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THE USE OF "ENGLISH TENSES PRACTICE" APPLICATION IN MOBILE PHONE TO IMPROVE THE TENTH GRADE STUDENTS' MASTERY OF PAST TENSE AND PRESENT PERFECT TENSE AT SENIOR HIGH SCHOOL

THESIS

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2020

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Nur Hidayat and Ninik Misini
2. My beloved brother: Cahyo Wardani

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MOTTO

Technology makes things faster and more cost- effective, but it’s not perfect. It requires you to be as flexible as you can be

(John Phillips)

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STATEMENT OF THESIS AUNTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 22 Desember 2020
The writer

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THE USE OF "ENGLISH TENSES PRACTICE" APPLICATION IN MOBILE PHONE TO IMPROVE THE TENTH GRADE STUDENTS' MASTERY OF PAST TENSE AND PRESENT PERFECT TENSES AT SENIOR HIGH SCHOOL

THESIS

Compose to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember

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1. The Dean of the Faculty of Teacher Training and Education, Jember University.
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3. The Chairperson of English Language Education Study Program.
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6. The principal of SMAN 1 Jember, The English Teacher, and the Students of X MIPA 3 who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 22 December2020

The Writer

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SUMMARY

The use of "English Tenses Practice" Application in Mobile Phone to Improve the Tenth Grade Students' Mastery of Past Tense and Present Perfect Tense at Senior High School; Dian Pratiwi 160210401012; 2020; 66 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve X MIPA 3 students' active participation and their grammar mastery of past tense and present perfect tense by using "English Tenses Practice" application in mobile phone at SMAN 1 Jember in the 2019/2020 academic year. Based on the result of the preliminary study which was done before conducting this research, there were 18 studentsgot score ≥ 80 (52,94% of them) while 16 students (47,05 of them)got score less than 80. According to the English teacher, only 70% of the students were active during the teaching and learning process. Besides, based on the result of the interview with the English teacher, most of the students had dificulties in constructing sentences and feel confuse in using verb 1, verb 2 and verb 3.

To overcome those problems, the researcher applied "English Tenses Practice" application as the instructional media in teaching grammar. Using the application in the mobile phone is very useful to improve the students' grammar mastery. Muhammed (2014) said that one of the advantages could be the possibility to download certain English application and programs that may help learners improve their language skills, their language systems like grammar and vocabulary.In this case, the researcher asks the students to download "English Tenses Practice" application in play store or app store as an instructional media that may help the students improve their grammar.By using this application to learn grammar, the students could be easier to understand the matery and did noet easily to get bored.

The design of this research was classroom action research by Kemmis and McTaggart (1998,19) model, each cycle consists of four stages namely preliminary study, the planning of the action, the implementation of the action, observation and evaluation and reflection. The research context was one of Senior High School in

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Jember and theresearch participants were X MIPA 3 students in the 2019/2020 academic year. In this research, the data were obtained by doing classroom observation in every meeting and administering the grammar test in the third meeting.

The evidence of the research success was indicated by two improvements in two matters. The first was the number of the students who involved actively during teaching and learning process of grammar by using "English Tenses Practice" application that improve from 70% in the preliminary study to 85,29% in cycle one. Further, the second evidence deal with the improvement of the students grammar test mean score that improved from 78 to 85 as well as the percentage of the students who passed the passing grade improved from 52,94 % to 88,23 %

Reflecting on the findings of this research, it proved that the use of "English Tenses Practice" application in mobile phone in the teaching and learning process could help the students knowing the patterns of past tense and present perfect tense, differenciating past tense and present perfect tense and creating sentences using those two tenses. During the action given, it showed that "English Tenses Practice" application could be used as effective media to facilitate students in improving their grammar. As proven by the result of observation and grammar post test, applying "English Tenses Practice" application in the teaching and learning process could help the teacher attract the students' attention and make them did not easily to get bored.

Hence, it could be said that the students' participation and the students' grammar mastery reflect the benefits of using "English Tenses Practice" application in mobile phone with interesting learning situation. As a result, it could be concluded that the use of "English Tenses Practice" application in mobile phone could improve the class X MIPA 3 students' active participation and students' grammar mastery of past tense and present perfect tense.

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CHAPTER I

INRODUCTION

1.1 The Research Background

In learning English, language skills and language components cannot be separated. Language components can complete language skills. To learn English, the students should be able to use appropriate basic structural patterns and master grammar. However, grammar is one of the ways to support communication with other people, because grammar can show the meaning in communication so that other people can understand the message.

Learning grammar is not easy because they should pay attention to the patterns of tenses. Every tense has its own patterns such as simple past tense and present perfect tense. According to Ur (1988) students cannot use words unless they know how they should be put together. As a result, without mastering grammar properly, they will find problems in expressing their ideas in communicative activities and learning English, both in the written and spoken forms. Not only paying attention to the patterns of tenses, but also knowing the function in each tense (simple past tense and present perfect tense) is also needed.Therefore, grammar is one of the most important factors to be mastered.

Based on the preliminary study at SMAN 1 Jember by interviewing the English teacher, it was found that the students' problem in learning grammar, was in the use of verb 1, verb 2, and verb 3. Most of the students still did not know the third form of certain verbs. Not only that, some students also had difficulties in constructing sentences. They were confused about using "have or has". Therefore, grammar became the problem of the students in SMAN 1 Jember.

The students' problem dealing with grammar to some extend wasrelated to the teaching technique used by the English teacher and some extent. The English teacher uses the coursebook as main materials and sometimes usesthe internet. According to Ruso (2007), (cited in Muhammed, 2014),learning

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through coursebook, caused the students' boredom, so, it becomes very difficult to stimulate the interest of learners.

To overcome students' difficulties in learning grammar, MALL (Mobile Assisted Language Learning) will be offered to be the solution. By using MALL, it can make students active, attractive and can reduce the students' boredom. Therefore, the researcher will try to solve the students' problems by using the application of mobile phone.

One of the applications that can be used to learn grammar, especially simple past tense and present perfect tense is "English Tenses Practice" application in the mobile phone. This application is a medium that provides the pattern, the example and the exercises in each tense. This application is available in both online and offline modes, free application English Tenses, lots of questions to practice, more than 1000 questions about 12 English tenses, clear descriptions, and many exercises and examples about English Tenses. By using this application, both the teacher and the students will know the result of their work (correct or incorrect). There will be a notification about those, and if it is false, this application provides the right answer. Using the application in the mobile phone is very useful to improve the students' grammar mastery. According to Muhammed (2014), one of the advantages could be the possibility to download certain English applications and programs that may help learners to improve their language skills, their language systems like grammar and vocabulary and increase their awareness of such international tests such as TOEFL and IELTS. If a learner uses these applications, this might aid their English language experience. (Taleb and Shorabi, 2012).

