If they do not know the rules of the TL, they may experience difficulties in using it. Therefore, in ELT, the students are obliged to master the grammar particularly tenses.

Tenses as one of the TL components are interrelated to the language skills of speaking, listening, reading, and writing. The mastery of tenses will enable the students to cope with those four language skills. Tenses relate to the meaning of the verbs into time scales to mean that the verb in each tense can show the time at which the action occurs, as stated in the previous chapter. Frank (1972:47) notes that tenses are the verbs that signal the time the events take place. In line with this statement, Wishon and Burks (1980:192) state that the verb tenses may indicate whether the activities have been completed, have extended over a period of time, or are still in progress. From those statements above, it can be concluded that tenses are used to talk about the time occurrence of actions or events.

The teaching of tenses in ELT should be taught by the teacher in such a way in order to help the students understand the use of tenses and how to put the correct verbs forms according to its time occurrence. Nunan (1998:101) explains that metaphorically, learning a language is like constructing a wall by which the easy grammatical bricks are laid at the bottom of the wall providing a foundation for the more difficult ones. It also happens with the learning of tenses in ELT, the students should demonstrate their mastery of one thing before moving on to the

next. For instance, the students should master one tense form, such as the simple present, before being introduced to other forms, such as the present continuous or simple past.

The goal in learning the TL in ELT is to help the students reach a better English achievement. In fact, they are expected to be able to use it in communication. As stated by Davies (1996:112), in learning how to use the language effectively, the students must be actively engaged in using the language. By mastering grammar, particularly tenses, it will be easier for the students to compose their own sentences to express and convey their thoughts, ideas, and feelings to a better composition than before. Eventually, the above explanation shows that the final outcome in learning the TL especially tenses proved to be very helpful for the students.

2.2 Teaching English Tenses through Reading Texts

Teaching tenses in ELT can actually be done by applying reading texts because through reading texts, the students are helped to know the patterns of the language. It is clearly stated by Haycraft (1978:31) that grammar teaching is often derived from the items which have come up in reading. In addition, Morrow and Schocker (1987:248) assert that text can be used to teach specific aspect of language, such as grammar, particularly tenses. In this case, the teacher should not only consider the content of the whole text but also the language used in the text. In other words, as stated in the previous chapter (see page 2), the focus is not on the reading practice but the grammatical structure that is applied in it.

Reading texts are also found helpful and useful as tests or exercises as what Alexander (1975:x) says that reading texts completed with fill-in-the-blank exercises are extremely useful for tests. Thus, reading texts as tests should be seen as the instrument to measure the students ability in mastering the tenses. In this research, the reading texts are given to the students in the form of reading passages with blanks provided in order to fill in by them. They are supposed to put the verb in the brackets into the correct forms. As stated by Heaton (1975:34), carefully constructed completion items can be a useful means of testing the

students' ability in producing the correct grammatical or structural form. Moreover, Fortune (1992:161) suggests that one of the grammar exercises to be applied in the ELT is "Brack" (practice that involves the production of particular verb forms through the manipulation of a stem form given in brackets. A common instruction would be 'put the verb in brackets into the correct tense'). For that reason, reading texts as the test items are used in this research.

2.3 English Tenses Taught to the Second Year Students of Junior High Schools

The teaching of the TL for the second year students of Junior High School is based on the Competence Based Curriculum. As stated in the curriculum, the second year students of SMP Negeri 2 Jember are taught Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense. This research will focus on these four kinds of tenses as the indicators. A brief explanation of the four kinds of tenses is described below:

2.3.1 Simple Present Tense

The simple present tense of all verbs is based on the simple form. Hayden et al. (1956:71) classify the uses of simple present tense into five parts:

1. It expresses perceptions, feelings, or states that occur or exist at the moment of speaking.

Examples: This medicine tastes bitter to me.

I smell something burning.

I want a cup of coffee.

2. It expresses activities (states, conditions, feelings, etc.) that extend for varying lengths of time beyond the moment of speaking.

Examples: Charles prefers classical music.

She is an excellent secretary.

We have many interests in common.

3. It expresses activities, which have occurred at intervals before and will probably continue to occur at intervals after the moment of speaking. Adverbs of frequency (everyday, usually, etc.) often help the verb in expressing intervals of activity.

Examples: Maria goes to church every morning.

They seldom go to the movies.

Mrs. Rich usually pays her bills on time.

4. It expresses activities that are relatively permanent. (Some of the statements are general truths).

Examples: The sun rises in the east.

The earth revolves around the sun.

I take my umbrella with me when it rains.

5. It expresses activities that will take place in future time. Adverb indicating future time (tomorrow, next week, etc.) usually modifies the verb.

Examples: The Bonds start on their trip tomorrow.

The next semester begins in three weeks.

John gets back from the South tonight.

According to the above explanation, the pattern of simple present tense can be described as follows:

- a. Affirmative (+)

S + V 1 (s/es) + (O) + (Adjunct)

Examples: We go to the library twice a week.

She goes to the market every morning.

S + TO BE + (Complement)

Examples: My father is a doctor.

They are college students.

- b. Negative (-)

S + DO/DOES + NOT + V 1 + (O) + (Adjunct)

Examples: We do not go to the library twice a week.

She does not go to the market every morning.

S + TO BE + NOT + (Complement)

Examples: My father is not a doctor.

They are not college students

c. Interrogative (?)

DO/DOES + S + V 1 + (O) + (Adjunct)?

Examples: Do we go to the library twice a week?

Does she go to the market every morning?

TO BE + S + (Complement)?

Examples: Is your father a doctor?

Are they college students?

Notes: - The third person singular subject (He, She, It) followed by V1 + s/es

- The plural subject (I, You, We, They) followed by V1

2.3.2 Simple Past Tense

The simple past tense is used to report a state or activity, which can be ascribed to a definite past time. Moreover, Azar (1985:16) affirms that the simple past is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago).

1. It expresses activities that existed or occurred in the past.

Examples: I received two letters from home last Monday.

He went home.

They had two extra tickets for the show.

2. It expresses activities that existed or occurred over a period of time in the past. In some situations, modifiers indicating time specify the period of the activity.

Examples: We waited for the telephone call all afternoon.

Mr. Hubbard served as chairman of the committee for two years.

During the spring vacation, the students went on a camping trip.

3. It expresses activities that existed or occurred at intervals in past time. Modifiers indicating frequency often indicate the intervals of the activity.

Examples: We saw him from time to time.

My father rode a horse to school everyday when he was a child.

I heard the clock strike every hour last night.

Based on the above explanation, the pattern of simple past tense can be drawn as follows:

- a. Affirmative (+)

S + V 2 + (O) + (Adjunct)

Examples: We watched the concert last night.

He worked for an insurance company last year.

S + TO BE (PAST) + (Complement)

Examples: They were athletes last year.

She was angry yesterday.

- b. Negative (-)

S + DID NOT + V 1 + (O) + (Adjunct)

Examples: We did not watch the concert last night.

He did not work for an insurance company last year.

S + TO BE (PAST) + NOT + (Complement)

Examples: They were not athletes last year.

She was not angry yesterday.

- c. Interrogative (?)

DID + S + V 1 + (O) + (Adjunct)?

Examples: Did we watch the concert last night?

Did he work for an insurance company last year?

TO BE (PAST) + S + (Complement)?

Examples: Were they athletes last year?

Was she angry yesterday?

Notes:

English verbs form of past tense are divided into two main groups:

- Regular Verbs

Regular verbs are those that form the past tense by the addition of d/ed at the end of the word.

Examples: watch watched
 play played
 cross crossed, etc.

- Irregular Verbs

Irregular verbs are those that form the past tense by a change of the root vowel.

Examples: drink drank
 sing sang
 spend spent, etc.

2.3.3 Future Tense

The future tense shows that an action or state will occur in the future. Definite time expressions are sometimes but not always used with this tense. According to Hayden et al. (1956:84), the uses of simple future tense are stated below:

1. It expresses activities that will exist or occur in the future.

Examples: He will leave in an hour.

I'll telephone you in the morning.

I'm going to take an aspirin for my headache.

2. It is used in making requests or in asking for permission or affirmation.

Examples: Will you please be quiet?

Shall I begin now?

Shall we leave now?

Referring to the above explanation, the patterns of future tense are:

a. Affirmative (+)

S + WILL/SHALL + V 1 + (O) + (Adjunct)

Examples: They will see you next week.

We shall buy a new dress for you.

S + BE GOING TO + V 1 + (O) + (Adjunct)

Examples: We are going to Dublin tomorrow.

I am going to study harder next semester.

b. Negative (-)

S + WILL/SHALL + NOT + V 1 + (O) + (Adjunct)

Examples: They will not see you next week.

We shall not buy a new dress for you.

S + TO BE + NOT + GOING TO + V 1 + (O) + (Adjunct)

Examples: We are not going to Dublin tomorrow.

I am not going to study harder next semester.

c. Interrogative (?)

WILL/SHALL + S + V 1 + (O) + (Adjunct)?

Examples: Will they see you next week?

Shall we buy a new dress for you?

TO BE + S + GOING TO + V 1 + (O) + (Adjunct)?

Examples: Are we going to Dublin tomorrow?

Are you going to study harder next semester?

Notes:

- *Shall* is used (primarily with I and We) to express future time. The use of *shall* to express future time is infrequent and indicates strong emphasis. (Azar, 1985:37).
- The use of *shall* is probably observed more often in England than in the United States, where informal usage permits *will* for all persons for future time.

- *Be going to* is used to express a strong expectation that the intention will be carried out. (Leech, 1971:55)

Examples: She is going to get married in June.

The manager is going to close the store early tonight.

- *Be going to* may also denote certainty or expectation.

Examples: Look out! You're going to fall off that fence.

