

**TEACHING TENSES BY USING SMARTSES APPLICATION AT THE
SECOND SEMESTER OF ENGLISH LANGUAGE STUDENTS AT IAIN
PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by,

Nurhasada Aksa

REG. NUMBER: 15. 0202. 0063

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

The thesis entitled “Teaching Tenses by Using Smartsets Application at the Second Semester of English Language Students at IAIN Palopo” which is written by Nurhasada Aksa, Reg. Number 15.02.02.0063, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute (IAIN) Palopo, has been examined and defended in **Munaqasyah** session which is carried out on **Wednesday, September 18th 2019 M**, coincided with **Muharram 18th 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 18th, 2019 M
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Palopo, September 18th 2019

The Researcher



Nurhasada Aksa

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ABSTRACT

Nurhasada Aksa, 2015. “*Teaching Tenses by Using Smartses Application at the second semester of English Language Students at IAIN Palopo.*” Thesis English program study of tarbiyah and teacher training IAIN Palopo, Consultant (I) Dr. Masruddin, S.S., M.Hum (II) Jufriadi, S.S., M.Pd

Keyword: Improving, Smartses Application, and Tenses Ability.

This thesis focused on the improvement of students' tenses ability at IAIN Palopo by using Smartses Application. This thesis focused on one research question is Smartses Application effective to improve the students' tenses ability at the second semester of English Language Students at IAIN Palopo.

The researcher applied experimental research with pre-test and post-test design. This research was taken at the second semester of English Language students at IAIN Palopo. The numbers of population were 115 students and the researcher took 20 students from class A as samples using purposive sampling technique. The researcher used test as instruments of the data collection.

The result of this research showed that there were significant improvements on students' tenses ability at the second semester of English language students at IAIN Palopo after conducting the treatments by using Smartses Application. In which the score of t_{count} (11.449) is bigger than the score of t_{table} (2,101). It means that Smartses Application gives significant improvement to students' tenses ability.

CHAPTER I

INTRODUCTION

A. Background of the Research

English language skills and components shall be mastered by someone who teaches and learn English because English is the key to interact with people around us especially of at the second semester of English Language Students at IAIN Palopo. However, English is not our own language everyone will feel that English is difficult. On Campus, English students learn four language skill. Skill cannot stand alone. They need other language components like tenses to support them. Without tenses, this skill will not be complete.

Teaching is the unique way to create the good situation in teaching learning process. Teacher will keep students' attention about what teacher is conveyed. Teaching also one of the effort of teacher in guiding the students in learning and also facilitating everything which has related to the material. This, the material can be easier obtained by the students. Teaching was guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹

In teaching and learning English, tenses has a great effect in helping students to master the main targets of learning English in communication. For example in writing, if a student wants to write a text but he does not understand tenses, he will not produce good text. This was one of the considerations in which

¹ H. Douglas Brown, *Principles of Learning and teaching*, (University of Illionis: 1987), p.8.

the tenses must be understood by the learner before he or she uses English. In this case, teacher has a big role in teaching tenses. English teacher shall be able to teach tenses.

Tenses are grammatical verb that shows: time, the present, past, future etc². Tenses are one of the basic in learning English. Therefore, to be able to communicate well and understand with others, then the language uses must be in accordance with the rules specific, where the rules must be adjusted with the period of time that was tenses. The mastery of tenses are something that shall not be ignored because it is the key to good practice. But in reality there is still many who has difficulty in the preparation of sentences and understanding in the language.

In English we have to know about sixteen tenses, but the we would study just seven tenses, they are simple present tense, simple past, simple future, present continuous tense, present perfect tense, past perfect and past continuous.. Every tense has different time and event. When someone wants to express her/his daily activity, he uses simple present tense and when he wants to express his experience, he uses simple past.

Teaching tenses is a way to make students understand how to use tenses and the pattern. Now days many students are not interested for learning tense and they think it is so difficult to understand. All sentences in English are inseparable from tenses because all sentences must have something to do with the timing and nature of the events. Meanwhile, according to Amin Technology information is

² Hornby. *Oxford advance Learner's Dictionary of Current English*, London: Oxford University Press, 1974, p 891.

atechnology that is not foreign anymore at this time. The use of communication tools such as Smart phone could already be found in children, adolescents, and adults. Smart phone is already a very important need for our lives to communicate. Not only use to communicate, but can also be use to seek information, play, or learn. In order to use smart phone not only for entertainment alone, it will be made an application as a medium for learning English by using Tenses. The resulting application will be based on Android. So, only smart phone which is android operating system alone could use it.