According to Dudeney and Hockly (2007), mobile learning (M-Learning) refers to a set of technological devices, including smartphones, MP3 players and hand-held computers that might have an impact on language learning. Due to globalization, technological devices have become widespread, not only in developed countries but also in developing ones. Further, they state that potentially, M-learning has many advantages for EFL university students when they come to learn English. There are some previous studies dealing with the

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use of the mobile phone in learning grammar. The first previous study was conducted by Gamlo (2019).The result showed that the students had positive attitudes towards the use of *Learn English Grammar* app and that they perceived it as being beneficial for learning grammar. The second previous study was conducted by Khodabandeh, Alian and Soleimani (2016). The research result showed that there was a significant effect of using MALL- Based Task on the students' grammar achievement. The third previous study was conducted by Muhammed (2014). This research result showed that the mobile phone had a great impact on language learning. All the participants used mobile phone as mobile tools to improve their language learning.

The differences between those previous researchers and this present research was the previous researchers using experimental research and recluded adults learners EFL countries while the present research using classroom action research and recluded senior high school students.

Based on the background above, the researcher conducted a classroom action research entitled "The use of " English Tenses Practice " Application in Mobile Phone to Improve the Tenth Grade Students' Grammar Mastery of Past Tense and Present Perfect Tenses at SMAN 1 Jember".

1.2 The Research Questions

1. How can the use of "English Tenses Practice" application in mobile phone improve the tenth grade students' mastery of past tense and present perfect at SMAN 1 Jember?
2. How can the use of "English Tenses Practice" application improve the tenth grade students' active participation in the teaching learning process of grammar at SMAN 1 Jember?

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1.3 The Research Objectives

a. To improve the tenth grade students' mastery of past tense and present perfect tense by using "English Tenses Practice" application in mobile phone at SMAN 1 Jember.
b. To describe the improvement of students' active participation by using "English Tenses Practice" application in the teaching and learning process at SMAN 1 Jember.

1.4 The Research Contributions

The research results are expected to give practical contributions and empirical as follows

1. Practical contributions
   a. The result of this research is expected to be useful for the English teacher to teach grammar (past tense and present perfect tenses) by using mobile phone especially "English Tenses Practice" application to improve the learning process efficiently and make students get a better understanding of the use of past tense and present perfect tenses.
   b. Besides, the result of this research can be used as a reference for other researchers who will conduct a further research with the same research design dealing with the same problem.
2. Empirical contribution

   The result of this research is expected to give a new experience to the students in learning grammar (past tense and present perfect tenses) by using "English Tenses Practice"application to improve their grammar mastery of past tense and present perfect tense.

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CHAPTER II

LITERATURE REVIEW

This chapter covers some aspects related to the literature review. The writer divides this chapter into four sections. The first section is grammar mastery. The second section focuses on the students' grammar mastery. The third section is mobile phone as media in language learning. And the fourth section is about previous studies.

2.1 English Grammar Learning

Chomsky (in Crystal, 1996:88) states that grammar is a device of some sort for producing the sentences of the language, which is added that the sentences produced must be grammatical ones, acceptable to the native speaker. Thonbury (1996) grammar is a description of the rules for forming sentences, including an account of the meanings. It can be said that the sentences can be called meaningful sentences, only if they belong to grammatical and also can be accepted by the native speaker. Grammar influences the meaningdetermination of the sentence. Therefore, knowing and understanding grammar is very important. Learning grammar related to grammatical competence and grammar mastery. Grammatical competence involves the accurate use of words and structures (Yule, 2010). According to VanPatten and Benati (2010), grammatical competence is knowledge of the structure of language. Grammar mastery shows about students' understanding of using the correct rules of English by changing the form of words and joining them into sentences.

Learning grammar should pay attention to the grammar instruction and it should not be ignored. According to Knap and Watkins (2005), grammar needs to be taught and used primarily in the context of reading and writing. To be good in writing, grammar is needed. In the learning process, it needs an effective, so, to make an effective learning process, the students should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better

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sentences, so it is easy for the students to speak and write. Tabbert (cited in Mart, 2013) good knowledge of grammar is important because it helps learners to make sentences clear enough to understand. Students need grammar, because, without learning grammar, their speech gets meaningless. Grammar is an essential aspect to communicate effectively. Besides, learning grammar will give learners competence on how to combine words to form sentences..

Learning grammar is not easy because the students should pay attention to the pattern of tenses. It is in line with Gass (2001) says grammar seems to be difficult to master. As a direct result, of learning grammar in the classroom, all the students were able to produce grammatical sentences correctly in the class, but only a minute after the class, the students use the grammar practiced in the classroom incorrectly. Every tense has its own patterns such as simple past tense and present perfect. Not only that, some students will be interested and understand easily about grammar if the teacher has appropriate ways so that the students can enjoy to learn grammar. For example, the teacher can use mobile phone as media in teaching learning process.

2.2. The Students' Grammar Mastery

The students' grammar mastery refers to the students understanding in using the correct rules of English by changing the form of words correctly and joining them in to sentences. Grammar is one of the components to develope skills, so people who want to master the language skills they have to master the vocabulary and then grammar and pronunciation. According to Dykes (2007) grammar can be said as a complicated component of English. Therefore, the students must do effort as well as to increase their mastery especially on grammar such as knowing the pattern in each tense, can differenciate between one tense into another tense and can create sentence with proper tense. According to Morenberg (2009) if the students had been good mastery of gammar so that the students can manage words becoming meaningful sentences.

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2.3 Mobile Phone as Media in Language Learning

According to Dudeney and Hockly (2007), mobile learning (M-learning) is a set of technological devices, such as smartphones, MP3 players, and laptop which can give effect in the learning process. In this era, technology has widespread in the world, not only in a developed country but also in a developing country such as Iraq, Ozdamli, and Cavus (cited in Muhammed, 2014). Chen (2017) argues that many of the different perceptions of mobile learning can encourage EFL/ESL teachers and learners to consider the use of mobile applications to assist in the learning of English. Mobile learning (m-learning) refers to the use of mobile technologies for educational purposes and it can reduce students' boredom in the learning process.

Khodabandeh, Alian, and Soleimani (2016) in their journal entitled "The Effect of Mall-Based Tasks on EFL Learners' Grammar Learning" say that uninteresting lessons about grammar have had a discouraging effect on its learning among learners in the last decades. According to Ruso (cited in Khodabandeh, Alian and Soleimani, 2016) when the content of the lesson is formed of course book it can make students easily feel bored and make them very difficult to stimulate the interest of learners.

According to Naz and Akbar (2016), the impact of the use of media may give an improvement by applying the following principles.

a. Select material with appropriate attributes based on the curriculum
b. Introduce material to learner by relating it to prior learning and indicating its relationship to present objectives.
c. Present the material under the best possible environmental conditions such as using the instructional media..

