

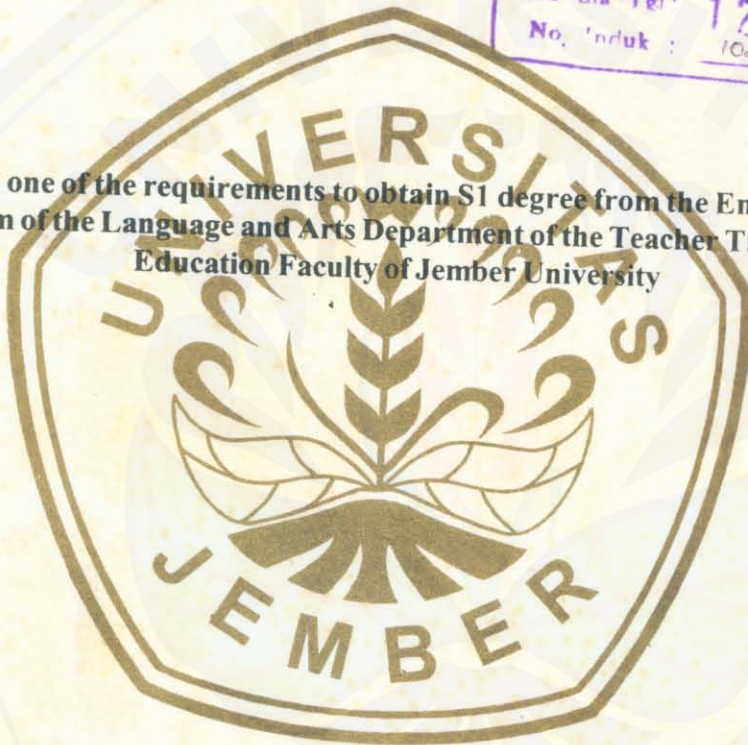


**A DESCRIPTIVE STUDY OF THE TENSES MASTERY
OF THE SECOND YEAR STUDENTS
AT SLTP NEGERI 7 JEMBER IN THE 2000/2001
ACADEMIC YEAR**

THESIS

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Presented as one of the requirements to obtain S1 degree from the English Education Program of the Language and Arts Department of the Teacher Training and Education Faculty of Jember University



By :

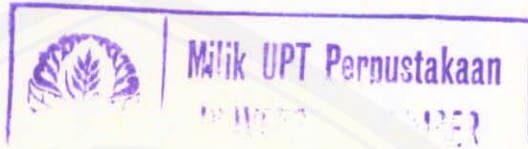
Ruben Setyo Adi

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**ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
February, 2001**

My Sincere dedication is due to:

Everyone who loves me.



Nothing is not changeable except the change itself

(Nebur)



APPROVAL

A DESCRIPTIVE STUDY OF THE TENSES MASTERY
OF THE SECOND YEAR STUDENTS AT SLTP NEGERI 7 JEMBER
IN THE 2000/2001 ACADEMIC YEAR

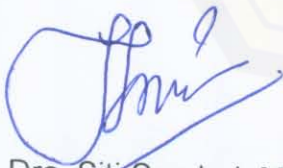
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The writer realizes that the thesis is not perfect yet, so it will be very grateful if there are corrections and suggestions given in order to make this thesis better.

February, 2001

The Writer

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ABSTRACT

Ruben Setyo Adi, February 2001, A DESCRIPTIVE STUDY OF THE TENSES MASTERY OF THE SECOND YEAR STUDENTS AT SLTP NEGERI 7 JEMBER IN THE 2000/ 2001 ACADEMIC YEAR.

Thesis, English Education Program, Language and Arts Department, Teacher Training and Education Faculty, Jember University.

Consultants : (1) Dra. Siti Sundari, M.A
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The key word: tenses mastery

Grammar takes an important role in learning English. As a matter of fact, English grammar especially tenses, is different from Indonesian. This becomes a problem to Indonesian students who are learning English. The problem of this research was how the students' tenses mastery of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year. The problem covered the mastery of simple present tense, simple past tense, simple future tense, and present perfect tense. The objective of the research was to know the students' tenses mastery that cover four indicator. The respondent are 44 students from 176 population of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year. The method used to determine the respondents was proportional random sampling by lottery. In this research, the data collection methods used were test as the main data, documentation and interview as the secondary data. The research results showed that in general the students' tenses mastery was enough (56.94%). Specifically on the average, the students' mastery on the simple present tense was enough (62.73%). The students' mastery on simple past tense was bad (52.27 %). The students' mastery on simple future tense was enough (58.67 %). The students' mastery on present perfect tense was bad (54.09 %). Based on the result of the research, it was suggested that English teacher try to apply a new technique in teaching tenses such as by using PGR technique to increase the students' tenses mastery. It was due to the consideration that PGR is a technique, which is used in teaching a difficult subject in structure.

I. INTRODUCTION

1.1 The Background of the Study

In Indonesia, English has been learned at schools as a foreign language. It has been learned by the students from the elementary school to the university. Since the position of English is a foreign language, many students have problems in learning English, especially in learning English structure or the rule of English including learning the tenses.