In this regard researcher proposes an application of learning media of English tenses using SmartSes application. With this SmartSes application explains what is tenses, and it uses and equipped with questions about the exercises in the form of multiple choice, essay and matching test so that students can know how to understand about the material tenses.

Based on the statements above the researcher take the title “Teaching Tenses by using Smartses application at the second semester of English language students at IAIN Palopo”.

B. Research Question

Based on the explanation in the background of the research question “is the use of Smartses Application effective in teaching tenses at the second semester of English Language Students at IAIN Palopo”?

C. Objective the Researcher

Based on the problem statement above the objective of the research is “To find out the effectiveness of SmartSes application in teaching tenses at the second semester of English language students at IAIN Palopo”.

D. Significance of the Research

The result of this research expect to:

1. The Students

It can help the students how to know tenses by using Smartses application. They can learn by themselves at home when they open their application of smartses like when they learn at the campus. Hopefully it can help the students to solve their problem in learning tenses.

2. The Teacher

It can help the teacher to be more creative in teaching tenses and easy in teaching tenses because the teacher just explain about tenses without writing and expect to be useful information for all the tutors or teachers to teaching tenses by using Smartses Application.

3. The researcher

The researcher will be a teacher later. That is why the researcher must be known and understand tenses by using Smartses application in teaching tenses to make a creative learning and also, it can be reference for the research as contribution to improve students' tenses by using smartses application.

E. Scope of The Research

The scope of the research is limited to teach eight tenses. They are simple present, simple past, future, present continuous, past continuous, present perfect, past perfect and perfects continuous at the second semester of English Language Students at IAIN Palopo.

F. Definition of Terms

Based on the title is “Teaching Tenses by using Smartses at the second semester of English language students at IAIN Palopo. The researcher gives definition as follows :

1. Tenses

Tenses are a verb form of time to indicate the time of when the accident happens.³and tenses play a crucial in the English Language. It denotes the time an action takes place, whether sometime in the past, in the present or will take some time in the future.

2. Smartses Application

Smartses Application is a learning application that is where this application to make the students be easy in the learning process and Smartses application is one of application that has an explanation of 16 tenses formula.⁴

³Masruddin, *Error Analysis a Teaching Book and Exercise*, (Palopo; Pustaka As-salam 2009), P. 33

⁴Wanti Kholiani, *Media Pembelajaran Tenses Bahasa Inggris pada English Club Berbasis Adobe Flah CS3*, Journal Informatika Vol.2, No.1,2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this proposal, the researcher found some researchers which were closely related to this research, those are:

1. Dewi Yana (2017) in her journal with the title “The Implementation of Android Based application as a Media for Teaching English in Simple Present Tense”. She Concluded that the use of implementation of android based application can improve students’ towards understanding toward the implementation of the media.²

2. Hesti Karlina (2018), in her journal with the title “Teaching Tense through Modified Song Lyrics for Junior High School”. She said to find out whether there was statistically significant improvement of the students’ achievement on tenses after they were taught through modified song lyrics. which type of tenses and sentences they mastered better before and after being taught through modified song lyrics.³

3. Misnawati (2015) in her thesis with the title “The Use of Writing Diary to Improve Students Mastery in Learning Simple Past Tense at Eleventh Year of SMAN 1 Bajo”. She said that writing diary is an excellent learning aid; the students have to

² Dewi Yana, “*The Implementation of Android Based Application as a Media for Teaching English in Simple Present Tense*”. Anglo Saxon. Vol.8 No.2,2017,158.