Attewel (2004) who states that mobile phones have positively contributed to the field of learning in many different ways. First, it helps learners to improve their abilities. Second, it can be used to encourage both independent and collaborative learning. Third, it helps the students identify areas based on their

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needs. Next, it helps to reduce some factors that make the students reluctant to learn. On the other hand, teaching by using the application does not always run smoothly, there are still some disadvantages such as some of the poor of internet connection to download the application.

2.4 Online Learning

Students and lecturers in institutions of higher education were critically hit by the unprecedented changes as a result of the Covid-19 pandemic (Chung, Mohamed Noor & Mathew, 2020). Many prestigious universities around the world have since fully adopted online learning as a way to ensure continuity of education. Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). There are some rules for online learning. First, make a plan. Start by deciding on a curriculum that suits your needs, and determining the optimum sequence of courses. Second, be selective. Be selective in choosing online courses, choosing the platform that will be used during the teaching and learning process and choosing the media because it affects the effectiveness of learning.Third, organized your learning environment. Create an environment that will promote learning. In terms of time, a regular schedule. The last, giving assessment, to know students' understanding, give them an assessment that shows how far their understanding.

2.5Previous Studies on MALL

There were quite a few studies about the effect of mobile phones on language learning. Mobile devices are also used in education as learning and teaching tools (Cavus & Ibrahim, 2009; Sung, Chang, & Liu, 2016). Mobile learning is perhaps becoming the best examplethat illustrates the importance of using technology as an educational tool. Beginning with the research conducted by Thornton and Houser (2005) this research is aimed to investigate the use of mobile devices in a language

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learning context. The participants were female Japanese university students with average ages ranged 18 to 21. This research used experimental research and questionnaire was applied and the results showed that the experimental group got better result than the control group and showed the positive effect of mobile devices.

The second research was conducted by Khodabandeh, Alian and Soleimani (2016). This research is aimed to find out the effect of MALL based task on EFL learners grammar learning. The participants were 60 Iranian Senior High School from Qom province , 160 students from Iran. The finding showed that experimental group got better result than the control group.

The third research was conducted by Baleghzadeh and Oladrostam (2011). This research is aimed to find out the effect of MALL on grammatical accuracy. The participants were 40 female pre-intermediate EFL students with average age of 20 at Kish Language Institute in Isfahan, Iran. The results showed that the participants in the experimental group displayed better performance than the participants who were in the control group. Besides, based on the researchers' observations, it could be concluded that the participants who took part in the mobile-based task group had higher motivation to learn grammar than the control group. The findings of this study also showed that the motivated participants also performed better in the post-test achieving the goals of tasks increases their motivation.

The last research was conducted by Begum (2011). This research is aimed to investigate the prospect for cell phones as instructional tools in EFL classroom. The participants were 100 EFL students of Jahangirnagar University, a public university of Bangladesh, especially all the students were first year undergraduate students of English Department of the university. The result showed that the cell phone had great potential as an instructional tool.

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There were some previous researchers on mobiles in relation to educations using experimental research and included adults learners EFL countriesbut, there were relatively few pieces dealing withusing classroom action research.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methods used in this research. They cover five parts: the research design,the research context, the research participants, the data collection method and data analysis method.

3.1 Research Design

This research was intended to improve the tenth grade students' mastery of past tense and present perfect tenses by using "English Tenses" application in mobile phone at SMAN 1 Jember. The research design that was used to achieve the objective was classroom action research. The classroom action research refers to the solution for the teacher related to the students' problem.

In this research, the researcher usedthe classroom action research (CAR) design by Kemmis and McTaggart (1988,19) model, each cycle consists of four stages namely preliminary study, the planning of the action, the implementation of the action, observation and evaluation and reflection. This CAR was done collaboratively with the English teacher. The collaboration focused on the planning of the action, the implementation of the action, observation, and reflection of the action. Those activities of the cycle are illustrated in the following diagram.

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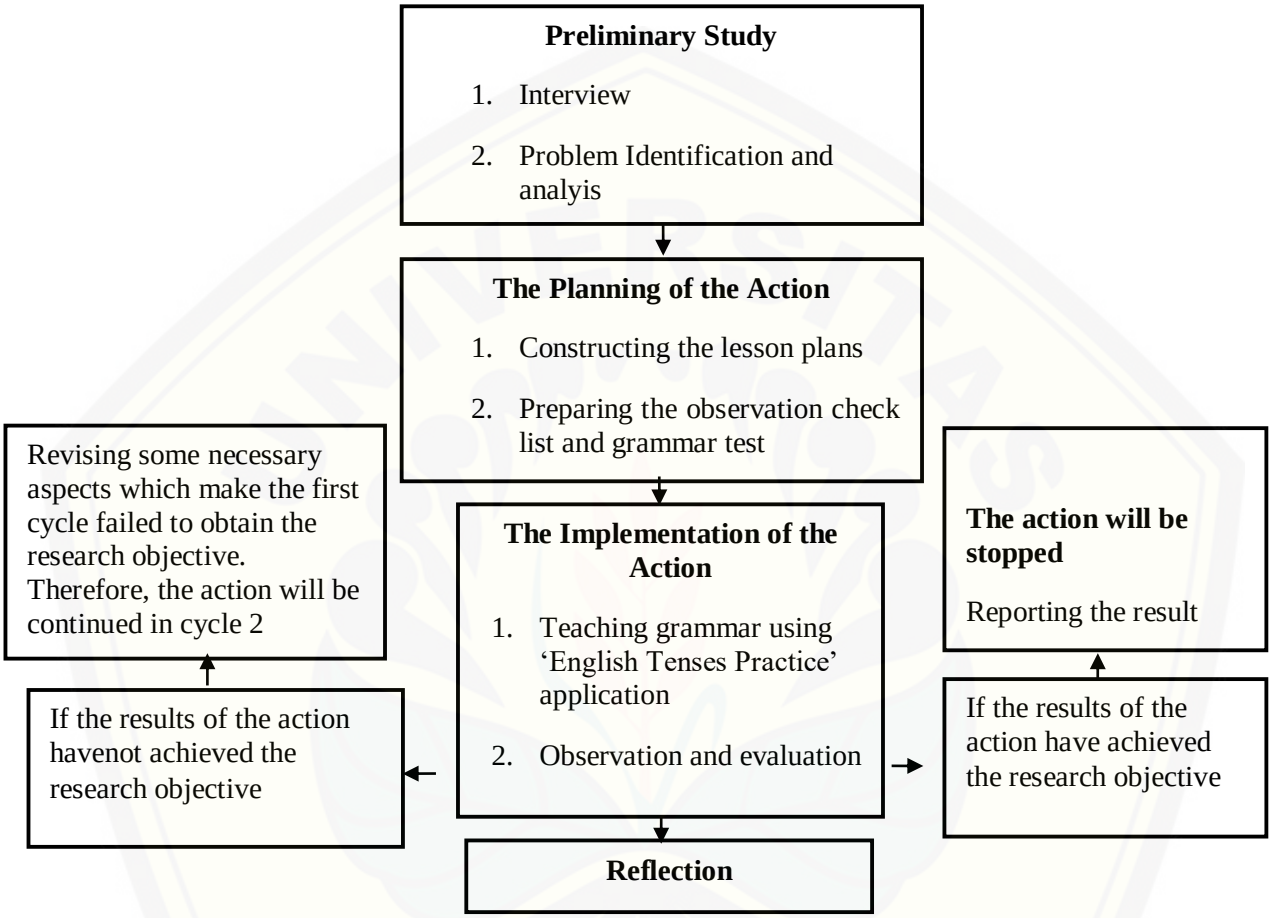
This research uses the procedures of the Classroom Action Research (CAR). The procedures are presented as follows