There is going to be an eclipse of the moon tonight.

2.3.4 Present Continuous Tense

Present Continuous Tense or Present Progressive Tense expresses an activity that is in progress right now. To make it clear, Hayden et al. (1956:75) define the uses of the present continuous tense as stated below:

1. It expresses activities that are in actual progress at the moment of speaking.

Examples: I am washing the dishes.

John is watching television.

They are fixing a flat tire.

2. It expresses activities that began a relatively long time before and that will probably end a relatively long time after the moment of speaking.

Examples: He is working for a publishing firm.

Dr. Phillips is doing cancer research.

Professor Chow is teaching a course in Chinese history this semester.

3. It expresses the activity that will take place in the future. As stated by Roberts (1954:140), that the progressive present is much used to point to the near future. Adverbs indicating future time (tomorrow, next week, etc.) often modify the verb.

Examples: Mr. Dill is lecturing on foreign policy next Wednesday.

We are leaving for London in two weeks.

I am starting on a diet tomorrow.

Concerning with the above explanation, the patterns of present continuous tense are:

a. Affirmative (+)

S + TO BE + V ing + (O) + (Adjunct)

Examples: She is going on a trip this summer.

They are living in Boston now.

b. Negative (-)

S + TO BE + NOT + V ing + (O) + (Adjunct)

Examples: She is not going on a trip this summer.

They are not living in Boston now.

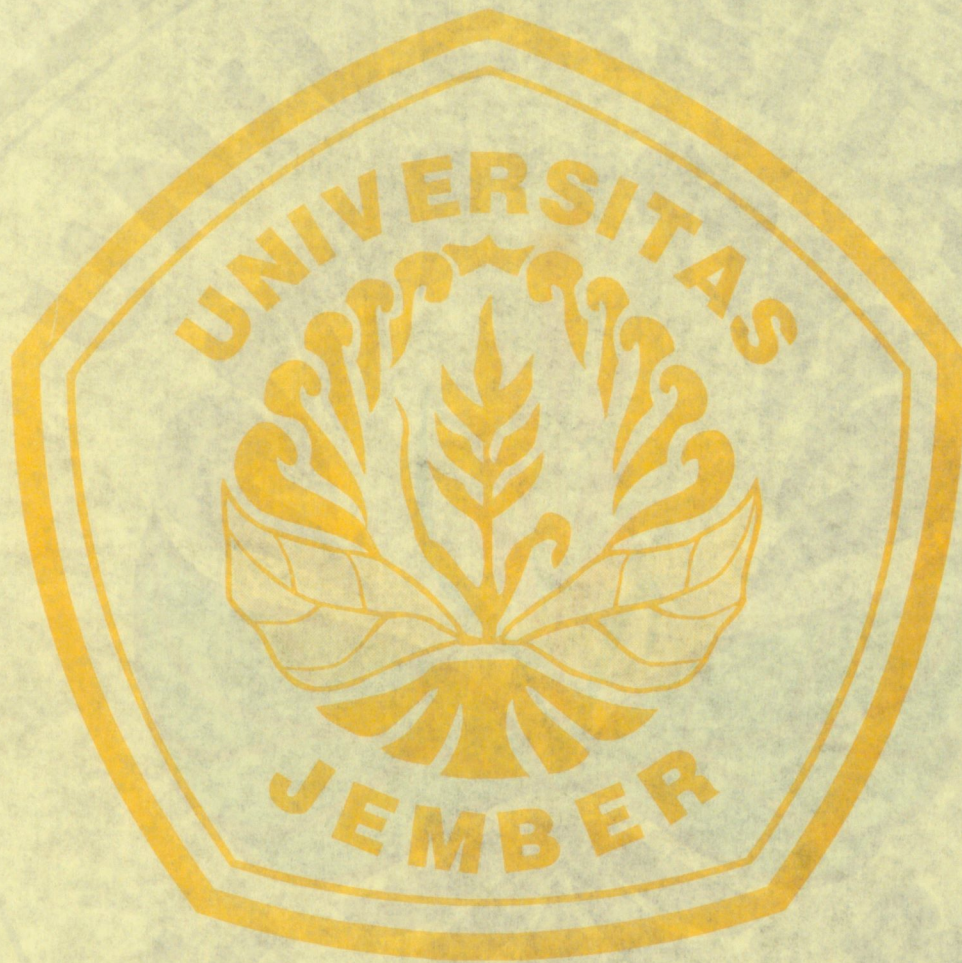
c. Interrogative (?)

TO BE + S + V ing + (O) + (Adjunct)?

TO BE + NOT + S + V ing + (O) + (Adjunct)?

Examples: Is she going on a trip this summer?

Aren't they living in Boston now?



III. RESEARCH METHODS

The descriptions of the research methods employed in this study will be presented in this chapter. They cover research design, area determination method, respondent determination method, data collection methods, and data analysis method. The details will be explained below:

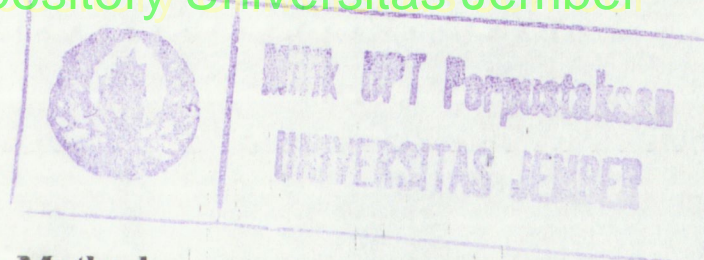
3.1 Research Design

The research design was descriptive because it was intended to describe the second year students' tenses mastery through reading texts of SMP Negeri 2 Jember in the 2004/2005 academic year. The procedures of the research design were as follows:

- a. Determining the research area purposively
- b. Determining the respondents by proportional random sampling
- c. Constructing the research instrument based on the English curriculum and students' textbook
- d. Giving a try-out to non-research respondents
- e. Analysing the results of the try-out test
- f. Collecting the primary data (administering the structure test to the respondents)
- g. Analysing the collected data quantitatively using the percentage formula
- h. Classifying the results of data analysis qualitatively based on the classification of the score levels
- i. Drawing a conclusion to answer the research problems

3.2 Area Determination Method

The area of this research was determined by using purposive method. The research was conducted at SMP Negeri 2 Jember. The school was chosen because the English teachers at the school have been teaching English tenses through reading texts for a long time.



3.3 Respondent Determination Method

The respondents of the research were taken by using proportional random sampling. As stated by Blaxter et al. (1996:81), that random sampling is used with a consideration that every individual or object in the population of interest has an equal chance of being chosen as the samples. The respondents of the research were the second year students of SMP Negeri 2 Jember in the 2004/2005 academic year. Based on the informal interview, it was known that there were four classes of second year level in this school. Each class consists of approximately 45 students. According to Hadi (2002:82), the research samples in proportional random sampling are determined based on the proportion of each subpopulation and are taken randomly from it. In addition, Arikunto (1998:120) notes that if the number of population is more than 100, it will be workable to take 10 - 15% or 20 - 25% or more of the population as the samples of the research. Thus, the research samples are taken from 25% of the number of students in each class. The number of the samples taken 25% from each class is presented in Table 1 below.

Table 1. The Number of Respondents in Each Class

Class	Number of Students	Number of Respondents
II A	44	11
II B	45	11
II C	44	11
II D	45	11
Total	178	44

3.4 Data Collection Methods

In this research, the data needed were primary data and supporting data. The primary data were collected by using grammar test through reading texts dealing with simple present tense, simple past tense, future tense, and present continuous tense. While, the supporting data were collected by using documentation and interview.

3.4.1 Test

The structure test was used to measure the students' tenses mastery. The test used, in this research, was achievement test. This is in line with what Hughes (1989:10) notes that achievement test is established in order to know how successful individual students or groups of students have been achieving objectives. The achievement test applied was a teacher-made test in the form of objective type. The objective test was constructed in the form of reading texts with completion type. This test type was chosen because it could be a useful means of testing the students' ability in producing the correct grammatical or structural form, as stated previously.

To fulfill the test content validity, the test given to the respondents was constructed based on the English curriculum for the second year students of Junior High Schools and it was conducted based on the research indicators to be measured namely simple present tense, simple past tense, future tense, and present continuous tense. According to Hughes (1989:22), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, with which it is meant to be concerned. In addition, it was consulted to the English teacher before being tested to the respondents.

Regarding the test reliability, the test had been tried out to the non-research respondents before giving it to the respondents. It was used to know the reliability coefficient of the test, to make sure whether the test instruction is understandable or not, and the allotted time is sufficient or not. This research used split-half method to estimate the reliability of the test. The test was divided into two, odd numbered items and even numbered items. The two sets of scores were then used to obtain the reliability coefficient for the whole items. As what Hughes (1975:158) notes that the corresponding scores obtained, the extent to which they correlate with each other are governing the reliability of the test as a whole. Based on this idea, the results of the try-out test were analysed by using Product Moment and Spearman-Brown formulas.

The Product Moment formula was as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

While, Spearman-Brown formula was:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{xy}	= Reliability coefficient for half of the test items
$\sum XY$	= The total number of odd x even items
$\sum X$	= The total number of odd items
$\sum Y$	= The total number of even items
N	= The total number of respondents
r_{11}	= Reliability coefficient for the whole items

The reliability coefficient was obtained by calculating with the above formula. McMillan (1992:110) states that the reliability coefficient of 0.90 would be judged as excellent, and an achievement test with the reliability of 0.70 would be seen as weak. Therefore, a good test must have the reliability coefficient in the range of 0.71 to 1.