³Karlina, Hesti, UNILA Journal of English Teaching <https://media.neliti.com/media/publications/213694-teaching-tense-through-modified-song-lyr.pdf> Accessed 6th December 2018.

remember the event in the past. The use of writing diary was interesting students to improve tenses especially simple past tense.⁴

From the research above, it can be assumed that the research which conducted by the writer is similar. However, the researcher focuses on her research dealing with improving student's tenses by using smartes application at the second semester of English Language students at IAIN Palopo. There are simple present tense simple past tense, future, continuous, present perfect, past perfect and past continuous as a new way to make students easy for remember the pattern of the tenses and make the students enjoy in learning tenses.

B. Tenses

1. Definition of Tenses

Tenses are defined in terms of time.⁵ Then, Dr. Masruddin in his book argued that tense is a verb form of time to indicate the time of when the accident happens.⁶ Furthermore, tense is used to show the relation between the actions or state described by the verb and the time.⁷ Then, tense is a tool that English speaker uses to express time in their language so you learn to think English like a native speaker.⁸ And also Tense is a verb from that indicate a relationship between the time and the action in

⁴ Misnawati, *The Use of Writing Diary to Improve Students Mastery in Learning Simple Past Tense at Eleventh Year of SMAN 1 Bajo* (IAIN Palopo 2015), P. 65.

⁵ Richard Nordquist [Http://Grammar.About.Com/Od/Tz/G/Tenseterm.Htm](http://Grammar.About.Com/Od/Tz/G/Tenseterm.Htm) Accessed 28th December 2018.

⁶ Masruddin, *Error Analysis a Teaching Book and Exercise*, (Palopo; Pustaka As-Salam 2009), P.33.

⁷ Riyanto, *Error in Using Simple Past Tense in Recount Text Written by the Eight Graders of SMP lab UM* (Malang: University of Malang 2006), P.15.

⁸ Grain, *The Significance of Learners ' Error Analysis*. (London Longman Group Ltd:2006).

adverb occur and the time of the verb is uttered. Also, verb can give an indication duration of the verbs action and when or if it is completed.⁹ Tenses are a verb form of time to indicate the time of when the accident happen. Also, Tenses are grammatical verb that shows: time, the present, past, future etc¹⁰.

Based on the definition above the writer concluded that tenses is form of the time to indicate the time when the accident happened or changing verb according to the condition or situation.

2. Type of Tenses

There were five forms usually use to express some relationship, they are:

1) Present Tense

Present tense is verb form that expresses an action happening now or at the time of speaking.¹¹ This tense does not tell us whether or not the action is being performed at the moment of speaking, simple present is form that is used to show the activity happened every day.

a). The function of simple present

1). as habitual action

The function of simple present tense as habitual action as follow:

a) I breakfast every morning

⁹ Anonym, [Http://SpanishAbout.Com/Cs/Verbs/G/Tanseslog.Htm](http://SpanishAbout.Com/Cs/Verbs/G/Tanseslog.Htm) Accesed on 17th December 2018.

¹⁰ Hornby, *Oxford advance Learner's Dictionary of Current English*, London: Oxford University Press,1974, p 891.

¹¹ Hornby, *Oxford Learner's Pocket Dictionary, New Edition*, (Oxford University Press : New York, 2008), p 347.

- b) She takes a bath every day
- 2). As general truth
- a) The sun rises in the east and in the west
- b) In week, consist of seven days
- c) Indonesian lies in the south car Asia.

There are some adverb of frequency that used in the simple present tense the most common of these are :

Always	Never
Usually	Once
Seldom	Four times
Often	Twice
Sometime	Three Times

There are some examples below:

- 1) I always go to school everyday
- 2) She usually brings a cake
- 3) They often come my home
- 4) He sometimes cooks for me
- 5) We seldom eat together
- 6) He takes a bath twice a day

3. Forming of simple present tense

Forming of simple present tense as follow:

Pattern :

(+) S + V1 / S + V1 + O

(-) S + do (es) not + V1

(?) Do/ Does + S + V1 ?

If in the sentence has not another verb, so we use verb to be.

(+) S + Be (am, is, are) + CS.

(-) S + Be (am, is, are) + not

(?) Be (am, is, are) + S + CS ?

Examples:

(Positive) :

- I drink milk.
- A postman delivers letters.
- A Man walks with his feet.

(Negative) :

- I do not drink milk.
- A Postman do not delivers letters.
- The Man do not walk with his feet.