Diagram 3.2 The Design of Classroom Action Research



Adapted from Kemmis and McTaggart (1988,19)

3.1.1 The Preliminary Study

In the preliminary study, the researcher didthe interview with the English teacher to identify the problems, analyzed the problems, and formulate the problems

3.1.2 The Planning of the Action

In the planning of the action, the following activity was done by the researcher to prepare the action. First, constructing the lesson plans for the first cycle collaboratively with the English teacher. Second,preparing the observation guide. Third,constructing the grammar test (test of simple past tense and present

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perfect tense). The last, preparing the mobile phone as the dealing media, especially by using "English Tenses Practice" application.

3.1.3 The Implementation of The Action

After designing the action plans, the researcher implemented the action. The action given to the participants was teaching grammar (simple past tense and present perfect tenses) by using "English Tenses Practice" application. The action in each cycle was done in two meetings. The action in each meeting was done based on the lesson plans constructed. The teaching learning activities in Cycle 1 can be seen in the lesson plans (enclosed in Appendix D and E).

3.1.4 Observation and Evaluation

Observation

In this research, observation was done to get the data about the students' participation during the teaching and learning process. During the observation, the observation guide in the form of checklist was used to record the students' participation with the following indicators (1) The students pay attention to the teacher's explanation, (2) The students ask questions related to the material they don't understand, (3) The students do the exercises in the application, (4) The students answer the teacher's oral questions.

Evaluation

In this research, the types of evaluation that was used, were process evaluation and product evaluation. Process evaluation was used to evaluate the students' participation and their ability to do the tasks given during the teaching learning process. The product evaluation in the form of tense test was used to evaluate the students' mastery of past tense and present perfect tense by using "English tenses Practice" application after the action given. The instrument of grammar test is enclosed in Appendix F.

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3.1.5 Reflection of The Action

In this step, the researcher didthe reflection of the results of the grammar test and the result of observation. It was intended to find the weaknesses and the strength of the action in the first cycle.

3.2 Intervention Design

The researcher taugh the grammar by using "English Tenses Practice" application as the learning media and focusing on the past tense and present and perfect tense as stated in the basic competence 3.6 and 4.6 of the Curriculum 2013 for the tenth grade level. In the first meeting, the students learned about past tense and present perfect tense after the researcher gave an explanation and the examples of those two tenses. Not only that, the researcher introduced and showed how to use the media that would be used during the teaching and learning process namely "English Tenses Practice" application and asked the students to download that application and do the exercise in it. To check the students' understanding, the researcher gave a conversation and asked the students to underline the tenses used in the conversation focused on past tense and present perfect tense.

The actions in each meeting were the same as the first meeting, but there was a difference in the task given. In the second meeting there were two task given, the first task was do the exercises about past tense and present perfect tense in the application and the second task was changing the verb into correct forms. The time allocation in each meeting was 2 x 45 minutes.

3.3 The Research Context

This research was conducted in SMAN 1 Jember. The classroom action research was conducted at this school because of three reasons. Firstly, the students (the participants) at this school had difficulties in learning grammar, especially simple past tense and present perfect tense. Secondly, the English teacher never uses the application in mobile as media in teaching grammar. Thirdly, the researcher had

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done KKPLP at this school, so it was easier to get the permission from the English teacher and the principal to conduct this classroom action research.

The English teacher usually teaches English, especially grammar by using the coursebook and makes the students easily to get bored. Therefore, the researcher would teach grammar by using "English Tenses Practice" application.

3.4 The Research Participants

The participants of this research were the tenth grade students in SMAN 1 Jember, especially the tenth grade students of science three (X MIPA 3) in the 2019/2020 academic year. This class was determined purposively as the research participants because they had problems with grammar especially the use ofpast tense and present perfect tense. The researcher chose the tenth grade students in class science three (X MIPA 3) as the participants because this class had the lowest mean score of English among the other class. The mean score was 78 (see Appendix C). Besides, they were still passive than the other class because they were confused in using verb 1, verb 2 and verb 3.

3.5 Data Collection Methods

In this research, there were 4 data collection methods that were used by the researcher in this research. Two of them were primary data such as test (tense test) and observation and two of them as supporting data were interview and documentation.

3.5.1 Test

The test in this research was the tense test of simple past tense and present perfect tense. Hughes (2003) states a test is a tool to measure the students' achievement. It was given to the participants to assess the students' mastery of simple past tense and present perfect tense after they were taught by using "English Tense Practice" application.

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In constructing the test, it must be valid and reliable. It is in line with Hughes (2003) a good test should have validity and reliability. The validity of the test can be seen if it measures accurately what it is intended to measure. In order to achieve the validity of the grammar post-test, the researcher constructed the test based on the basic competence 3.6 and 4.6 as stated in the 2013 English curriculum for senior high school. The curriculum states that the students could understand the social function and the formula of the tenses (simple past tense and present perfect tense).

In terms of reliability of the test, the researcher used inter-rater reliability. Reliability is often defined as the consistency of measurement (Carr, 2011). The test was constructed in the form of an objective test with multiple choices that consisted of 30 questions with four options. The students were given 70 minutes to do the test.

3.5.2 Observation

In this research, the observation was done to get the data about the students' participation in learning simple past tense and present perfect tense by using "English Tenses Practice" application in each meeting. The observation was conductedto observe the students' participation during the teaching learning process and used open ended observation to record critical insidents. During the observation, the observation guide in the form of checklist was used to record the students' participation with the following indicators (1) The students pay attention to the teacher's explanation, (2) The students ask questions related to the material they don't understand, (3) The students do the exercises in the application, (4) The students answer the teacher's oral questions

The observation guide is as follows.

The Observation Checklist of the Students' Participation

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		

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Note :
1. The students pay attention to the teacher's explanation about simple past tense and present perfect tense
2. The students ask questions about simple past tense and present perfect tense
3. The students do the exercises in the application
4. The students answer the teacher's oral questions

Active : The students were considered active if they did at least three or more indicators of participation
Passive : The students were considered passive if they did only one or two indicators of participation

3.6 Data Analysis Method

In this research, the data were collected by using grammar test and observation. The data were quantitative from the results of grammar test and qualitative from the result of observation. The results of grammar test collected were analyzed by using the formula below

$$P = \frac{n}{N} x\ 100\%$$

Note:

P = The percentageof the students who got score ≥ 70 in the grammar test.

n = The number of the students who got score ≥ 70 in the grammar test.