The test consisted of four reading texts provided with completion forms distributed to the research indicators. The reading texts for simple present tense and simple past tense materials were adapted from *Communicative English in Context for SLTP* and *The Global Language for SLTP* while the texts for future tense and present continuous tense materials were teacher-made. The themes chosen were "Public Service" and "Entertainment". These themes were chosen to be used as the themes of the reading texts to test the students' tenses mastery covering Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense as they had been taught to the students by the English teacher. The number of test items for each text was 10 test items. Thus, the number of the

test items was 40 items. Dealing with scoring the test results, each correct item was scored 2.5. So, the total score of the test items was 100. The time allocation for doing the test was 45 minutes.

Table 2. The Classification

3.4.2 Interview

In this research, interview was used to get the supporting data dealing with the ELT Curriculum and the frequency of the teaching of tenses done by the English teacher to the second year students of SMP Negeri 2 Jember. Semi-structured interview was applied to get the data from the English teacher in order to lead further questions to gain the data needed. The interview questions can be seen on Appendix 2.

3.4.3 Documentation

Some documents, such as the school curriculum used by the English teacher, the list of the second year students of SMP Negeri 2 Jember, and the number of population were taken to get the data about the tenses materials given to the second year students.

3.5 Data Analysis Method

The primary data were analysed by using descriptive statistics technique, namely to get the percentage of the students' mastery on every indicator that can be counted by the following percentage formula:

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

Notes:

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

n = the students' obtained scores of the test items of each indicator

N = the total score of the test items of each indicator

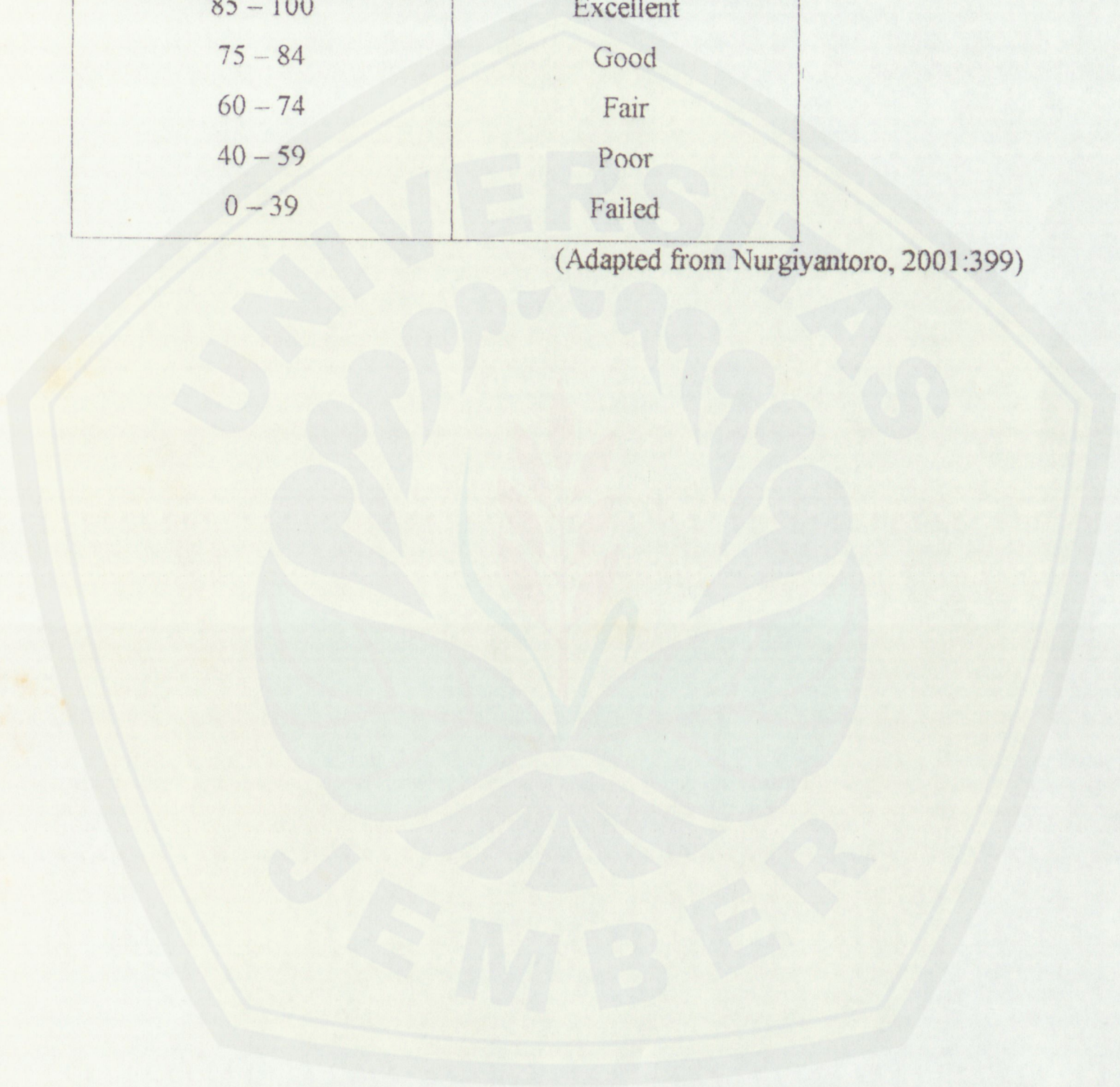
(Adapted from Ali, 1993:186)

Then, the results of the data analysis were classified qualitatively based on the following score category:

Table 2. The Classification of Score Category

Score Percentage (%)	Category
85 – 100	Excellent
75 – 84	Good
60 – 74	Fair
40 – 59	Poor
0 – 39	Failed

(Adapted from Nurgiyantoro, 2001:399)





VI. RESEARCH RESULTS AND DISCUSSION

This chapter presents and discusses the research results dealing with the primary data taken from the tenses test and the supporting data obtained from the interview and documentation.

4.1 The Results of Try-Out Test

The try-out test was administered on Monday, April 18th, 2005. It was given to the second year students of SMP Negeri 2 Jember who were non-research respondents. It was conducted in order to know the reliability of the test items, to make sure whether the test instruction is understandable or not, and the allotted time is sufficient or not. The non-research respondents were taken 25% proportionally from each class. There were four classes of the second grade. Thus, the number of non-research respondents was 44 students.

The results of the data analysis of Product Moment and Spearman-Brown formulas showed that the value of r_{xy} (reliability coefficient for half of the test items) was 0.659 and the value of r_{11} (reliability coefficient for the whole items) was 0.794. As previously stated that a good test must have the reliability coefficient in the range of 0.71 to 1. (McMillan, 1992:110). Therefore, it could be concluded that the test was reliable. In addition, the try-out also showed that the instruction given was understandable for the students and the allotted time for doing the test was enough for them. So, there was no revision about the instruction and the time.

4.2 The Primary Data

The primary data deal with the students' tenses mastery in the form of scores obtained from the tenses test given.

4.2.1 The Results of the Tenses Test

The tenses test through reading texts was conducted on Monday, April 25th, 2005. It was used to get the primary data about the students' tenses mastery

through reading texts. The number of the test items was 40 items in the form of completion type. The items were distributed into four indicators covering Simple Present Tense (10 items), Simple Past Tense (10 items), Future Tense (10 items) and Present Continuous Tense (10 items). Dealing with scoring, each correct answer was scored 2,5. Thus, the total score was 100. The analysis of the students' scores of tenses test of each indicator can be seen in Table 3 below.

Table 3. The Analysis of the Students' Scores of Tenses Mastery of Each Indicator.

No.	Simple Present Tense			Simple Past Tense			Future Tense			Present Continuous Tense			Total
	n	N	S	n	N	S	n	N	S	n	N	S	
1 F ₁	22.5	25	90	17.5	25	70	25	25	100	22.5	25	90	87.5
2 F ₂	22.5	25	90	22.5	25	90	25	25	100	25	25	100	95
3 M ₁	22.5	25	90	25	25	100	25	25	100	25	25	100	97.5
4 F ₃	17.5	25	70	20	25	80	25	25	100	25	25	100	87.5
5 F ₄	20	25	80	22.5	25	90	25	25	100	25	25	100	92.5
6 F ₅	15	25	60	17.5	25	70	25	25	100	25	25	100	82.5
7 M ₂	25	25	100	25	25	100	25	25	100	22.5	25	90	97.5
8 F ₆	10	25	40	10	25	40	25	25	100	17.5	25	70	62.5
9 F ₇	25	25	100	25	25	100	25	25	100	22.5	25	90	97.5
10 M ₃	22.5	25	90	20	25	80	25	25	100	20	25	80	87.5
11 F ₈	12.5	25	50	10	25	40	25	25	100	17.5	25	70	65
12 M ₄	12.5	25	50	20	25	80	25	25	100	25	25	100	82.5
13 M ₅	20	25	80	20	25	80	25	25	100	20	25	80	85
14 M ₆	12.5	25	50	17.5	25	70	22.5	25	90	25	25	100	77.5
15 F ₉	20	25	80	22.5	25	90	25	25	100	25	25	100	92.5
16 M ₇	12.5	25	50	15	25	60	25	25	100	25	25	100	77.5
17 M ₈	10	25	40	22.5	25	90	25	25	100	20	25	80	77.5
18 F ₁₀	15	25	60	20	25	80	25	25	100	25	25	100	85
19 M ₉	17.5	25	70	17.5	25	70	25	25	100	22.5	25	90	82.5
20 M ₁₀	15	25	60	12.5	25	50	25	25	100	17.5	25	70	70
21 F ₁₁	17.5	25	70	22.5	25	90	22.5	25	90	20	25	80	82.5
22 M ₁₁	12.5	25	50	20	25	80	25	25	100	22.5	25	90	80
23 F ₁₂	22.5	25	90	17.5	25	70	25	25	100	22.5	25	90	87.5
24 F ₁₃	20	25	80	17.5	25	70	15	25	60	25	25	100	77.5
25 F ₁₄	12.5	25	50	15	25	60	25	25	100	15	25	60	67.5
26 F ₁₅	10	25	40	15	25	60	25	25	100	20	25	80	70
27 F ₁₆	17.5	25	70	17.5	25	70	25	25	100	17.5	25	70	77.5
28 F ₁₇	20	25	80	15	25	60	25	25	100	20	25	80	80
29 M ₁₂	25	25	100	25	25	100	25	25	100	20	25	80	95
30 F ₁₈	25	25	100	25	25	100	25	25	100	20	25	80	95
31 M ₁₃	20	25	80	20	25	80	25	25	100	25	25	100	90
32 F ₁₉	20	25	80	17.5	25	70	20	25	80	20	25	80	77.5