(Interrogative) :

- Do You drink milk?
- Does Postman deliver letters?

- Does The Man walk with his feet?

(Affirmative) :

(+) I am busy.

(-) I am not busy

(?) Are you busy?

2) Past Tense

Past tense is used for action completed in the past at definite time. It is used for part action when the time given, or when the action clearly took place at definite time event though this time is not mentioned.

a) Definition of simple past

There are many kinds of tense that used in sentence but it is impossible if we use the all tenses in one paragraph, so we need specification for making the sentence or paragraph to connect with the kinds of tenses that we made.

Simple past tense indicates that an activity or situation and ended at the particular time in the past.¹² Simple past tense which used to explain events, activity that we have done in certain time in the past in the simple form and the time signal has known that.

¹² Betty Schramper Azar, *Understand and Using English Grammar*, (Second Edition, United State of America , 1989), p.24

b). The function of simple past

The function of simple past tense, they are:

- 1) To explain an event that we did in the past.

Example: they came here yesterday

I look at a good film last night

- 2) Used to explain the activity that was clearly happened or done in the past but the time signal is not the clearly mentioned.

Example:

They lived in the New York for ten years.

Diana studied English while she was in kediri.

c). Simple past tense form

The Formula of Simple Past Tense:

(+) S + V2 (preterite)

(-) S + did not (didn't) + V1

(?) Did + S + V1 ?

Examples:

(Positive) :

1). I walked to school yesterday.

2). The girl ate much ice cream this morning

3). They had a car last year.

(Negative) :

1). I did not walk to school yesterday.

2).The girl did not eat much ice cream this morning.

3). They did not have a car last year.

(Interrogative) :

1). Did you walk to school this morning?

2). Did she eat much ice cream this morning?

There are several kinds of time signal that usually use in the past tense, they are :

Yesterday

Last night

Last month

Last week

Last year

Two days ago

A few minute ago

An hour ago

3) Future tense

Future tense is used to express the speaker opinion, assumptions, and speculations about the future. The future can be used with or without the time

expression. Simple future is the time form use to state an event that happen in a future.¹³¹⁴

a. The function of simple future tense

The function of simple future tense, they are :

- 1). The sentence simple future tense form used to state and event or action happened.

Example:

The meeting will last for an hour.

I shall come at your home tonight.

- 2). The sentence simple future form used to state a polite order.

Example:

Will you help me, please?

We shall come at your home tonight?

- 3). The sentence simple future can be used to make a conditional sentence type.

Example:

Dian will come if I invite him.

He will help you if you ask him for a help politely.

¹³ Ade Yunisa Bayu Prasetyawan, *Complete Tense 16 (Permata Press)*, p.37

b. Simple future tense form

Formulas of Simple Future Tense, they are:

(+) S + shall/will + V1

(-) S + shall/will + not + V1

(?) Shall/will + S + V1?

Examples:

(Positive) :

1. I shall see you tonight.
2. He will speak English well soon.
3. They will do their homework tomorrow.

(Negative) :

1. I will not see you tonight.
2. He will not speak English well soon.
3. They will not do their homework.

(Interrogative) :

1. Will you see her tonight?
2. Will he speak English well soon?
3. Will they do their homework?

A lot have a notion that Future Tense can be expressed by "be going to". This not entirely correctness, because "going to" usually not express future the purification but containing certainty or intention the speaker.

Examples: - He is going to do his homework

- I am going to marry you

Comparing with:

- He will do his homework as soon as his mother asks him.

-I will marry you if I have enough money.

Future by "going to" seldom accompany another Clause (anak kalimat).

because if that way, no longer show someone desire. While Future with shall/will often respective another clauses.

c. Time signal in the future tense

There are several kinds of time signal that usually used in future tense, they are :

Tomorrow	Soon
The day after tomorrow	Later
Next week	Tonight
Next month	If
Next year	

4) Present continuous tense

Present continuous tense is the phrase form part of the verb and a verb ending in – ing, used to show an action that continuous over a period of time.¹⁵

a). The function of simple present continuous tense

The function of simple present continuous tense, they are :

1). To declare an event which is taking place at the present time.

Example:

- a). I am listening music right now.
- b). They are playing football.