Realizing the complexity of the English structure especially in learning the tenses, the students are expected to master it. They have to master the language skill, namely: listening, speaking, reading, and writing. Smith (1986;363) states the major objective of the English teacher in this connection is to help the student to listen, to speak, to read, and to write better, and to discover the best way of teaching grammar.

To master English, tenses cannot be ignored. It is because of the role of tenses is very important to improve the students' English skill. In other words, in order to master English well, the students should understand the tenses will. So the students can improve the four English skills.

Based on the statement above, learning and mastering English tenses is very important. It will lead the students to write and to speak English well. This study focuses on the students' tense mastery. In learning English at SLTP it is stated in the 1994 English curriculum that the objective of learning English is that the students have four English skill, namely; listening, speaking, reading and

writing. By considering the importance of English mastering it's necessary to do a research to know the students' tenses mastery.

1.2 The Problems of the Study

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

1.2.1 General Problem

The general problem is, "How is tense mastery of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year?"

1.2.2 Specific Problems

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

1. How is the simple present tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year?
2. How is the simple future tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year?
3. How is the simple past tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year?
4. How is the present perfect tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year?

1.3 The Operational Definition of the Terms

An operational definition will guide the researcher to understand the concept as a study indication. It enables to get mutual understanding of the concepts studied between the researcher and the readers. Tuckman (1987:13) said that " Since a research composed of operation series, it is necessary to convert variable from abstract concept to an operational form. It is necessary to define the concepts used operationally to avoid misunderstand of the concepts between the researcher and the readers. The concepts that are necessary to be defined operationally in this research are descriptive study and tenses mastery.

1.3.1 A Descriptive Study

A descriptive study means a research that is not intended to prove a hypothesis. It is intended to describe the tenses mastery of the second year students of SLTP Negeri 7 Jember in the 1999/2000 academic year.

1.3.2 Tenses Mastery

Tenses mastery means the students' achievement of tenses that cover the mastery of the simple present, the simple past tense, the simple future, and present perfect tense. By tenses, the students will understand when the events happen.

1.4 The Objectives of the Study

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

1.4.1 General Objective

The general objective of this research is to know the students' tense mastery of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year.

1.4.2 The Specific Objectives

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

1. To know the simple present tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year.
2. To know the simple future tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year.
3. To know the simple past tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year.
4. To know the present perfect tense mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year.

1.5 The Beneficial of the Research

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

1.5.1 The English Teacher

The results are useful for the English teacher as information to know her/his students' tenses mastery. The information can be used

as consideration to improve the teaching quality to increase the students' tense mastery

1.5.2 The Students

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

1.5.3 Other Researchers

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



2.1 The Students' Tenses Mastery

The English learners are sometimes confused between tense and time. In fact, the understanding of tense is not the same as time. According to Heyden, tense refers to the form of the verb used. For example, he goes (simple present), he went (simple past), he has gone (present perfect tense), he will go (present future), etc. Time is not grammatical structure; time is the concept that exists in the mind of the speaker.

There are sixteen types of tenses. In this research, four types of tenses are used, simple present tense, simple future tense, simple past tense, and present perfect tense. The reason of choosing the four types of tenses is because they are the materials of structure for the second year students of SLTP stated in the 1994 English curriculum, and the four tenses have been learnt by the students (see on Appendix 7).

2.2. Simple Present Tense

A. Pattern of structure

1. *Verbal sentence*

S + v1 (s/Es) + O

Example: She eats a plate of rice a day.

2. *Nominal sentence*

S + am, is, are + Adj / Noun / Adv

Example: She is beautiful.

B. Usage

1. *To express the habitual actions (Liberty; 1992:15)*

To say something happens all the time or repeatedly (Murphy; 1987:4)

Examples:

- I go to school everyday.
- He always sends me a letter a month.
- She saves 5 dollars a month.

2. *To express the general truth (Liberty; 1992:15)*

To talk about thing is true in general (Murphy; 1987:4)

Examples:

- The sun rises in the east.
- The sun sets in the west.
- The moon rises at night.
- A week has seven days.
- Water is liquid.

C. Time signals of Simple Present Tense

Time signals are often used in the Simple Present Tense to indicate the continuity and the frequency of actions.

1. *Adverbs of time*

- | | |
|---------------|----------------------|
| - everyday | - every time |
| - every week | - every month |
| - Every ... | - in the morning |
| - at seven | - once a day |
| - twice a day | - Three times ...etc |

2. *Adverbs of Frequency*

- | | |
|-------------|-----------|
| - always | - usually |
| - sometimes | - often |
| - ever | - never |

- | | |
|--------------|------------------------|
| - frequently | - generally |
| - as a rule | - regularly now a days |
| - steadily | - once in while |
| - normally | - rarely |

2.3. Simple Past Tense

A. Pattern of structure

1. Verbal sentence

S + v2 + ... O

Example: She ate a plate of rice yesterday.

2. Nominal sentence

S + was / were + ... Adj / Noun / Adv

Example: My grandmother was beautiful 20 years ago.