N = The number of the participants.

Then, the data collected from observation (the result of check list) were analyzed descriptively and quantitativelyin the percentage below.

$$P = \frac{n}{N} x\ 100\%$$

Note:

P = The percentage of the students who were active in the teaching and learning process

n = The number of the students who were active in the teaching and learning process

N = The number of the participants.

(Adopted from: Sugiyono, 2012)

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this research as follows.

5.1 Conclusion

Based on the results of the data analysis and discussion above , it could be concluded the following points.

1. The use of mobile phone of "English Tenses Practice" application could improve the students of Class X MIPA 3 at SMAN 1 Jember in the 2019/2020 academic year. The improvement could be seen from the result of the students' grammar mastery of simple past tense and present perfect tense test in the first cycle compared with the students' English previous score from the English teacher. Before the actions were implemented, there were only 52.94% of the students who got score ≥ 80 in the grammar test. After implementing the actions in the first cycle, the result showed that 91.17% of the students (31 of 34 students) could achieve the passing grade.
2. The use of mobile phone of "English Tenses Practice" application could improve the students' active participation during the teaching learning process of grammar at SMAN 1 Jember in the 2019/2020 academic year. The result of the classroom observation showed that the percentage of the students' active participation during the teaching and learning process of grammar improved from 70% (before the action given) to 85.29% after the action given in the first cycle.

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5.2 Suggestions

Considering the results of the implementation of using mobile phone of "English Tenses Practice" application that could improve the students' active participation and their grammar mastry of simple past tense and present perfect tense, there are some suggestions which are proposed to the following people.

1. The English Teacher

   It is suggested to the English teacher to use mobile phone or a certain application in mobile phone as the instructional media in teaching English not only for teaching grammar, but also other English skills and other English components.To check students' understanding, provide your own exercises and gave to the students. It is due to the fact that the use of mobile phone can improve the students' active participation and their grammar mastery.

2. The Future Researchers

   The future researchers are suggested to use the research results as a reference to conduct a further research with the same or different research design to develop the teaching quality in the classroom and professional teachers.

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Appendix A

RESEARCH MATRIX

TITLE	RESEARCH QUESTIONS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Use of "English Tenses Practice" Application in Mobile Phone to Improve the Tenth Grade Students' Grammar Mastery of Past Tense and Present Perfect Tenses at Senior High School	1. How can the use of "English Tenses Practice" Application in Mobile Phone Improve the Tenth Grade Students' Grammar, Mastery of Past Tense and Present Perfect Tenses at SMAN 1 Jember? 2. How can the use of "English Tenses Practice" application in mobile phone give	**1. Independent** a). The Use of "English Tenses Practice" Application in Teaching Grammar (Past tense and Present Perfect tenses) **2. Dependent** b). The Tenth Grade Students' Grammar Mastery of Past tense and Present Perfect tenses	**1. Independent** a) The students have to download the "English Tenses Practice" Application b) The students Open the "English Tenses Practice" Application c) The students choose part of tenses (past tense and present perfect tense) d) The students click the example of past tense and present perfect tense. Then, the students will know the	**1. Participants** a). The tenth grade students of science three in the academic year of 2020-2021 **2. The Collaborator** The tenth grade English Teacher. **3. Documents** a). The list of the names of the participants. b). The previous grammar test scores from the English teacher.	**1. Research Design** The classroom action research with the cycle model. Each cycle consists of four stages: a. The planning of the action. b. The implementation of the action c. The observation and evaluation. d. Data analysis and reflection of the action **2. Area determination method**. Purposive method **3. Participant determination method** Purposive method **4. Data collection methods** a.Grammar test b.Observation } Primary data 3.Interview 4. Documentation. } Supporting data

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	contribution to the tenth grade students to improve their tense mastery of past tense and present perfect tense at SMAN 1 Jember?		pattern of past tense and present perfect tense e) The students do the exercise of past tense and present perfect tense (multi-choice and sentence arrangement) f). The students know wether the answer is true or false ***II. Dependent*** The students' scores of grammar test.		**5. Data analysis method**. a. The data collected from grammar test will be analyzed by using the formula below E= n/N x 100% NOTE E : The precentate of the students who got score ≥ 70 in the grammar test. n : The number of the students who get score ≥ 70 in the grammar test. N: The number of participants b. The data collected from observation in the form of field note in each meeteing were analyzed descriptively to describe the students'participation in the teaching and learning process of grammar by using "English Tenses Practice" application.

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Appendix B

INSTRUMENT TO GET THE DATA IN PRELIMINARY STUDY

I. Interview Guide

No	Questions	Answer
1.	What curriculum do you use to teach English?	Curriculum 2013
2.	How do you teach English?	I teache English by using course book (UKBM), internet and media
3.	How about the students' participation in the classroom?	Only 70% of the students are active in the classroom
4.	What language skill or components do the students have the most problem?	Most of them have problem in language components like grammar and vocabulary
5.	How do you solve the problem?	By using students' background knowledge and media
6.	What media do you use in the teaching grammar?	Internet, power point
7.	How about the students' participation?	Most of the students are active in the class room, especially when they have mistake
8.	Do you use course book as the main learning materials?	Yes, but sometimes I also use media to make the students easier to understand
9.	What is the function of using the course book?	The course book named UKBM, by using UKBM the students can learn in three books or sources because UKBM contains of three books

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10.	Have you ever used application in the mobile phone as media in teaching English?	Yes, I have used mobile phone; but, I haven't use the application in teaching English
11.	What is the effect of using the mobile phone as media in learning English?	The effect is the students more interested in learning English

12. **Documentation**

No.	**The Data Taken**	**Data Resource**
1.	The names of the research participants (Class X MIPA 3) at SMAN 1 Jember in the 2019/2020 academic year	School Document

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Appendix C

The Students' English Previuos Score

NO	NAME	SCORE
1.	ARA	76
2.	AFS	78
3.	AAR	78
4.	AARM	78
5.	AEP	66
6.	AN	76
7.	AWS	86
8.	AEP	86
9.	ALIK	86
10.	ASC	88
11.	AMP	88
12.	ANZ	86
13.	ARA	88
14.	BNTA	56
15.	CDU	86
16.	DARD	46
17.	GK	66
18.	GAA	90
19.	HNFA	88
20.	KA	88
21.	MAS	66
22.	MNS	90
23.	MCBS	86
24.	MDRVA	70
25.	MII	88
26.	NAZ	86

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27.	NAT	86
28.	NTA	86
29.	RA	76
30.	RAH	76
31.	SRY	90
32.	SDR	46
33.	TQAF	76
34.	ZAEP	76

The main score is 78

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Appendix D

LESSON PLAN I

School : SMA 1 JEMBER
Subject : English
Class/Semester : X / 1
Language Component : Grammar
Theme : Simple Past Tense and Present Perfect Tense
Time Allocation : 2x45 minutes

I. CORE COMPETENCE

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkanperilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif,dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalampergaulan dunia

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, procedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

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II. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*).	3.6.1 Identifying the content of the conversation about past events 3.6.2 Mentioning the types of tenses in the conversation 3.6.3 Identifying the formula of simple past tense 3.6.4 Identifying the formula of present perfect tense
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	4.6.1 Underlining the tenses that are used in the conversation and giving the reason (focus on simple past tense and present perfect tense)

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kebahasaan yang benar dan sesuai konteks.	