2). To declare the in going activities and not necessarily taking place when the statement noted.

Example: We are studying English and learning French this year.

Note:

Some verbs cannot be used in the continuous form, they are

a). Verbs associate with to senses

Example: feel, hear, see, smell, taste

b). Verbs associate with a feeling or emotion

Example: appreciate, care, dislike, believe, envy, fear, hate, like, love.

c). Verbs associate with mental state.

¹⁵ Hornby, Oxford Learner's Pocket Dictionary, New Edition, (Oxford University Press : New York, 2008), p.94

Example: doubt, feel, forget, know, need, prefer, realize, recognize, remember, suppose, think, understand and want.

d). Verbs associate with the other existing states

Example : appear, be, consist of, contain, cost, exist, include, owe, weigh.

b) Formula of Present Continuous Tense:

(+) S + Be (am, is are) + V ing (present participle)

(-) S + Be (am, is are) + not + V ing

(?) Be (am, is, are) + S + V?

Examples:

(Positive) :

- 1). I am sitting on a chair.
- 2). It is raining now.

(Negative) :

- 1). I am not sitting on a chair.
- 2). It is not (isn't) raining now.

(Interrogative) :

- 1). Is it raining now?
- 2). Are you studying English?

Interrogative word “When” (kapan) don’t be used in Present Continuous Tense if except is meant express to action which immediately and surely (immediate future).

Example:

- When are you coming back?

There are some selected verb which may not be used in Present Continuous Tense though actions is really done nowadays and is instead weared sentence in Present Tense. the verbs for example are see, hear, smell, forget, remember, know, understand, like want, hate, care, etcetera.

Examples:

“I know the lesson now” Not “I am knowing the lesson”

“Do you understand now?” Not “Are you understanding now?”

c). Time signal of the present continuous tense

There are several kinds of time signal that usually in the present continuous tense, they are:

Now	Today
This morning	Tomorrow
To night	At present
Right now	

5) Past Continuous

Past continuous tense is used to describe actions that began in the past and often continued for a short period of time after the action started. This tense describes actions or events that happened at a specific time in the past. These actions are usually no longer happening at the time the sentence is being said or written.

The past continuous is made from **the past tense of the verb *be*** and the ***-ing form*** of a verb:

<i>I was</i>	
<i>You were</i>	<i>working</i>
<i>He was</i>	<i>playing</i>
<i>She was</i>	<i>living</i>
<i>It was</i>	<i>talking</i>
<i>We were</i>	
<i>You were</i>	etc.
<i>They were</i>	

The past progressive form emphasizes the duration of one past event that has a possible beginning and ending. What is particularly stressed is midst of the action.

What were you doing all day yesterday?

When I arrived at the inn, the guests were already sitting down to dinner.

The past progressive form is required for a past action in progress which is suddenly or unexpectedly by another past action. The implication is the action in progress is uncompleted.

I was crossing the street **WHEN** I saw an accident.

Note that the act in progress may be placed in the main clause or in the time clause. Sometimes **when is** used with the act in progress rather **while** or **as** when **I was crossing the street, I saw an accident.**¹⁶

6) Present Perfect

Present perfect is verb form which expresses an action done in a time period up to the present, formed in English with have / has and a past participle.¹⁷

a. The function of perfect tense

1. To express something that happens in the past

Example: She thought here since 1980.

I have read this novel twice.

2. To state the events that have been done and done again at the time when that might come.

Example: I have gone to Bali.

3. To declare the actions that began in the past and has just at the time of speaking.

Example: I haven't met you for a month.

b. Forming of present perfect

Formulas of Present Perfect, they are:

(+) S + have (has) + V3 (past participle)

¹⁶ Marcella Frank, *Modern English a Practical Reference Guide* (New York University: 1972), p.73

¹⁷ Hornby, *Oxford Learner's Pocket Dictionary, New Edition*, (Oxford University Press : New York, 2008), p.347.

(-) S + have (has) + not + V3

(?) Have (has) + S + V3?

Examples:

(Positive) :

- 1.You have told me before.
- 2.She has never seen a tiger.

(Negative) :

- 1.You have not told me about it.
2. She has not seen that film yet.