B. Usage

1. To express the action or situation in the past (Liberty; 1992:20)

To talk about action or situation in the past (Murphy; 1987:22)

Example;

- I visited her yesterday
- He sent me a letter last year
- She stole 5 dollars two month ago

2. To express the habitual action in the past time (Liberty; 1992:20)

Example;

- He often visited this house last year
- Your Father always gave me a lot of money 5 year ago

C. Time signals of Simple Past Tense

The following time signals can be used in the Simple Past Tense to indicate past action.

- yesterday morning
- Yesterday ...
- two hours ago
- ... ago, etc
- last month
- Last ...
- the day before yesterday

Note : The verb used in past tense is second form, and divided into regular and irregular verb.

2.4. Simple Future Tense

A. Pattern of structure

1. *Verbal sentence*

S + will/shall +... O

Example: I will eat a plate of rice tomorrow.

2. *Nominal sentence*

S + will/shall + be +... Adj / Noun / Adv

Example: She will look beautiful on seventeen years old.

B. Usage

1. *To express the action / activity in the future (Liberty; 1992:24)*

To do what we intend to do in the future (Murphy; 1987:10)

Example;

- I shall go to school
- He will send me a letter
- She will save 5 dollars a month

2. *To express the conditional (Liberty; 1992:24)*

Example;

- My friends will give me a wonderful present **if** I succeed

- He will be happy **if** you attempt.
- The moon won't rise in the night **if** there is cloud.

C. Time signal of Simple Future Tense

The following time signals may used in the Simple Future Tense to indicate future action.

- | | |
|--------------------|--------------------------|
| - Tomorrow morning | - Tomorrow... |
| - next week | - Next ... |
| - soon | - the day after tomorrow |
| - later | - in a little |
| - this morning | - tonight |
| - this week | - this,etc |

2.5. Present Perfect Tense

A. Pattern of structure

1. *Verbal sentence*

S + has/have + V3 +... O

Example: I have eaten a plate of rice this morning.

2. *Nominal sentence*

S + has/have + been +... Adj / Noun / Adv

Example: She has been beautiful since seventeen years old.

B. Usage

To express the happened activity and there is relation with the present time (Liberty; 1992:18)

The present perfect always has connection with the present (Murphy; 1987:42)

Example;

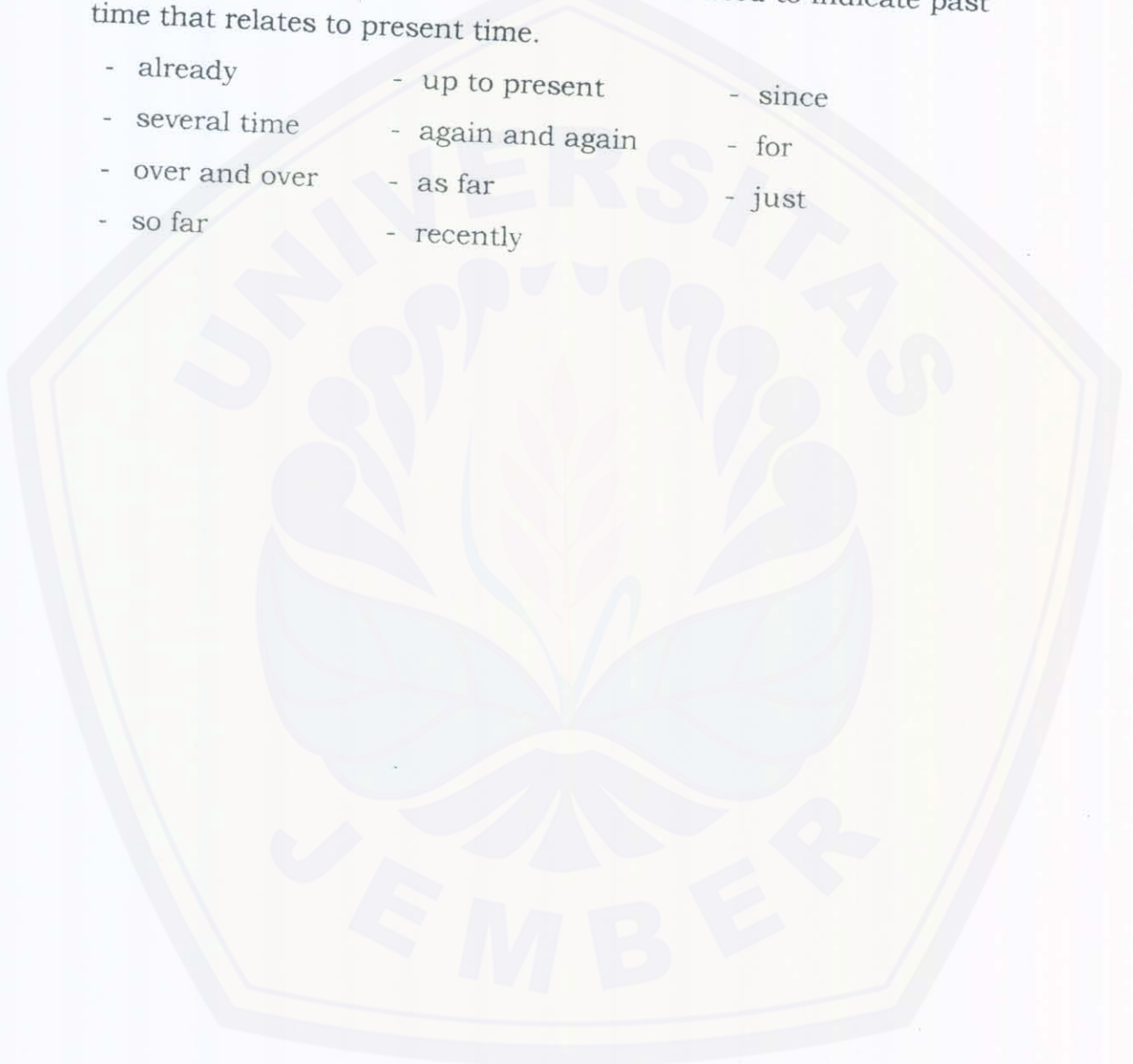
- I have gone to school.