33 M ₁₄	10	25	40	15	25	60	25	25	100	22.5	25	90	72.5
34 M ₁₅	25	25	100	25	25	100	25	25	100	20	25	80	95
35 F ₂₀	20	25	80	17.5	25	70	22.5	25	90	12.5	25	50	72.5
36 F ₂₁	25	25	100	25	25	100	25	25	100	22.5	25	90	97.5
37 M ₁₆	15	25	60	17.5	25	70	25	25	100	22.5	25	90	80
38 F ₂₂	20	25	80	17.5	25	70	15	25	60	15	25	60	67.5
39 F ₂₃	12.5	25	50	15	25	60	10	25	40	17.5	25	70	55
40 F ₂₄	25	25	100	25	25	100	25	25	100	22.5	25	90	97.5
41 F ₂₅	20	25	80	15	25	60	10	25	40	17.5	25	70	62.5
42 F ₂₆	20	25	80	12.5	25	50	17.5	25	70	17.5	25	70	67.5
43 F ₂₇	17.5	25	70	25	25	100	25	25	100	17.5	25	70	85
44 F ₂₈	15	25	60	15	25	60	25	25	100	12.5	25	50	67.5
Σ		11			11		103	11			11		3587.
	787.5	00		835	00		0	00		920	00		5
Mean										83.6			
	71.59			75.9			93.6			3			81.53

Notes:

n = the students' obtained scores of each indicator

N = the total score of each indicator

S = the students' final scores of each indicator

F = female students

M = male students

4.2.2 The Analysis of the Tenses Test Results

This analysis was done in order to find the students' tenses mastery through reading texts. The scores were analysed 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 students' obtained scores of the test items of each indicator

N = the total score of the test items of each indicator

(Adapted from Ali, 1993 : 186)

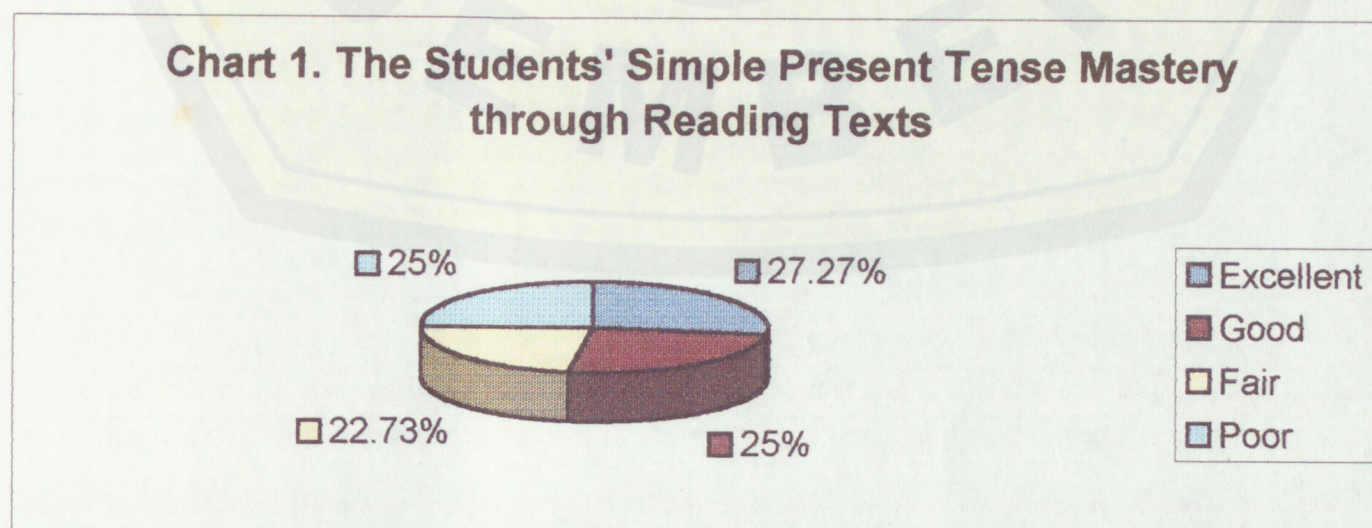
After analyzing the students' scores of tenses mastery through reading texts, the next step was finding the score frequencies achieved by the students based on the classification of the score level proposed by Nurgiyantoro (2001:399). The following Table 4 presents the score frequency of each indicator.

Table 4. The Score Frequency and Category of the Students' Simple Present Tense Mastery through Reading Texts

No.	Scores	Frequency	%	Category
1.	85-100	12	27.27	Excellent
2.	75-84	11	25	Good
3.	60-74	10	22.73	Fair
4.	40-59	11	25	Poor
5.	0-39	-	-	Fail
Total		44	100	

Based on Table 4 above, the highest percentage (27.27%) was the students who had Simple Present Tense mastery that was categorized *excellent*. In contrast, the lowest percentage (22.73%) was the students who had *fair* category of Simple Present Tense mastery while the rest of the percentage (50%) was those who had both *good* and *poor* category of Simple Present Tense mastery.

To make clearer, the results of the students' Simple Present Tense mastery through reading texts are presented by the following Chart 1.



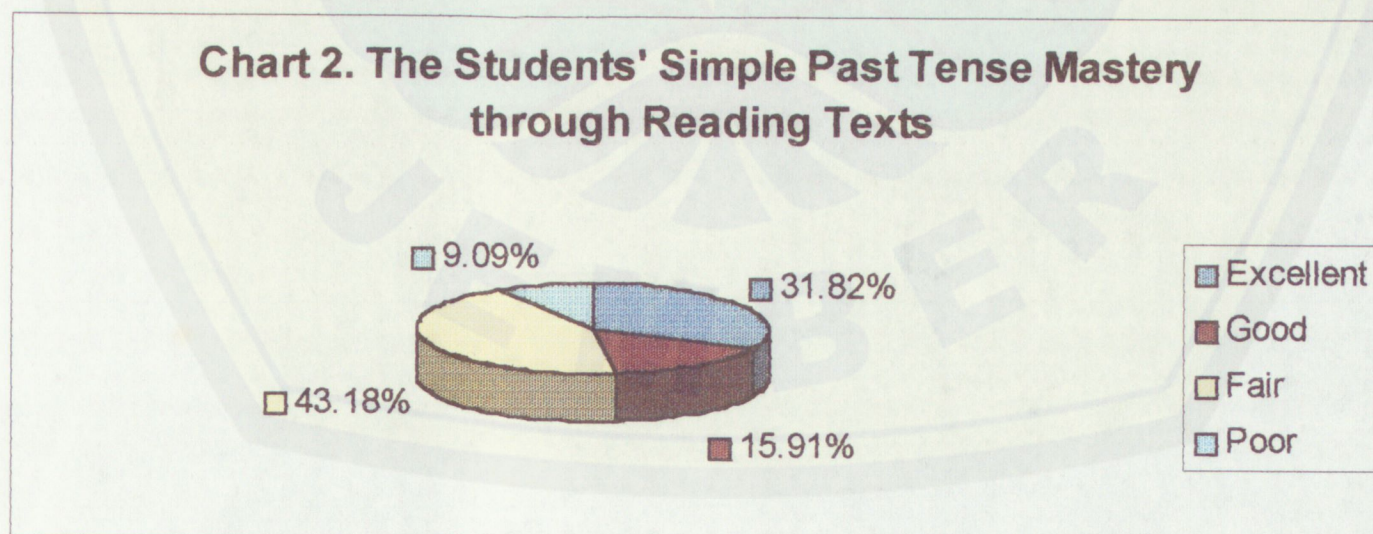
The following Table 5 presents the score frequency and category of the students' Simple Past Tense mastery through reading texts.

Table 5. The Score Frequency and Category of the Students' Simple Past Tense Mastery through Reading Texts

No.	Scores	Frequency	%	Category
1	85-100	14	31.82	Excellent
2	75-84	7	15.91	Good
3	60-74	19	43.18	Fair
4	40-59	4	9.09	Poor
5	0-39	-	-	Fail
Total		44	100	

The above Table 5 shows that there were 31.82% students who had *excellent* ability in Simple Past Tense mastery. In contrast, there were only 9.09% who had *poor* category in Simple Past Tense mastery and 59.09% of the students had *fair* and *good* category.

The students' Simple Past Tense mastery through reading texts can be seen more clearly in Chart 2 below.