III. LEARNING OBJECTIVES

After the end of the lessons:

1. the students are able to identify the past events in the conversation
2. the students are able to mention the types of tenses used in the conversation
3. the students are able to identify the formula of simple past
4. the students are able to identify the formula of present perfect tense
5. the students are able to underline the tenses that are used in the conversation and giving the reason (focus on simple past tense and present perfect tense)

IV. LEARNING MATERIALS

a. Simple Past Tense

1. **Definition of simple past tense**

   Simple past tense is used to express the actions that happened in the past

2. **The puprose of simple past tense**

   To express the actions that happened in the past

3. **The formula of simple past tense**

   Subject + V2 + Object

   (+) I walked to school yesterday

   Subject + didnot + V1 + Object

   (-) I didn't walk to school yesterday

   Did + subject + V1 + Object

   (?) Did you walk to school yesterday?

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4. **The example of simple past tense**
   a. I bought a new car three days ago.
   b. He didn't like tomatoes before.
   c. Did you come to class yesterday?

b. Present Perfect Tense

1. **Definition of present perfect tense**

   The present perfect tense is also used to express actions that started in the past but continue to the present.

2. **The purpose of present perfect tense**
   a. To express the actions of duration that occurred in the past (before now) of unspecified time
   b. To express the actions that started in the past but continue to the present
   c. To express the actions that started in the past but stopped recently
3. **The formula of present perfect tense**

   Subject + has/have + verb III

   (+) I have known Karen since 1994.

   Subject + has/have + not + verb III

   (-) I haven't known Karen since 1994.

   Have/has + subject + verb III

   (?) Have you known Karen since 1994?
4. **The examples of present perfect tense**
   a. They have moved into a new apartment.
   b. I haven't attended any parties since I came here.
   c. Have you eaten today?

V. TEACHING METHOD

Model : Discussion

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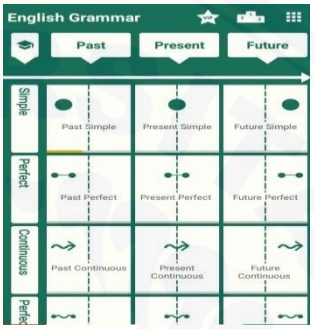
VI. MEDIA AND LEARNING RESOURCHES

Media :

a. Google meet
b. Laptop
c. PPT
d. "English Tenses Practice" Application



Learning Resources :Internet
(http://americanenglish.state.gov/files/ae/resource_files
http://learnenglish.britishcouncil.org/en)

VII. LEARNING ACTIVITIES

Activity	Description	Time Allocation
Set Induction	1. The teacher greets and asks the students to pray together. 2. The teacher checks the students' attendance. 3. The teacher shows a conversation about a past event. 4. The teacher asks some leading questions. a) Do you know what the conversation is talking about? b) What tenses that is used in the conversation?	10'

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	c) Do you know the formula of the tenses that are used in the conversation? 5. The teacher tells the material and the learning goal.	
Main Activity	1. The teacher shows the conversation about past events 2. The teacher asks the students to pay attentionto the use of the tenses 3. The teacher explains the definition of the tenses (simple past tense and present perfect tense). 4. The teacher shows the examples of simple past tense and present perfect tense 5. The teacher introduces the medium that is used during the teaching learning process named “English Tenses Practice” 6. The teacher asks the students to download this application in the play store or app store 7. The teacher shows how to use this application as a media in teaching learning process 8. The teacher gives the opportunity to students to ask questions about the use ofsimple past tense and present perfect tense. 9. The teacher asks the students to do the exercises in the “English Tenses Practice” application about simple past tense and present prfect tense in the form of multiple choice, then screenshot the result 10. The teacher asks the students to underline the tenses that are used in the conversation focused on simple past tense and present perfect tense and give a reason 11. The teacher discusses the students’ work with the class	60’

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Closure	1. The teacher guides students to conclude the materials by Q-A about the main points. 2. The teacher informs the students about the materials in the next meeting. 3. The teacher closes the teaching-learning activities by greetings to the students.	10’

VIII. SCORING

a. Process Assessment

Satuan Pendidikan : SMAN 1 JEMBER

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		

Notes :

1. The students pay attention to the teacher’s explanation about simple past tense and present perfect tense
2. The students ask questions about simple past tense and present perfect tense
3. The students do the exercises in the application
4. The students answer the teacher’s oral questions

Active : When the students at least fulfill 3 indicators of participations

Passive : When the students fulfill one or two indicators of participations

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b. Product Assessment

Satuan Pendidikan : SMA N 1 JEMBER

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

Pengetahuan & Keterampilan

Instruction : Please identify the use of simple past tense and present perfect tense that are used in the conversation and give a reason!

The Scoring Rubric

NO	GRADATION SCORE	SCORE RANGE
1.	Very Good	80-100
2.	Good	70-79
3.	Fair	60-69
4.	Poor	<60

The Collaborator The Researcher

MUHAMAD ZAINURI, S.Pd **DIAN PRATIWI**

NIP: - **NIM. 160210401012**

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The Students' Worksheet

Task 1 (doing in pairs)

Identify the use of simple past tense and present perfect tense that is used in this conversation by underlining the sentences!

Jimmy : "Hi, Alex."

Alex : "Hallo, Jim."

Jimmy ; "I haven't seen you for a week, where have you been?"

Alex : "I went to Bali for holiday."

Jimmy : "Oh, it sounds great. With whom did you go there?"

Alex : "I went there with my brother, any way where did you go in holiday?"

Jimmy : "I didn't go anywhere, I just stayed at home."

Alex : "Poor you! Just kidding Jim! What have you done in this holiday?"

Jimmy : "I have helped my sister prepare her wedding party."

Alex : "When will it be held?"

Jimmy : "Next week and I have sent the wedding invitation to your parents, and for you don't forget to come."

Alex : "Oh, I see, actually my mother has told me about it, but I forget. Ok, I hope I can come."

Jimmy : "I hope so. Alex, I am so sorry I am in a hurry because I should escort my mother to the market."

Alex : "It's Ok, be careful on the way Jim."

Jimmy : "Yeaahh."