- He has sent me a letter
- She has saved 5 dollars a month.

C. Time Signal of Present Perfect Tense

This time signals of Present Perfect Tense is used to indicate past time that relates to present time.

- already
- several time
- over and over
- so far
- up to present
- again and again
- as far
- recently
- since
- for
- just



III. RESEARCH METHODS

3.1 Research Design

This is a descriptive research. Arikunto states that a descriptive study has an objective to describe a certain situation systematically, accurately, and factually (1992; 1).

Based on this idea, this research was intended to describe the students' tenses mastery that covers the mastery of the simple present tense, the simple past tense, the simple future tense and the present perfect tense.

The procedures of this research were as follows:

1. determining the title
2. studying the references
3. formulating the problems and the objectives
4. determining the data resources
5. constructing the research instrument
6. collecting the main data
7. analyzing the collected main data
8. concluding the research result
9. Writing the research report

3.2 Area Determination method

Purposive method is a method to determine the research area designed to achieve a certain goal (Hadi. 1987; 226). This research was conducted at SLTP Negeri 7 Jember in the 2000/2001 academic year.

This school was chosen purposively. It was chosen to conduct this research on the consideration that the school provides

some facilities needed in this research. Furthermore, the output of the school is included enough category school.

3.3 Respondent Determination Method

The respondents of this research were the second year students of SLTP Negeri 7 Jember. The population of this research was all the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year. The sample were determined by using proportional random sampling by lottery. The number of the samples was 44 students or 25% of the population (176 students). The samples were taken proportionally at random from four classes of the second year students.

The calculation of the samples taken proportionally and randomly from four classes of the second year students is presented in the table below.

Table 1. The Samples Taken from the Four Classes

Class	Students Number	Samples
2a	43 students	11 students
2b	43 students	11 students
2c	41 students	10 Students
2d	49 students	12 students
Total	176 students	44 Students

3.4 Data Collection Methods

In this research, the data covered the main data and supporting data. The main data were the students' scores of tenses

mastery. They were collected by using structure test, then, the supporting data were collected by interview and documentation.

3.4.1 Test

Test in this study was used to collect the main data dealing with the students' scores of tenses mastery. This test was teacher made test. It was constructed based on the indicators used, namely: simple present tense 5 item, simple past tense 5 item, simple future tense 5 item and present perfect tense 5 item. The test mapping could be seen on Appendix 6.

Dealing with the test validity, the test used content validity because it covered the materials of structures stated in the 1994 English curriculum, and the tenses used had been learnt by the second year students of SLTP. Therefore this test was valid. Meanwhile, a reliable test may not be valid at all, while a valid test is always reliable (Hughes 1986:28). Based on this idea if this test was valid it was reliable as well. Accordingly, the test reliability the test reliability was not necessary to be used.

3.4.2 Interview

In this research, interview was conducted to get the supporting data dealing with the techniques used by the English teacher in teaching structure. While interviewing the English teacher, a guide of interview in the form of a list of questions was prepared so that the questions were not deviated from the information needed. The guide of interview could be seen on Appendix 5.

3.4.3 Documentation

Documentation is a way of collecting data obtained through written materials that is related to the problem of the study. The resources can be obtained from some English newspapers, some English magazines, dictionary Indonesian-English - English- Indonesian, etc.

This research used documentation to obtain the list of the name of the second year student' of SLTP Negeri 7 Jember taken as respondents.

3.5 Data analysis Method

To analyze the gathered data is important in every empirical research. Data will be meaningful if they are analyzed to get good calculation.

There are two techniques of analyzing data: qualitative and quantitative. The qualitative technique or non-statistical technique deals with qualitative data. To analyze the qualitative data is used a process of transition which is called 'content analyzes'. The content analysis is a procedure to categorize verbal data which is used for classification, recapitulation, and tabulation. The quantitative technique or statistical technique deals with quantitative data in the form of numbers.