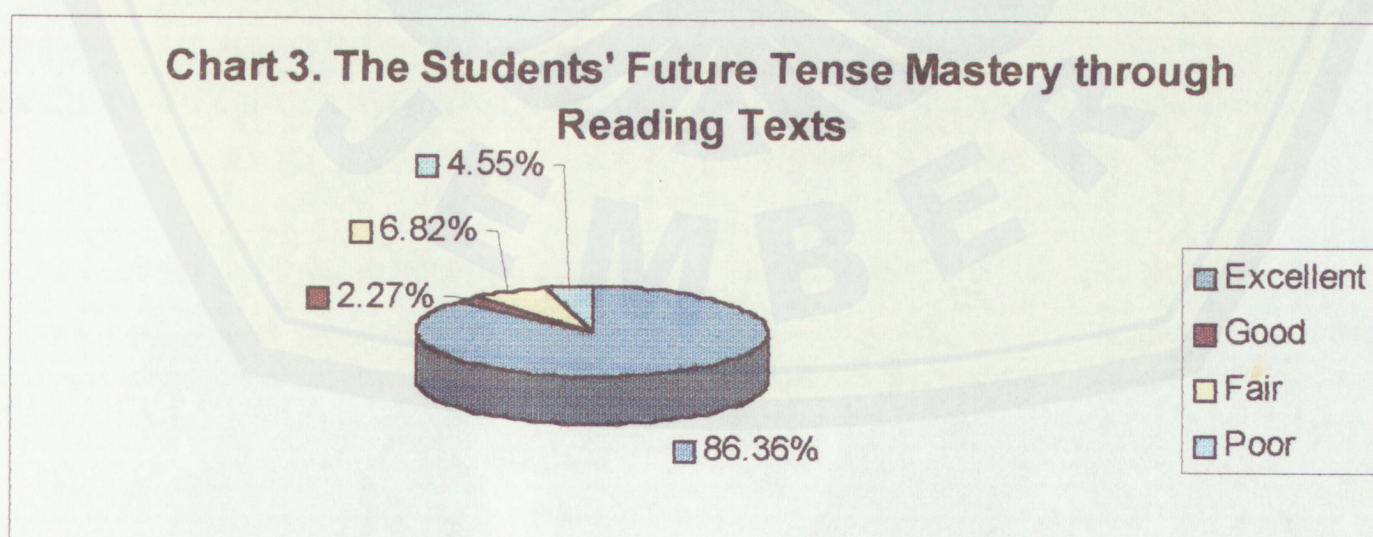
The score frequency and category of the students' Future Tense mastery through reading texts are presented by Table 6 below.

Table 6. The Score Frequency and Category of the Students' Future Tense Mastery through Reading Texts

No.	Scores	Frequency	%	Category
1	85-100	38	86.36	Excellent
2	75-84	1	2.27	Good
3	60-74	3	6.82	Fair
4	40-59	2	4.55	Poor
5	0-39	-	-	Fail
Total		44	100	

From the above Table 6, it can be inferred that most of the students (86.36%) showed that they were *excellent* in using Future Tense forms of verbs while the students who had *poor* category were only 4.55% of the students. The students who got *good* and *fair* category in using Future Tense forms of verbs were 9.09%.

In brief, the students' Future Tense mastery through reading texts is shown by the following Chart 3.



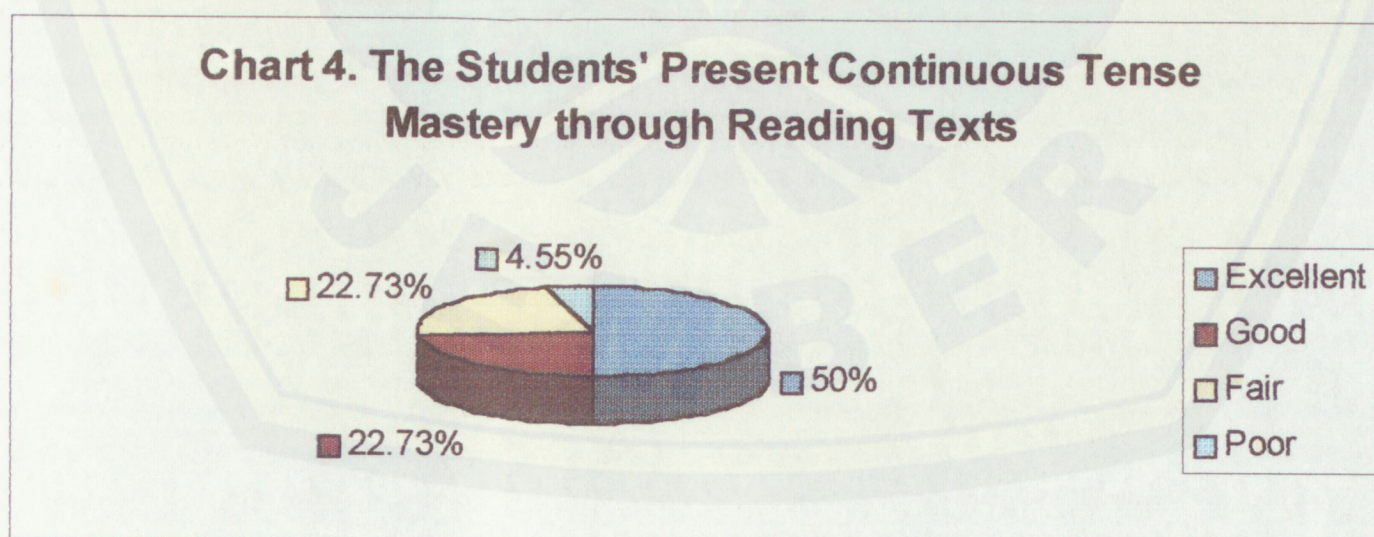
The following Table 7 presents the score frequency and category of the students' Present Continuous Tense mastery through reading texts.

Table 7. The Score Frequency and Category of the Students' Present Continuous Tense Mastery through Reading Texts

No.	Scores	Frequency	%	Category
1	85-100	22	50	Excellent
2	75-84	10	22.73	Good
3	60-74	10	22.73	Fair
4	40-59	2	4.55	Poor
5	0-39	-	-	Fail
Total		44	100	

The above table shows that half of the total students (50%) had *excellent* category in Present Continuous Tense mastery and only 2 of them (4.55%) had *poor* category in using Present Continuous Tense forms of verbs. The percentage of the students who had *good* and *fair* were 45.46%.

To make it clear, the students' Present Continuous Tense mastery through reading texts can be seen in the following Chart 4.



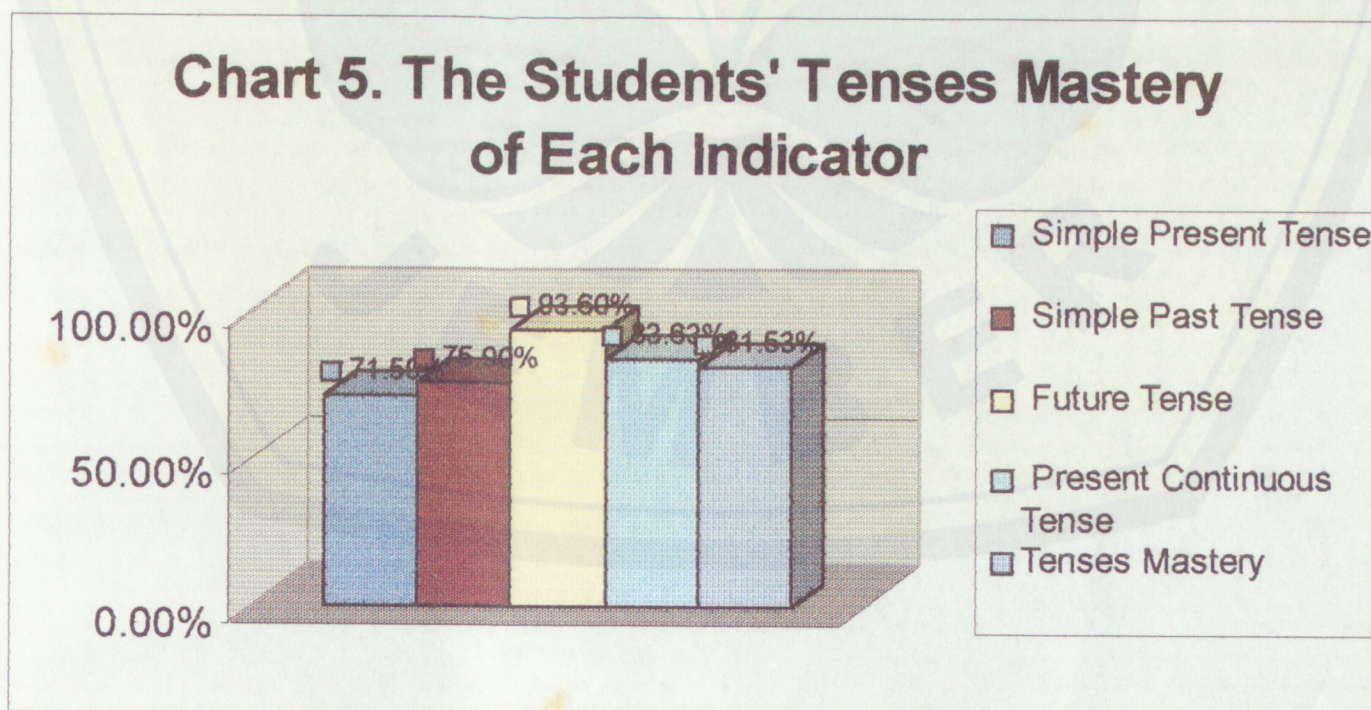
The following Table 8 presents the mean score of each indicator of tenses mastery obtained by the students based on the data in Table 3..

Table 8. The Mean Score and Category of the Students' Tenses Mastery of Each Indicator

No.	Indicator	Mean Score	Category
1.	Simple Present Tense	71.59	Fair
2.	Simple Past Tense	75.9	Good
3.	Future Tense	93.6	Excellent
4.	Present Continuous Tense	83.63	Good
Tenses Mastery		81.53	Good

The results of the test data analysis showed that most students (93.6%) had *excellent* category in using the Future Tense forms of the target language (TL). Then, 71.59% of the students had *fair* category in using Simple Present Tense forms of the TL. Thus, the students' tenses mastery covering four indicators was categorized *good*.