(Interrogative) :

- 1.Have you told me before?
- 2.Has she met you before?

c. Time signal in the present perfect tense

There are several kinds of time signal that usually use in the present, they are:

Since	Never
Already	Yet
Until now	Up to now
Ever	Still
Just up to the present	For
Far along time ¹⁸	Recently

¹⁸ Agus Handoko, *Menguasai Tense dalam 4 hari*, (Yogyakarta : Tugu Publisher, 2011), p.29.

7) Past Perfect

The past perfect tense is used to show that something happened before another action in the past. It can also be used to show that something happened before a specific time in the past.

To form the past perfect tense you use the past tense of the verb "to have," which is had, and add it to the past participle of the main verb.

Pattern: subject + had + past participle = past perfect tense.

Some examples of the past perfect tense can be seen in the following sentences:

- a) Had met: She had met him before the party.
- b) Had left: The plane had left by the time I got to the airport.
- c) Had written: I had written the email before he apologized.

There are several situations where the past perfect tense can be used. It is appropriate to use in the following ways.

To show that an action happened before something else in the past:

- a) She stayed up all night because she had received bad news.
- b) They lost many of the games because they had not practiced enough.
- c) Anthony had met Ryan before you introduced him to us at the party.

To show that an action happened before a specific time in the past:

- a) She had established her company before 2008.

- b) He had never played football until last week.
- c) They had gotten engaged before last year.

Keep in mind that past perfect tense makes it clear that one thing happened before another in the past. The order of events does not matter since the tense makes it clear which event happened first.

Another use of past perfect tense includes reported speech. Examples of this use include:

- a) The teacher asked if we had studied for the exam.
- b) The usher asked if we had purchased our tickets.

Past perfect tense can also be used to show dissatisfaction with the past.

Examples of this use include:

- a) We wished we had purchased the winning ticket.
- b) I wished I had told the truth.
- c) She wished she had seen her friend.

Past perfect tense can also be used with the word "just." When combined, this makes it clear that the event was only a short time prior. Some examples of this include:

- a) She had just left the scene when the ambulance arrived.
- b) He had just put the dog on the leash when we got there..

8) Past Perfect Continuous

The past perfect continuous (also called past perfect progressive) is a verb tense which is used to show that an action started in the past and continued up to another point in the past. Read on for detailed descriptions, examples, and present perfect continuous exercises.

The past perfect continuous is formed using ***had + been + present participle***. Questions are indicated by inverting the subject and *had*. Negatives are made with *not*

- a) Statement: You **had been waiting** there for more than two hours when she finally arrived.
- b) Question: **Had** you **been waiting** there for more than two hours when she finally arrived?
- c) Negative: You **had not been waiting** there for more than two hours when she finally arrived.

We use the past perfect continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the past perfect continuous. Notice that this is related to the present perfect continuous. However, the duration does not continue until now, it stops before something else in the past.

Examples:

- a) They **had been talking** for over an hour before Tony arrived.

b) She **had been working** at that company for three years when it went out of business.

c) How long **had you been waiting** to get on the bus?

Using the past perfect continuous before another action in the past is a good way to show cause and effect.

Examples:

a) Jason was tired because he **had been jogging**.

b) Sam gained weight because he **had been overeating**.

C. Teaching Tenses

Teaching tenses is an away to make students understand how to use tenses and how to understand the pattern every tenses. Now days, most of students are not interested so much in learning tenses deeply. Students just want to make all the studying be easy and they think that studying English with it is pattern is so difficult.

One of strategy in teaching tense is two stay two stray, in Mukminah thesis “Teaching Simple Present Tense through Two Stay Two Stray Strategy at The Eight Year of MTS Bahrul Ulum Sumber Agung Kec. Malangke”. She concluded that two stay two stray strategies is an alternative strategy to apply in classroom to teach tenses.¹⁹

¹⁹Mukminah, *Teaching Simple Present Tense Through Two Stay Two Stray Strategy at the Eight Year of MTS Bahrul Ulum Sumber Agung Kec. Malangke*, (STAIN; Palopo, 2010). P. 56