This research worked with quantitative data. The primary data were the second year students' mastery of the tenses. To know the students' mastery of tenses in the form of percentage, the data were analyzed by using the following formula:

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

Explanations:

- E = the students' tenses mastery
n = correct answer obtain by the students
N = total items

(Adapted from Ali, 1986:16)

After the data analyzed qualitatively, the result were classified based on the classification of the score level presented In the table 2 bellow.

Table 2. The Classification of the Score Level

SCORE	INTERPRETATION
96% - 100%	Excellent
86% - 95%	Very good
76% - 85%	Good
66% - 75%	More than enough
56% - 65%	Enough
46% - 55%	Bad
36% - 45%	Very bad
26% - 35%	Poor
≤ 25%	Very poor

(Adapted from Depdikbud, 1990:10)

In this Chapter, the research results and the data analysis of the primary data and the supporting data are discussed.

4.1. Supporting Data

The supporting data were intended to support the primary data in describing the variable and problems. In this research, the supporting data were collected by interview and documentation.

4.1.1. The Result of Interview

After interviewing the English teacher, it was known that the materials for teaching English were taken from the handbook of English for junior High School published by The National Education Department. Grammar Translation Method was used by the teacher in teaching structure. Meanwhile in the 1994 curriculum the approach that should be used in teaching English was Meaningful Approach. From the teacher, it was known in general the students' tenses mastery at SLTP Negeri 7 Jember was enough.

The facilities supporting the English lesson is a library which consist of some English dictionaries; English-Indonesian, Indonesian-English, some English magazines, and some English articles.

4.1.2. The Result of Documentation

Documentation was used to gain the supporting data about the names of respondents (see on Appendix 6).

4.2. Primary Data

4.2.1 Results of Test

The primary data were taken by using test. The respondents were given a test to know the students' tenses mastery. Thus, the primary data were about the students' tenses mastery in the form of score.

The test consisted of 20 items with four indicators, and each indicator consist of 5 item that's done in 60 minutes. The percentages of the scores were consulted to the classification of score level presented in chapter III. The data of the students' tenses mastery of each indicator are presented in the following table 3.