The students' tenses mastery of each indicator and the students' tenses mastery, as a whole, can be seen more clearly in the following Chart 5.



4.3 The Supporting Data

In this research, the supporting data were obtained from the results of interview and documentation. The documentation was carried out on Thursday, April 14th, 2005 and the interview was conducted twice, on April 14th, 2005 and on Saturday, April 30th, 2005. It was to know the information about students' tenses test results done by the English teacher.

4.3.1 The Result of Interview

The result of the interview was basically concerned with the ELT Curriculum, the teaching of tenses, and its frequency, the textbook used by the teacher in ELT, and the students' problems in learning tenses. The result of the interview was as follows.

According to the English teacher, the teaching of English at SMP Negeri 2 Jember was based on the Competence Based Curriculum for the English subject. There were two compulsory books used in ELT of the second year students. They were *Move On 2* published by Ganeca Exact, Jakarta and *PR Bahasa Inggris 2* published by Intan Pariwara, Klaten.

The English lesson for the second year students had two sessions in a week. It took 90 minutes for each session. In the teaching of tenses, the English teacher had been teaching English tenses through reading texts for a long time. The teacher introduced the language patterns through reading texts and asked the students to understand the patterns. The next step, he asked the students to identify the pattern and constructed the rule by themselves. The final explanation was given briefly. In addition, he made the contrast forms so that the students noticed the differences. To learn the forms of the pattern was not enough, next the students learned the use of the pattern. Finally, the teacher gave some exercises to check the students' mastery in using the pattern in sentences.

The kinds of tenses that had already been learned by the second year students of SMP Negeri 2 Jember were Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense. They were given as the continuation from the first grade. On the other hand, Present Perfect Tense has just been

learned by the students at the beginning of the fourth semester. However, the research only investigated the four tenses, namely: Simple Present Tense, Simple Past Tense, Future Tense, and Present Continuous Tense.

Then, based on the explanation of the English teacher, some of the students still had problems in applying tenses in the sentences. They often had difficulties in changing the verbs into their correct forms and putting the right auxiliaries for the right subjects. To solve the problem, the teacher gave the exercises of the use of tenses having been learned. It helped the students in learning and applying the tenses, as what he said that practices truly made their progress.

4.3.2 The Result of Documentation

The result of documentation was based on some documents such as the school curriculum and the list of the second year students. According to the school curriculum, the Competence Based Curriculum, the English topics that had been studied at that time were "Public Service" and "Entertainment." Therefore, in this research, those topics were chosen to be the test materials.

Dealing with the respondents, the research respondents were taken 25% proportionally of the number of the second year students from each class. The list of the respondents can be seen on Appendix 3.

4.4 Discussion

In this section, the discussion was focused on the interpretation of the results of the data analysis from the tenses test.

Based on the results of the data analysis of the tenses test (see Table 8), on the average, the second year students at SMP Negeri 2 Jember in the 2004/2005 academic year had good tenses mastery (Mean = 81.53%). This was supported by the results the students' tenses mastery of each indicator (also see Table 8). This means that the overall results of the students' tenses mastery through reading texts was satisfactory.

According to the English teacher, it was unsurprisingly that the students got good scores on the given tenses test. In addition, he said that he often used reading texts as the medium in teaching tenses. In this case, the students were involved in identifying the patterns and constructed the rules by themselves. As a result, he did not have difficulties to make the students comprehend the use of English tenses. As stated by Fotos (1998:304) that in the teaching of structure through text, the teacher should stress the target structure in the text, so that it becomes the focus of the text. Consequently, the students will concentrate on that part and finally, they can generalize the rule from the sentences that is located in the text.

Even though, on the average, the results of the students' tenses mastery through reading texts was categorized good, but we still need to highlight the mistakes made by the students. It was very common for them to make mistakes in producing the answers because they didn't have tenses in their native language, Indonesian. In English, the way to write verbs was based on the tenses applied. Different tenses made different verb forms. Those were totally different from those of Indonesian. Therefore, the students experienced difficulties in learning tenses.

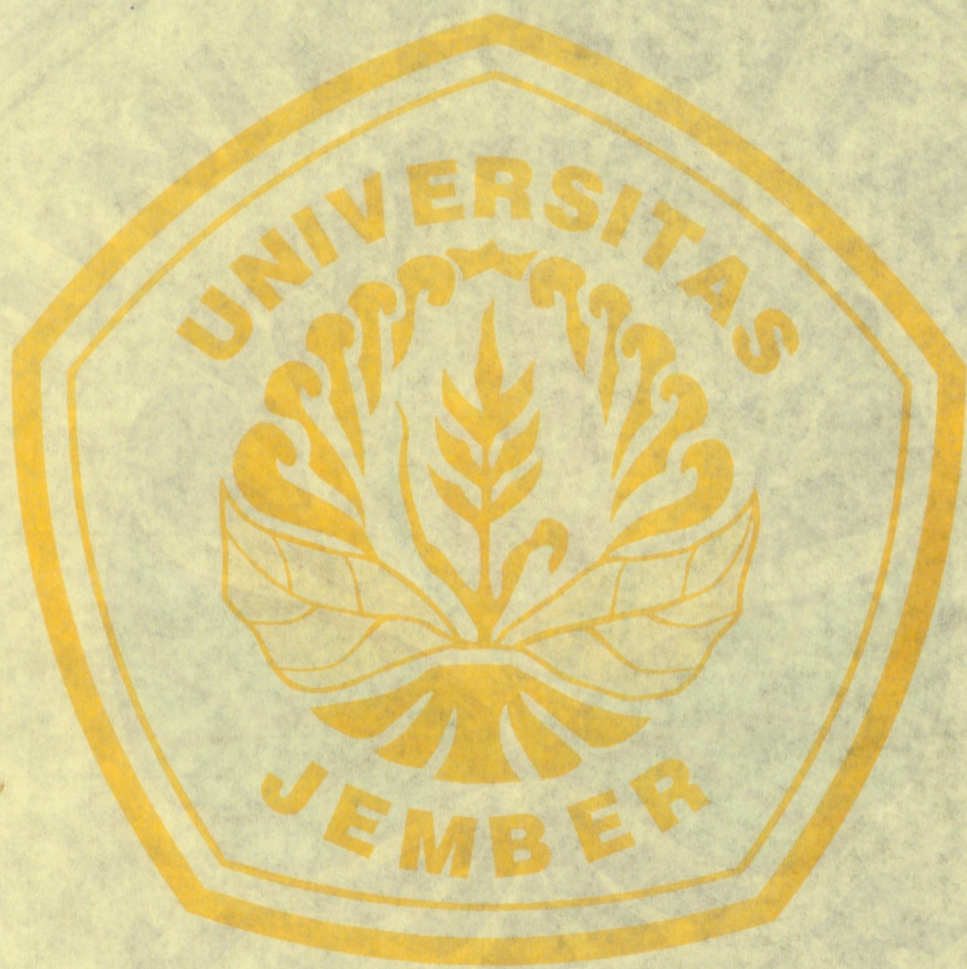
Having scored the students' work, it was found that they mostly had the wrong answers on the test item number 6 (see test items on Appendix 2). Some of the students misplaced the negative form and the auxiliary "do", such as writing "doesn't have" as the answer instead of "don't have" because they ignored the subject "people." The same case also happened on the test item number 36 (see test items on Appendix 2). The students were tended to answer "are making" instead of "is making." It was because they were confused of whether the subject "One of the dancers" belonged to singular subject or not. In the end, they produced "are making" instead of "is making" as their answer because of the word "the dancers" that was in the plural form.

Another incorrect answer that the students produced was on the test item number 13 (see test items on Appendix 2). Most of them simply changed the verb into "grewed up" instead of "grew up" (for an irregular verb). They over

generalized the verb form for regular verbs. Thus, they made an incorrect answer on this item.

The students also made a mistake in applying the pattern and rule of tenses. It occurred on their answer on the test item number 16 (see test items on Appendix 2). They directly put "didn't went" as the answer while the correct answer should be "didn't go." They failed to apply the rule. They forgot to change the verb back into the base form when it was in negative or interrogative statement.

Some mistakes that the students made on the given tenses test negatively affected their mastery on the tenses. However, they had relatively good tenses mastery. Nevertheless, they need to continue improving the tenses mastery since it is important as a means of learning and developing the four language skills: listening, speaking, reading, and writing.



V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and some suggestions by considering the results of the research.

5.1 Conclusions

5.1.1 General Conclusion

In general, it could be concluded that, on the average, the second year students' tenses mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year was categorized good (Mean = 81.53%).

5.1.2 Specific Conclusions

Specifically, the results of the students' tenses mastery through reading texts of each indicator were as follows:

1. On the average, the students' simple present tense mastery through reading texts was categorized fair (71.59%).
2. On the average, the students' simple past tense mastery through reading texts was categorized good (75.9%).
3. On the average, the students' future tense mastery through reading texts was categorized excellent (93.6%).
4. On the average, the students' present continuous tense mastery through reading texts was categorized good (83.63%).

5.2 Suggestions

Considering the results of the research, some suggestions are given to the teacher, the students, and the other researchers.