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Answer key

Task 1

1. Present perfect tense : I haven't seen you for a week
2. Simple past tense : Where were you?
3. Simple past tense : I went to Bali for holiday
4. Simple past tense : With whom did you go there?
5. Simple past tense : Where did you go along holiday?
6. Simple past tense : I didn't go anywhere, I just stayed at home
7. Present perfect tense : What have you done in this holiday?
8. Present perfect tense : I have helped my sister to prepare her wedding party
9. Present perfect tense : I have sent the wedding invitation to your parents
10. Present perfect tense : Actually my mother has told me about it

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Appendix E

LESSON PLAN II

School : SMA 1 JEMBER
Subject : English
Class/Semester : X / 1
Language Component : Grammar
Theme : Simple Past Tense and Present Perfect Tense
Time Allocation : 2x45 minutes

I. CORE COMPETENCE

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkanperilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif,dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalampergaulan dunia

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, procedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

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II. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
3.6Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*).	3.6.1 Identifying the past events in the conversation 3.6.2 Mentioning the type of tenses used in the conversation 3.6.3 Identifying formula of simple past tense 3.6.4 Identifying the social function and the formula of present perfect tense
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	4.6.1 Changing the word in the parentheses by using simple past tense or present perfect tense

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kebahasaan yang benar dan sesuai konteks.	

III. LEARNING OBJECTIVES

After the end of the lessons:

1. the students are able to identify the past events in the conversation
2. the students are able to mention the types of tenses used in the conversation
3. the students are able to identify the formula of simple past
4. the students are able to identify the formula of present perfect tense
5. the students are able to change the word in the parentheses by using simple past tense or present perfect tense

IV. LEARNING MATERIALS

Reviewing the previous materials

1. Do you still remember what we have learned in the previous meeting?
2. What is simple past tense?
3. Please give examples of simple past tense sentences!
4. What is present perfect tense?
5. Please give examples of present perfect tense sentences!

V. TEACHING METHOD

Model : Discussion

VI. MEDIA AND LEARNING RESOURCHES

Media :

a. Google Meet
b. Laptop
c. PPT

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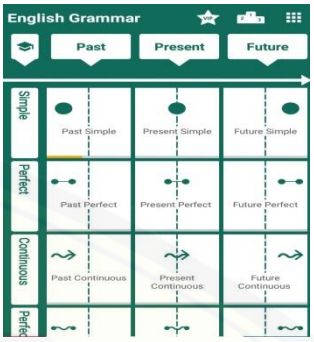
d. “English Tenses Practice” Application



Learning Resources :Internet

(http://americanenglish.state.gov/files/ae/resource_files

http://learnenglish.britishcouncil.org/en)

VII. LEARNING ACTIVITIES

Activity	Description	Time Allocation
Set Induction	1. The teacher greets and asks students to pray together. 2. The teacher checks the students’ attendance. 3. The teacher shows a conversation about past events. 4. The teacher asks some leading questions. a). Do you know what the conversation is talking about? b). What tenses that are used in the conversation? c). Do you know the formula of the tenses that are used in the conversation? 5. The teacher tells the material and learning goals.	10’
Main Activity	1. The teacher shows the conversation about past events	60’

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	2. The teacher asks the student to pay attention to the use of the tenses 3. The teacher gives the opportunity to the students to ask questios about simple past tense and present perfect tense. 4. The teacher asks the students to do the exercises about simple past tense in the "English Tenses Application" in the form of arranging sentences, then screenshot the result 5. The teacher asks the students to do the exercises about present perfect tense in the "English Tenses Application" in the form of arranging sentences, then screenshot the result 6. The teacher asks the students to change the word in the parentheses by using simple past tense or present perfect tense 7. The teacher discusses students' work with the class	
Closure	1. The teacher guides the students to conclude the Q-A about the main points 2. The teacher tell the students to study hard to prepare the test in the next meeting about simple past tense and present perfect tense 3. The teacher closes the teaching-learning activities by greetings the students.	10'

VIII. SCORING

a. Process Assessment

Satuan Pendidikan : SMAN 1 JEMBER

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

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NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		

Note :

1. The students pay attention to the teacher's explanation about simple past tense and present perfect tense
2. The students ask questions about simple past tense and present perfect tense
3. The students do the exercises in the application
4. The students answer the teacher's oral questions

Active : When the students at least fulfill 3 indicators of participations

Passive : When the students fulfill one or two indicators of participations

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b. Product Assessment

Satuan Pendidikan : SMA N 1 JEMBER

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

Instruction : Please identify the use of simple past tense and present perfect tense that is used in the conversation in a group, answer the multiple choice and arrange the sentences individually .

The Scoring Rubric

NO	GRADATION SCORE	SCORE RANGE
1.	Very Good	80-100
2.	Good	70-79
3.	Fair	60-69
4.	Poor	<60

The Collaborator

MUHAMAD ZAINURI, S.Pd

NIP: -

The Researcher

DIAN PRATIWI

NIM. 16021040101

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Students' Worksheet

I. Change the word in parentheses by using simple past tense or present perfect tense!

Jimmy : "Hi, Alex."

Alex : "Hallo, Jim."

Jimmy ; "I..... (not,see) you for a week, where have you been?"

Alex : "I..... (go) Bali for holiday."

Jimmy : "Oh, it sounds great. With whom ..... you (go) there?"

Alex : "I..... (go) there with my brother, any way where..... you (go)along holiday?"

Jimmy : "I ..... (not,go) anywhere, I just..... (stay) at home."

Alex : "Poor you! Just kidding Jim! What.....you (do)during holiday?"

Jimmy :"I..... (help) my sister prepare her wedding party."

Alex : "When will it be held?"

Jimmy : "Next week and I .....(send) the wedding invitation to your parents, and for you don't forget to come."

Alex : "Oh, I see, actually my mother.....(tell) me about it, but I forget. Ok, I hope I can come."

Jimmy : "I hope so. Alex, I am so sorry I am in a hurry because I should escort my mother to the market."

Alex : "It's Ok, be careful on the way Jim."

Jimmy : "Yeaahh."

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Answer key

1. Haven’t seen
2. Went
3. Did, go
4. Went
5. Did, go
6. Didn’t go
7. Did,do
8. Helped
9. Have sent
10. Has told

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Appendix

GRAMMAR POST TEST

Name	
Students' number/ Class	
Time	45 minutes

Construct a dialogue about past event that consists of 5 simple past tense and 5 present perfect tense!