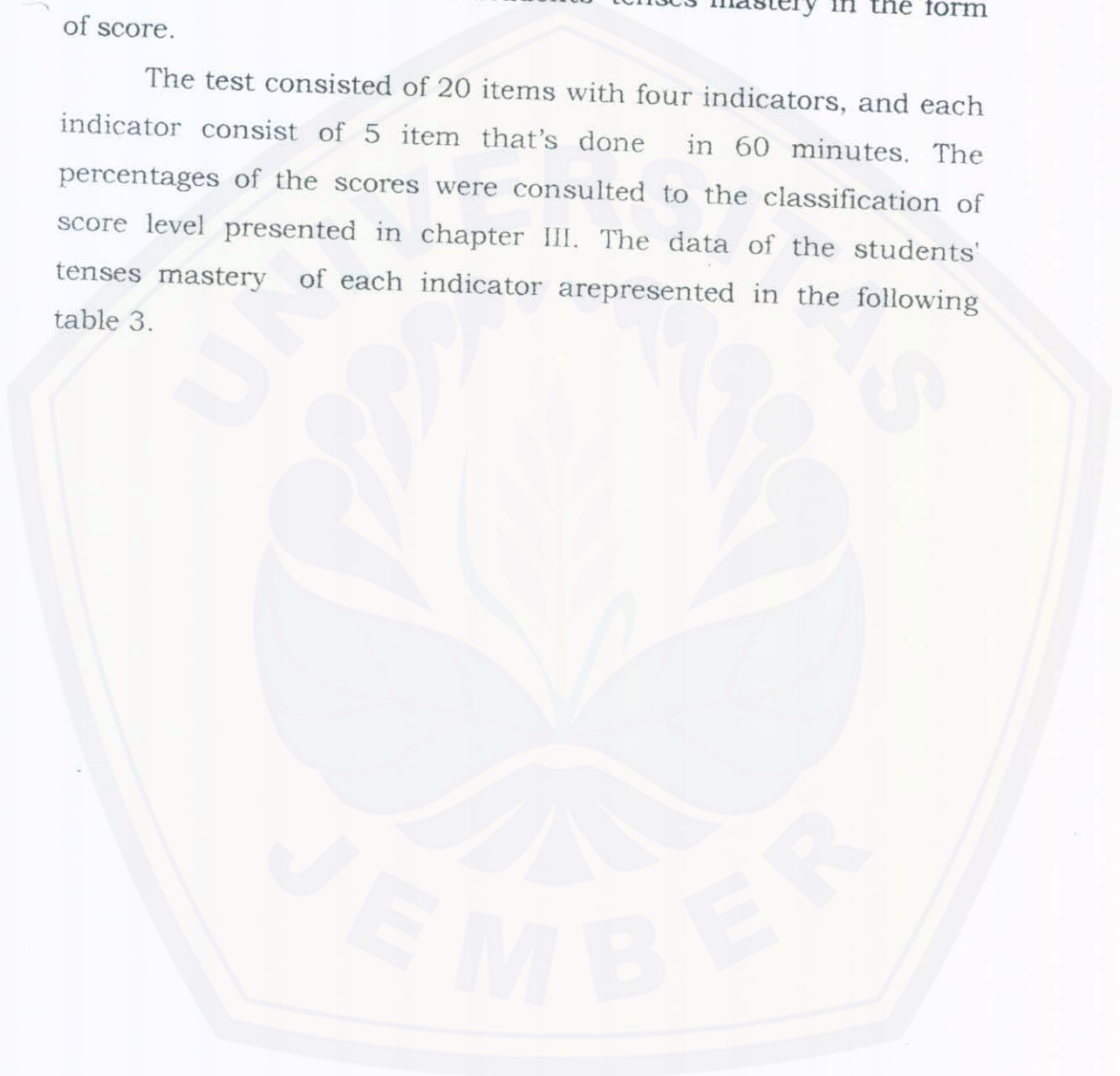




Table 3. The Data of Students' Tenses Mastery

N R	Simple Present		Simple Past		Simple Future		Present Perfect		Tense Mastery	
	5 items		5 items		5 items		5 items		5 items	
	R	W	R	W	R	W	R	W	R	W
1.	5	0	5	0	5	0	3	2	18	2
2.	5	0	0	5	1	4	2	3	8	12
3.	5	0	5	0	5	0	2	3	17	3
4.	5	0	2	3	4	1	3	2	14	6
5.	5	0	1	4	3	2	3	2	12	8
6.	3	2	1	4	5	0	2	3	11	9
7.	1	4	2	3	3	2	3	2	9	11
8.	2	3	5	0	5	0	3	2	15	5
9.	4	1	5	0	5	0	3	2	17	3
10.	3	2	3	2	4	1	2	3	12	8
11.	3	2	2	3	3	2	2	3	10	10
12.	4	1	1	4	3	2	4	1	12	8
13.	2	3	5	0	4	1	3	2	14	6
14.	5	0	1	4	3	2	3	2	12	8
15.	5	0	2	3	3	2	2	3	12	8
16.	4	1	5	0	5	0	3	2	17	3
17.	5	0	2	3	5	0	2	3	14	6
18.	2	3	3	2	4	1	3	2	14	6
19.	3	2	1	4	4	1	3	2	11	9
20.	5	0	2	3	4	1	2	3	13	7
21.	3	2	5	0	5	0	4	1	17	3
22.	0	5	1	4	2	3	3	2	9	11
23.	0	5	2	3	3	2	2	3	7	3
24.	2	3	2	3	3	2	2	3	9	11
25.	5	0	5	0	5	0	3	2	18	2
26.	5	0	4	1	5	0	5	0	19	1
27.	2	3	4	1	4	1	5	0	15	5
28.	1	4	2	3	3	2	2	3	8	12
29.	5	0	4	1	5	0	4	1	18	2
30.	3	2	2	3	4	1	3	2	12	8
31.	3	2	1	4	5	0	4	1	13	7
32.	5	0	5	0	5	0	5	0	20	0
33.	0	5	2	3	3	2	3	2	8	12
34.	2	3	1	4	4	1	2	3	9	11
35.	1	4	2	3	3	2	3	2	9	11
36.	3	2	0	5	3	2	2	3	9	11
37.	4	1	2	3	4	1	3	2	8	12
38.	4	1	5	0	5	0	3	2	13	7
39.	1	4	2	3	3	2	3	2	18	2
40.	5	0	2	3	4	1	2	3	9	11
41.	2	3	1	4	3	2	3	2	13	7
42.	4	1	5	0	5	0	5	0	9	11
43.	0	5	2	3	3	2	2	3	7	13
44.	2	3	1	4	3	2	4	1	10	10
Tot	138	82	115	105	129	91	119	101	501	379
Mean	62,73	37,27	52,27	47,73	58,67	41,36	54,09	45,91	56,94	43,71

Explanations :

NR : Number of Respondents

R : Right answers

W : Wrong answers

Tot. : Total of the right answers obtained by the respondents

Mean : The average right score of the right answers obtained by the respondents

The total item of each indicator is $44 \times 5 = 220$

The total item of all indicator is $44 \times 5 \times 4 = 880$

4.2.1 Data Analysis

The everate or mean of the students' tenses mastery is enough (56,93 %). This mean is obtained from the following formula :

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

$$E = \frac{138 + 115 + 129 + 119}{880} \times 100$$

$$E = 56,93$$

Specifically, from the data analysis, the average or mean of the students' scores of the simple present tense is enough (62.73%), it is from

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

$$E = \frac{138}{220} \times 100$$

$$E = 62,73$$

The result of datashows analysis the average or mean of the students' scores of the simple past tense is bad (52.27%), it is from:

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

$$E = \frac{115}{220} \times 100$$

$$E = 52,27$$

Then, the result of the data analysis indicates the average or mean of the students' scores of the simple future tense is enough (58.67%), it is from

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

$$E = \frac{129}{220} \times 100$$

$$E = 58,67$$

Lastly, The result of the data analysis tells the average or mean of the students' scores of the present perfect tense is bad (52.72%), it's from