1. The English Teacher

It is suggested to the English teacher to continue applying teaching English tenses through reading texts because it helps the students learn the language patterns efficiently and effectively. In addition, more exercises and

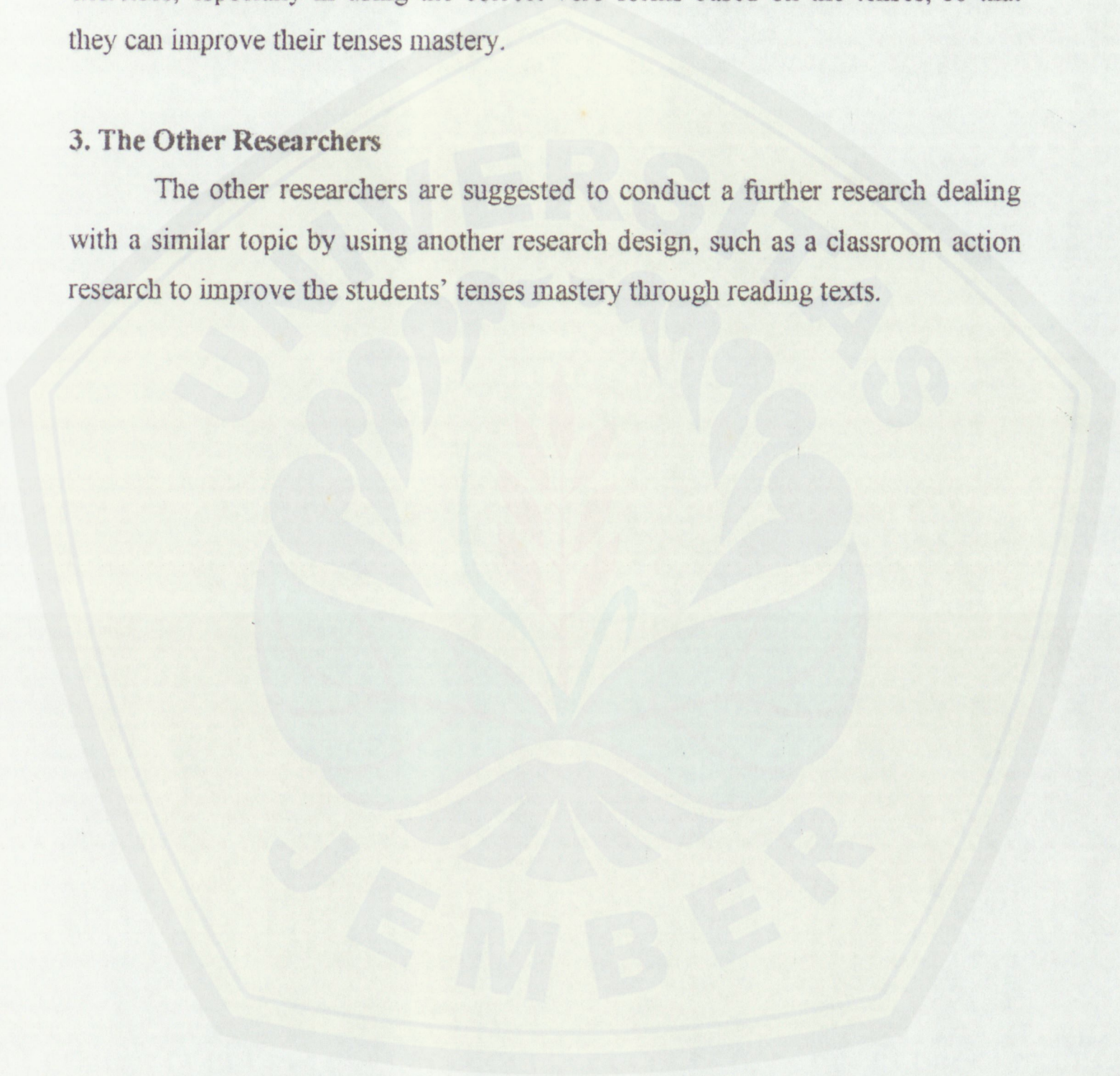
drillings need to be given to the students in order to enhance the students' tenses mastery.

2. The Students

It is better for the students to learn more and practice more about tenses exercises, especially in using the correct verb forms based on the tenses, so that they can improve their tenses mastery.

3. The Other Researchers

The other researchers are suggested to conduct a further research dealing with a similar topic by using another research design, such as a classroom action research to improve the students' tenses mastery through reading texts.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of The Second Year Students' Tenses Mastery through Reading Texts at SMP Negeri 2 Jember in the 2004 / 2005 Academic Year.	<p><i>General Problem:</i> How is the second year students' tenses mastery through reading texts at SMP Negeri 2 Jember in the 2004 / 2005 academic year?</p> <p><i>Specific Problems:</i> 1. How is the second year students' simple present tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year? 2. How is the second year students' simple past tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year? 3. How is the second year students' future tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year? 4. How is the second year students' present continuous tense mastery through reading texts at SMP Negeri 2 Jember in the 2004/2005 academic year?</p>	The students' tenses mastery through reading texts	The students' scores of the test covering 4 tenses: 1. Simple present tense 2. Simple past tense 3. Future tense 4. Present continuous tense	<p><i>Respondents:</i> The second year students of SMP Negeri 2 Jember in the 2004 / 2005 academic year.</p> <p><i>Informant:</i> ➤ English teacher</p> <p><i>Documents</i></p>	<p><i>Research design:</i> Descriptive quantitative research</p> <p><i>Area determination method:</i> Purposive method</p> <p><i>Respondent determination method:</i> Proportional random sampling</p> <p><i>Data collection methods:</i> Primary data: test Supporting data: 1. interview 2. documentation</p> <p><i>Data analysis method:</i> $E = \frac{n}{N} \times 100\%$</p> <p><u>Note:</u> E: the percentage of the students' tenses mastery of each indicator n: the students' obtained scores of the test items of each indicator N: the total score of the test items of each indicator (Adapted from Ali, 1993:186)</p>

Appendix 2

RESEARCH INSTRUMENTS

A. Interview Guide

No.	Interview Questions	Data Resources
1.	What English curriculum do you use in teaching English?	
2.	How often do you teach tenses in a week?	
3.	Do the students' have difficulties in learning tenses?	
4.	What are the students' difficulties in learning tenses?	
5.	How do you solve the students' problems?	The English teacher
6.	Do you teach tenses integratedly with the other language skills?	
7.	How do you teach tenses to your students?	
8.	What kinds of tenses have you already taught to your students?	
9.	What books do you use in teaching English to the students?	

B. Tenses Test

TENSES TEST

- Time : 45 minutes
 Materials : Simple Present Tense
 Simple Past Tense
 Future Tense
 Present Continuous Tense

Put the verbs in the brackets into their correct forms!

(Ubahlah kata kerja yang ada di dalam kurung menjadi bentuk kata kerja yang tepat sesuai dengan tensesnya!)

I. Test on *Simple Present Tense*

A fast food restaurant __1__ (provide) various food and quick service. This kind of restaurant __2__ (serve) food such as baked potatoes, hamburgers, fried chickens, pizza, chips, and sandwiches. A fast food restaurant __3__ (offer) both cheap food and quick service. It __4__ (help) customers to save their time and money. Some food experts __5__ (believe) that people who often eat in fast service restaurant __6__ (not have) a balanced diet. Therefore, some restaurants __7__ (make) efforts to ensure that their menu offers as much nutrition as possible.

Fast food restaurants __8__ (include) cafeterias. Self-service cafeterias __9__ (display) food on a counter. Customers move pass the counter with a tray and serve themselves. Coffee bars and tea shops specialize in serving beverages. They also __10__ (sell) cakes or other lighter snacks.

(Adapted from Communicative English in Context for SLTP)

II. Test on *Simple Past Tense*

Shakespeare __11__ (be) born in 1564, in the little English town of Stratford. It was a busy little town, and Shakespeare's father __12__ (serve) for

a time as its mayor. Shakespeare __13__ (grow up) in a comfortable house on Henley Street along with several younger brothers and sisters.

All the boys in Stratford __14__ (go) to the same grammar school as soon as they could read and write. All of them __15__ (study) Latin. Shakespeare __16__ (not go) to a university. At 18, he __17__ (marry) Anne Hathaway who was 8 years older than him. During the next two years, they __18__ (have) three children.

Shakespeare was a successful actor in London where he got his education. By 1592, he had written several plays. He also __19__ (write) poems. The three of his greatest tragedies; Macbeth, Anthony and Cleopatra, and King Lear.

Shakespeare __20__ (die) in Stratford on April 23rd, 1616, and was buried in the local church.

(Adapted from *The Global Language for SLTP*)

III. Test on *Future Tense*

Michael Jackson __21__ (promote) his new album in Indonesia. He is going to set out from his house, Neverland, using his own jet plane in the afternoon. He __22__ (arrive) at Halim Perdana Kusuma Airport at midnight and __23__ (perform) at JHCC in the afternoon the next day. During the time, he __24__ (stay) at Hyatt Regency Hotel. Before the concert, his fans __25__ (meet) him in the local TV station, Indosiar. He __26__ (show up) in one of the entertainment programs called 'Pesta'. It is predicted that the concert tickets will be sold out and all of his fans __27__ (buy) the tickets no matter what. He __28__ (dance) his famous dance, Moonwalk, but he __29__ (not sing) all of his greatest hits. He only sings the songs in his new album. After the concert in Jakarta, he __30__ (continue) his tour to Surabaya.

IV. Test on *Present Continuous Tense*

Guruh Sukarno Putra is one of the famous choreographers in Indonesia. He has many students on his modern dance group. His dancers are called Kinarya GSP and now they __31__ (perform) and __32__ (present) his latest dances invention at Balai Sarbini.

I __33__ (go) to Balai Sarbini in a hurry. My friends, Rina and Devi __34__ (come along) with me. We can't wait to see it.

"Look! The dancers __35__ (wear) special costumes with fur on it," Rina says.

"Yes, isn't that great? Guruh always chooses a spectacular costume for his dancers," I reply.

"That's right. Hey..Rina! One of the dancers __36__ (make) a difficult movement," Devi says.

"Wow! He __37__ (swing) his hands behind and __38__ (touch) his ankles over and over. He must be learnt how to do it for years because he __39__ (not have) any difficulties in doing it," she answers.