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Appendix G

The Result of Classroom Observation in the First Meeting

No	Names	Indicators				Total	Result	
		1	2	3	4		active	Passive
1.	ARA			√	√	2		√
2.	AFS	√	√	√	√	4	√	
3.	AAR	√	√	√	√	4	√	
4.	AARM	√	√	√		3	√	
5.	AEP			√	√	2		√
6.	AN	√		√	√	3	√	
7.	AWS	√		√	√	3	√	
8.	AEP	√	√	√		3	√	
9.	ALIK	√		√	√	3	√	
10.	ASC	√	√	√	√	2	√	
11.	AMP			√	√	2		√
12.	ANZ			√	√	2		√
13.	ARA	√	√	√		3	√	
14.	BNTA	√	√	√		3	√	
15.	CDU	√	√	√	√	4	√	
16.	DARD	√	√	√		3	√	
17.	GK	√		√	√	3	√	
18.	GAA	√		√	√	3	√	
19.	HNFA	√		√	√	3	√	
20.	KA	√	√	√		3	√	
21.	MAS	√	√	√		3	√	
22.	MNS	√	√	√	√	4	√	
23.	MCBS	√	√	√	√	4	√	
24.	MDRVA	√		√	√	3	√	
25.	MII	√	√	√		3	√	
26.	NAZ	√		√		2		√

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27.	NAT	√	√	√	√	4	√	
28.	NTA	√	√	√		3	√	
29.	RA	√	√	√		3	√	
30.	RAH	√		√	√	3	√	
31.	SRY	√	√	√		3	√	
32.	SDR	√		√	√	3	√	
33.	TQAF	√	√	√		3	√	
34.	ZAEP	√		√		2		√

Indicators :

1. The students pay attention to the teacher's explanation about simple past tense and present perfect tense
2. The students ask questions about simple past tense and present perfect tense
3. The students do the exercises in the application
4. The students answer the teacher's oral questions

The percentage of the active participation in the first meeting was

$P = \frac{28}{34} X\ 100\ \% = 82.35\ \%$

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Appendix H

The Result of Classroom Observation in the Second Meeting

No	Names	Indicators				Total	Result	
		1	2	3	4		active	Passive
1.	ARA			√	√	2		√
2.	AFS	√		√		2		√
3.	AAR	√	√	√	√	4	√	
4.	AARM	√	√	√	√	4	√	
5.	AEP	√		√	√	3	√	
6.	AN	√		√	√	3	√	
7.	AWS	√		√	√	3	√	
8.	AEP	√	√	√		3	√	
9.	ALIK	√		√	√	3	√	
10.	ASC	√	√	√	√	4	√	
11.	AMP	√		√	√	3	√	
12.	ANZ	√	√	√	√	4	√	
13.	ARA	√	√	√		3	√	
14.	BNTA	√	√	√	√	4	√	
15.	CDU	√	√	√	√	4	√	
16.	DARD	√	√	√		3	√	
17.	GK	√		√		2		√
18.	GAA	√	√	√	√	4	√	
19.	HNFA	√	√	√		3	√	
20.	KA	√	√	√		3	√	
21.	MAS	√	√	√		3	√	
22.	MNS	√	√	√		3	√	
23.	MCBS	√	√	√	√	4	√	
24.	MDRVA	√	√	√	√	4	√	
25.	MII	√	√	√	√	4	√	
26.	NAZ	√		√	√	3	√	

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27.	NAT	√	√	√	√	4	√	
28.	NTA	√	√	√		3	√	
29.	RA	√	√	√		3	√	
30.	RAH	√	√	√		3	√	
31.	SRY	√		√		2		√
32.	SDR	√		√	√	3	√	
33.	TQAF	√	√	√		3	√	
34.	ZAEP	√	√	√		3	√	

Indicators :

1. The students pay attention to the teacher's explanation about simple past tense and present perfect tense
2. The students ask questions about simple past tense and present perfect tense
3. The students do the exercises in the application
4. The students answer the teacher's oral questions

The percentage of the active participation in the first meeting was

$P = \frac{30}{34} X\ 100\ \% = 88.23\%$

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Appendix I

The Result of Grammar Test

NO	NAME	Score	Achieved / Not achieved
1.	ARA	80	**Achieved**
2.	AFS	80	**Achieved**
3.	AAR	90	**Achieved**
4.	AARM	90	**Achieved**
5.	AEP	90	**Achieved**
6.	AN	90	**Achieved**
7.	AWS	90	**Achieved**
8.	AEP	80	**Achieved**
9.	ALIK	90	**Achieved**
10.	ASC	90	**Achieved**
11.	AMP	90	**Achieved**
12.	ANZ	90	**Achieved**
13.	ARA	100	**Achieved**
14.	BNTA	80	**Achieved**
15.	CDU	100	**Achieved**
16.	DARD	80	**Achieved**
17.	GK	80	**Achieved**
18.	GAA	80	**Achieved**
19.	HNFA	70	Not Achieved
20.	KA	90	**Achieved**
21.	MAS	90	**Achieved**
22.	MNS	80	**Achieved**
23.	MCBS	90	**Achieved**
24.	MDRVA	90	**Achieved**
25.	MII	100	**Achieved**

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26.	NAZ	100	**Achieved**
27.	NAT	80	**Achieved**
28.	NTA	80	**Achieved**
29.	RA	80	**Achieved**
30.	RAH	70	Not Achieved
31.	SRY	70	Not Achieved
32.	SDR	80	**Achieved**
33.	TQAF	80	**Achieved**
34.	ZAEP	70	Not Achieved

The mean score 85

Note :

Scorer : The Researcher

Achieved : Getting Score ≥ 80

Not Achieved : Getting Score less than 80

The percentage of the students who had achieved the passing grade as the successfull criterion of this research (getting score ≥ 80) was :

$$P = \frac{30}{34} X\ 100\ \% = 88.23\%$$

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Appendix J

The Letter of the Research Permission from the Dean of the Faculty of Teacher Training and Education, Jember University.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon (0331)- 330224, 334267, 337422, 333147 • Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor 1441/UN25.1.5/LT/2020 — 21 FEB 2020
Lampiran -
Hal Permohonan Izin Penelitian

Yth. Kepala Sekolah
SMAN 1 JEMBER

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama	: Dian Pratiwi
NIM	: 160210401012
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Rencana Penelitian	: Maret 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul "The Use of "English Tenses Practice" Application in Mobile Phone to Improve the Tenth Grade Students' Mastery of Past Tense and Perfect Tense at Senior High School" Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

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Appendix K

The Statement Letter of Accomplishing the Research at SMAN 1 Jember

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 JEMBER
Jl. Letjend. Panjaitan No. 53-55 Jember 68121 Telp./Fax. 0331-338586
http://www.sman1jember.sch.id, e-mail : sekolah@sman1jember.sch.id

SURAT KETERANGAN
Nomor 421/1150/101.6.5.1/2020

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Jember, menerangkan dengan sebenarnya bahwa :

Nama	:	DIAN PRATIWI
NIM	:	160210401012
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris
		FKIP Universitas Jember

Telah melaksanakan penelitian di SMA Negeri 1 Jember dengan judul "The Use of "English Tenses Practice" Application in Mobile Phone to Improve the Tenth Grade Students' Mastery of Past Tense and Perfect Tense at Senior High School" pada tanggal 21 April s.d 5 Mei 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 8 Desember 2020
Kepala,

Drs. EDDY PRAYITNO, M.Pd
NIP. 19650414 199003 1 008