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

$$E = \frac{119}{220} \times 100$$

$$E = 52,72$$

Based on the result of test presented on the table 3, the clasification of students tense mastery can be seen in the table below ;

Table 4. The Clasification of the Students' Tenses Mastery

No	Indicator	Mean	Clasification	Interpretation
1.	Simple Present Tense	62,73	56 -65	Enough
2.	Simple Past Tense	52,27	46 - 55	Bad
3.	Simple Future tense	58,67	56 -65	Enough
4.	Present Perfect tense	52,72	46 - 55	Bad
	Everage	56,29	56 -65	Enough

4.3 Discussion

In general, the problem of the study is how the mastery of tenses of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year. Based on the result of the data analysis, in general the students tenses mastery is classified as enough (56.94%) in the interval 56-65%.

Specifically, from the result of the data analysis, the average or mean of the students' mastery of the simple present tense is enough (62.73%), the average or mean of the students' mastery of the simple past tense is bad (52.27%), the average or mean of the students' mastery of the of simple future tense is enough (58.67%), the average or mean of the students' mastery of the present perfect tense is bad (54.09%).

From those result, the highest percentage of score belongs to the mastery of the simple present tense (62.73%), while the lowest one is the mastery of the simple past tense (52.27%).

There are some possible causes of the mastery of tenses in this case. The lowest percentage of the simple past tense mastery might be caused by the verb forms that are unfamiliar for the students. For example ;

run	run	run
swim	swam	swum
sleep	slept	slept

In the happened cases the students tend to use runed, swimed, slected for the past tense. So it can be concluded that the students get difficulties in using regular or irregular past verb forms. Meanwhile, the highest percentage of the simple present tense mastery might be caused by the easier pattern of the simple past tense. There is no change in the use of verb forms in the

simple present tense, they just use simple form of the verbs or the first form.



5.1. Conclusion

Based on the results of the data analysis, It can be concluded that most of the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year had enough qualification (56, 94 %) on tenses mastery. The percentage of the tenses mastery of each indicator of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year were as follows:

- a. In general, the students' mastery of the simple present tense was enough (62.73%).
- b. In general, the students' mastery of the simple past tense was bad (52.27%).
- c. In general, the students' mastery of the simple future tense was enough (58,67%).
- d. In general, the students' mastery of the present perfect tense bad (54,09%).

The results suggest that the students' tenses mastery need to be improved, since the tenses mastery is essential for the improvement of the English skill.

5.2. Suggestions

Based on the research result that show the second year students of SLTP Negeri 7 Jember in the 2000/2001 academic year still got low scores about the simple past tense, the following suggestions may be useful particularly for the English teacher and other researchers.

5.2.1. English Teacher.

In teaching structure, the English teacher is suggested to pay more attention to the students' difficulty in learning tenses, especially on the mastery of simple past tense and present perfect tense. In addition he/she should improve the teaching learning process, such as by using PGR (Practice, Generalization, and Reinforcement) technique in teaching tenses, because PGR is designed to teach language structure, which is considered difficult. Moreover, he/she should give more exercises concerning with the tenses.

5.2.2. Other Researchers

It is suggested that the other researchers conduct a further research dealing with similar problems by using another design, such as research on the effectiveness of intensive exercises of the tenses on the students' writing skill or speaking skill, or a classroom action research to improve the students' tenses mastery.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of The Tenses Mastery of The Second Year Students At SLTP Negeri 7 Jember in The 2000/2001 Academic Year	<p>General Problem : How is the tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ?</p> <p>Specific Problem ;</p> <ul style="list-style-type: none"> • How is the Simple Present tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Simple Past tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Simple Future tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Present Perfect tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? 	The Students' Tenses Mastery	<ol style="list-style-type: none"> 1. Simple Present Tense 2. Simple Future Tense 3. Simple Past Tense 4. Present Perfect Tense 	<ol style="list-style-type: none"> 1. Respondents: The second year students at SLTP Negeri 7 Jember.) 2. Informant: The English Teacher. 3. Documents 	<ol style="list-style-type: none"> 1. Area Determination : Purposive 2. Respondent Determination: Proportional Random Sampling 3. Data Collection Method : 1. Primary Data : Test 2. Secondary Data : - Interview - Documentation 4. Data Analysis Method $E = \frac{n}{N} \times 100$ <p>E = the percentage of the students' tenses mastery. n = the correct answers obtained by the students. N = The total number of the test items.</p> <p>(Adapted from Ali ; 1985:16)</p>

Research Instrument

Structure test on tenses

Kelas : II

Waktu : 60 menit

Change the verb in the bracket into suitable form!