"Yeah, you're right. Hmmm..I __40__ (think) something now," Devi says.

"What is that, Devi? And why are you smiling?" I ask.

"I imagine being one of those dancers and performing in front of the audience. My parents will be so proud of me." She answers.

ANSWER KEY



Unit OUP Perpustakaan
UNIVERSITAS JEMBER

- I.
1. provides
 2. serves
 3. offers
 4. helps
 5. believe
 6. do not have
 7. make
 8. include
 9. display
 10. sell

- II.
11. was
 12. served
 13. grew up
 14. went
 15. studied
 16. did not go
 17. married
 18. had
 19. wrote
 20. died

- III.
21. will(is going to) promote
 22. will(is going to) arrive
 23. will(is going to) perform
 24. will(is going to) stay
 25. will(are going to) meet
 26. will(is going to) show up
 27. will(are going to) buy
 28. will(is going to) dance
 29. will not(is not going to) sing
 30. will(is going to) continue

- IV.
31. are performing
 32. (are) presenting
 33. am going
 34. are coming along
 35. are wearing
 36. is making
 37. is swinging
 38. (is) touching
 39. is not having
 40. am thinking

Appendix 3

THE LIST OF RESEARCH RESPONDENTS

No.	Students' Names	Class
1.	Aliyah Purwanti	2A
2.	Enggar Puspitasari	2A
3.	Giar Pradipta	2A
4.	Inneke Ayun P	2A
5.	Nurussholehatul A	2A
6.	Pudicca Yanuariza	2A
7.	Ramadhani	2A
8.	Rizqi Ianatus Sholihah	2A
9.	Rizqi Prifsanti	2A
10.	Taufanhaq Mahardhika	2A
11.	Widya Wulandari	2A
12.	Adhiimsyah Luthfi	2B
13.	Arif Yoga Fitrianto	2B
14.	Armada Eka Fredian	2B
15.	Athika Darumas P	2B
16.	Brahmansyah Diar R	2B
17.	Ganang Sadewa	2B
18.	Gita Ramadhani	2B
19.	Hadi Purnomo Sidi	2B
20.	Hendra Kusuma W	2B
21.	Maulida Puspita	2B
22.	Redha Irwan Khaidir	2B
23.	Bunga Fadhila	2C
24.	Devi Hanurani S	2C
25.	Fetra Kurnia O	2C
26.	Finda Anesia CP	2C
27.	Firdha Kusuma Ayu	2C
28.	Murwanti Puspita	2C
29.	Muhammad Iqbal	2C
30.	Nyoman Ajeng Dewi	2C
31.	Reza Syam Pratama	2C
32.	Ruri Anggun Nastiti	2C
33.	Setya Widyawan	2C
34.	Ardea Putra Denarsito	2D
35.	Dita Kurniawaty	2D
36.	Dwi Anggraini S	2D
37.	Fanadri Andhika H	2D
38.	Isnaini Ruhul Ummiroh	2D
39.	Istiqomah Balya	2D
40.	Mutiara Puspa W	2D
41.	Septiana Cahya Utami	2D
42.	Siti Nurhayati	2D
43.	Stevanie Agustina LK	2D
44.	Tika Yuniar	2D

Appendix 4

The Calculation Of Reliability Coefficient (1)

No	Odd items (x)																				ΣX
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	
1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	17
2	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	17
3	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	12
4	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	0	0	13
5	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	13
6	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	13
7	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	0	1	12
8	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	17
9	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	13
10	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	15
11	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	14
12	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18
13	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	17
14	1	1	1	0	0	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	9
15	1	1	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	0	14
16	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18
17	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18
18	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	17
19	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18
20	1	1	1	0	0	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	9
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	18
24	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	18
25	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	16
26	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	18
27	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	15
28	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	12
29	1	1	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	0	1	0	9
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
31	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
32	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
33	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19
34	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	12
35	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	12
36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	18
37	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	15
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
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40	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	11
41	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	11
42	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	11
43	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19
44	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	13

45

No	Even items (y)																				ΣY
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	
1	0	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	14
2	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
3	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	15
4	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	13
5	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	14
6	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
7	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	11
8	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	14
9	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	13
10	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	13
11	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	15
12	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17
13	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
14	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	15
15	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
16	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	16
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21	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	18
22	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
23	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
24	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	13
25	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
27	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
28	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	9
29	1	1	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	13
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
31	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	16
32	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
33	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	16
34	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	11
35	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	10
36	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
37	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19
39	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	15
40	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	15
41	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	11
42	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	16
43	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	18
44	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16

Appendix 6

The Calculation Of Reliability Coefficient (3)

Product moment formula :

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{44(10734) - (674)(684)}{\sqrt{\{44(100734) - (674)^2\} \{44(10960) - (684)^2\}}} \\
 &= \frac{472296 - 461016}{\sqrt{(474584 - 454276)(482240 - 467856)}} \\
 &= \frac{11280}{\sqrt{(20308)(14384)}} \\
 &= \frac{11280}{17091.23} \\
 &= 0.659
 \end{aligned}$$

Spearman - Brown formula :

$$\begin{aligned}
 r_{11} &= \frac{2r_{xy}}{1+r_{xy}} \\
 &= \frac{2(0.659)}{1+0.659} \\
 &= \frac{1.318}{1.659} \\
 &= 0.794
 \end{aligned}$$

r_{xy} = reliability coefficient for half of the test items

$\sum XY$ = the total number of odd items x even items

$\sum X$ = the total number of odd items

$\sum Y$ = the total number of even items

N = the total number of respondents

r_{11} = reliability coefficient for the whole items



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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

Nomor : 0555 /J25.1.5/PL5/2005.
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 21 Pebruari, 2005

Kepada : Yth. Sdr. Kepala
SMP Negeri 2 Jember
di. - Jember

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

Nama : Titin Wahyuni
Nim : 000210401243
Jurusan/Program : PBS/Pend. Bahasa Inggris

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

A Descriptive Study of the Second Year Students' Tenses Mastery through Reading Texts at SMP Negeri 2 Jember in the 2004/2005 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,



MISNO AL, M.Pd
130 937 191

Appendix 8



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP 2 JEMBER
JL. P.B. SUDIRMAN 26 TELPON (0331) 484878 JEMBER

SURAT KETERANGAN

Nomor : 423.4/097/436.318/2005

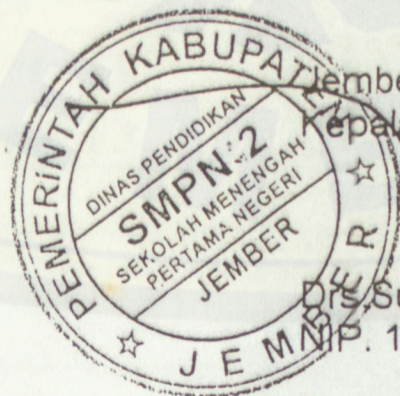
Yang bertanda tangan di bawah ini Kepala SMP 2 Jember menerangkan bahwa

N a m a : Titin Wahyuni
N I m : 000210401243
Jurusan /Program : PBS / Pend. Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMP 2 Jember mulai tanggal 10 April s/d 30 April 2005, dengan judul :

"A Descriptive Study of the Second Year Students' Tenses Mastery through Reading Texts at SMP Negeri 2 Jember in the 2004/2005 Academic Year.

Demikian Surat keterangan ini, untuk dapatnya dipergunakan seperlunya.



Jember, 30 April 2005

Kepala,

Drs. Sunaryono, MM
Telp. 130 781 078

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : TITIN WAHYUNI
 NIM/Angkatan : 000210401243/ 2000
 Jurusan/Prog. Studi : PBS / PEND. BAHASA INGGRIS
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' TENSES MASTERY THROUGH READING TEXTS AT SMP NEGERI 2 JEMBER IN THE 2004/2005 ACADEMIC YEAR
 Pembimbing I : DRS. SUGENG ARIYANTO, MA
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Sabtu / 11 Sept 2004	Matrix + Chapter 1	
2	Selasa / 14 Des 2004	Revisi Chapter 1	
3	Senin / 7 Feb 2005	Revisi Chapter 1 + Chapter 2	
4	Rabu / 16 Feb 2005	Revisi Chapter 1,2	
5	Senin / 21 Feb 2005	Revisi Chapter 1,2 + Chapter 3	
6	Rabu / 23 Feb 2005	Revisi Chapter 1,2,3	
7	Rabu / 02 Mar 2005	Revisi Chapter 1,2,3 + instrumen	
8	Rabu / 25 Mei 2005	Chapter 4,5	
9	Sabtu / 11 Juni 2005	Revisi Chapter 4,5	
10	Rabu / 15 Juni 2005	Revisi Chapter 4,5	
11			
12			
13			
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : TITIN WAHYUNI
 NIM/Angkatan : 000210401243 / 2000
 Jurusan/Prog. Studi : PBS / PEND. BAHASA INGGRIS
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' TENSES MASTERY THROUGH READING TEXTS AT SMP NEGERI 2 JEMBER IN THE 2004/2005 ACADEMIC YEAR
 Pembimbing I : P. Drs. Sugeng Ariyanto, MA
 Pembimbing II : DRS. I PUTU SUKMAANTARA, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin / 17 Jan 2005	Matrix + Chapter 1	<i>[Signature]</i>
2	Senin / 7 Feb 2005	Revisi Chapter 1 + Chapter 2	<i>[Signature]</i>
3	Kamis / 24 Feb 2005	Revisi Chapter 1, 2 + Chapter 3 + instrumen	<i>[Signature]</i>
4	Kamis / 16 Juni 2005	Chapter 1, 2, 3, 4, 5	<i>[Signature]</i>
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Catatan:

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