1. I (sleep) three hours everyday.
2. Father always (put) his money in the pocket.
3. He (swim) in the swimming pool two days ago.
4. Father (put) some money in the pocket tomorrow.
5. Father (put) some money in the cabinet since this morning.
6. I (eat) a plate of rice every hour.
7. He often (swim) in river
8. Father (put) some money in the pocket last week.
9. He (swim) in the swimming pool once a week.
10. He (swim) in the swimming pool for three hours.
11. She (run) quickly since 1 year old.
12. I (sleep) three hours yesterday.
13. She (run) quickly in the last competition.
14. I (eat) a plate of rice next two hours.
15. I (sleep) in my room for three hours today.
16. I (eat) a plate of rice next lunch.
17. I (sleep) three hours this morning.
18. She (run) quickly in the next competition.
19. She (eat) a plate of rice this morning.
20. She (run) quickly this morning.

Appendix 4

THE LIST OF THE RESPONDENTS' NAMES

No.	Names	No.	Names
1.	Titiek Esti W.	23.	Aries Rahmani M.
2.	Andi Aulia rahman	24.	Dei Fariyadi
3.	Itok Suparmanto	25.	Hakim Sabriansayh
4.	Munika Ariyanti	26.	M. Sulistyo
5.	Hendra Adiwinata	27.	Mahfud Efendi
6.	Guntur Pramono	28.	Ika Dian P.
7.	Muhammad Zaini	29.	Sinta Bayu
8.	Dedy Ariyanto	30.	Suharyono
9.	Suliyana	31.	Mahendra Priyogo
10.	Safitri Setyo W.	32.	Astutik
11.	Santi Rahayu	33.	Mohammad Ismail
12.	Mulat Suryanto	34.	Beny Sofyan S
13.	Roni Iskandar	35.	Yuliana Dwi Ruswantini
14.	Yuniar Wardana	36.	Alam Yuni S.
15.	Dwi Kusniar Febriyanti	37.	Henry Nurham M
16.	Dwi Kiswahyudi	38.	Siti H
17.	Mas Arie Yuliansyah	39.	Ani Fitriyana
18.	Suhartono	40.	Dita Pramesti
19.	Dony Dwi Rudianto	41.	Deni Indarto
20.	Anton Nugroho	42.	S Agus Diyan
21.	Dian Angga	43.	Ima Dwi Mayasari
22.	Agus Praptomo	44.	Novi Tri Kurniawati



THE GUIDE OF INTERVIEW

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1	How many classes and students of the second year of SLTP Negeri 7 Jember?	The English teacher
2	Would you please explain me about the teaching techniques applied in the teaching of structure	The English teacher
3	What is the handbook used in the teaching of English	The English teacher
4	How is the condition of the class room ?	The English teacher
5	What is the facility, which supports the English teaching?	The English teacher

TEST MAPPING

TITLE	PROBLEM	VARIABLES	INDICATORS	TEST ITEMS
<p>A Descriptive Study of the Tenses Mastery of the Second Year Students at SLTP Negeri 7 Jember in the 2000/2001 Academic Year</p>	<p>General Problem: How is the tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ?</p> <p>General Problem</p> <ul style="list-style-type: none"> • How is the Simple Present tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Simple Past tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Simple Future tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? • How is the Present Perfect tenses mastery of the second year students at SLTP Negeri 7 Jember in the 2000/2001 academic year ? 	<p>Students' tenses mastery</p>	<ul style="list-style-type: none"> • Simple Present Tense • Simple Past Tense • Simple Future Tense • Present Perfect Tense 	<p>1,2,6,7, 9 3,8,12,13,20 4,,14,16,18,19 5,,10,11,15,17</p>

CAWU 1	
Unit 1	
I. Sports equipment	7
II. Which do you prefer?	9
III. How to do something	10
Unit 2	
I. Sportsmen	12
II. How to compare two things	14
III. To offer, to accept, and to refuse some help	17
Unit 3	
I. Health	18
II. How to describe	22
Unit 4	
I. Medicines	24
II. To show sympathy and hope	26
Unit 5	
I. Dressmaking	28
II. What will you do?	30
Unit 6	
I. Garments	32
II. What have you done?	35
CAWU 2	
Unit 7	
I. Recreation	38
II. Plans	41
III. Where have you been?	42
Unit 8	
I. Study tour	43
II. What are you going to do?	45
III. How similar are they?	46
Unit 9	
I. Rural life	47
II. How to express choices	49
III. What would you like?	50
Unit 10	
I. Transport	51
II. About: no, none, enough	54
III. Would you help me?	54

Unit 11

I. In a hotel	56
II. How to offer a help	58
III. How to use adverbs of frequency	59

Unit 12

I. Banking	60
II. To use the question word : "How"	62

Unit 13

I. Restaurant	65
II. "Special verbs with adjectives"	68

Unit 14

I. The place of worship	69
II. How did it happen?	71
III. How often?	72

CAWU 3

Unit 15

I. Cattle	73
II. How to show sympathy	75
III. Where are they?	76

Unit 16

I. Pets	79
II. How to describe	81
III. How to compare	81

Unit 17

I. Entertainment	82
II. How to invite	84
III. Music	84
IV. Let's hope for the best	86

Unit 18

I. Our nature	87
II. What is going to happen?	90

Unit 19

I. Our country	91
II. Natural resources in Indonesia	93

Daftar Kata	95
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Daftar Pustaka	96
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