There are two methods in teaching tenses, the first is *Inductive* and the second is *Deductive* method.²⁰ Some studies of the effects of inductive method have been conducted by some scholars such as Bibi (2009), Wang (2002), and Takimo to (2005). Bibi (2009), for example, investigated the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities (inductive method). There are some important findings from this study. Firstly, teaching English grammar through group work activities (inductive method) plays a positive role in improving the academic achievement of students studying English at the elementary as well as secondary stage. Secondly, the results of the research lead to the conclusions that group work activities can be used for improving writing and speaking ability, reading and listening comprehension, recalling the used of structures and the application of rules of grammar by the students studying English at both the elementary and the secondary stage. Thirdly, the majority of the students have the opinion that the teaching of English grammar through group work activities is a better way of learning grammar as compared to the deductive approach and teaching grammar through textbook reading.

Wang (2002) investigated the effectiveness of inductive and deductive methods on learning collocation by using concordance. A concordance is a kind of software/ system that stores large corpora and can show huge amount of examples at a very fast rate. Besides the comparison of the two teaching approaches, other factors

²⁰ Syaadiyah Arifin, *Deductive and Inductive Methods in Teaching Tenses*. Journal of ELT Research. vol. 1, No.75 January 2016.

which influenced the learning outcome such as proficiency, aptitude, and the difficulty of grammar patterns were also analyzed. According Wang (2002), the findings show that inductive group outperformed the deductive one, and inductive method was more suitable for teaching simple patterns.

Takimoto (2005) conducted the study to probe the effects of deductive and inductive instructions on the learning of English pragmatic. The significant finding of this study is that inductive instruction was more effective than deductive instruction in adult pragmatic learning.

The study showing the effectiveness of deductive method has been conducted by Erlam (2003). She found out that the deductive approach was more effective in teaching second language grammar.

D. Smartses (Smart Tenses)

Smartses Application is the 1.00 (Beta) version built on September 9th 2016 by Yoga from Pendidikan Teknik Informatika Universitas Pendidikan Ganesha.²¹ Smartses application is one of application that has an explanation of 16 tenses formula. This application allows users to learn and recall material tenses without using the book and without connecting on the internet in which there is a menu of exercise questions used to measure the ability of users after learning material. Then, this learning media aims to facilities students in learning media material contained 16 tenses, practice questions in the form multiple choice. This learning media cannot be

²¹ Yoga. *Info Versi, Smart Tense Version 1.0 Beta*, Pendidikan Teknik Informatika UNDIKSHA 2016.

used not only for students but also for general public who wants to learn English tenses. So, expect this tenses learning media can be useful for those who wants to learn tenses.²²

The revolution of media is supported by development of technology. Some of the examples are internet and Smartphone. There are several advantages of Smartphone has in education. Interaction tendency is enhanced by mobile application. So, it can make students more interactive and active and classroom. Smartphone make learning is not passive activity but it is active with application.²³

The application features of tense learning are as follows:

1. Explanation of 16 tenses
2. Exercise more than 200 questions
3. Exercise in objective form and essay
4. Problem level with difficulty level
5. Problem training in game form.²⁴

The Advantages of using Smartses Application are

1. Knowledge of tenses in English
2. Test your ability or knowledge of tenses with various questions available.
3. The students' can use smartses application without connecting on internet

²² Wanti Kholiani, *Media Pembelajaran Tenses Bahasa Inggris pada English Club Berbasis Adobe Flash CS3*, Journal Informatika Vol.2, No.1,2016.

²³ Dewi Yana, "The Implementation of Android Based Application as a Media for Teaching English in Simple Present Tense". Anglo Saxon. Vol.8 No.2,2017,159.

²⁴ Yoga. *Info Versi, Smart Tense Version 1.0 Beta*, Pendidikan Teknik Informatika UNDIKSHA 2016.

4. The students just look at on their phone and open Smarstses Application if they want to study tenses

The step in operation the application are:

1. Download the application from the playstore
2. Open the application.
3. Choose “pembahasan” for studying the tenses.
4. Choose “latihan” for doing the exercise.

Picture of step for learning Smarstses Application

a. Page splash screen



b. Main Menu



c. Main menu



d. Main menu of Tenses



e. Page of Exercises



f. The Exercises



g. The score of exercises



E. Conceptual Framework

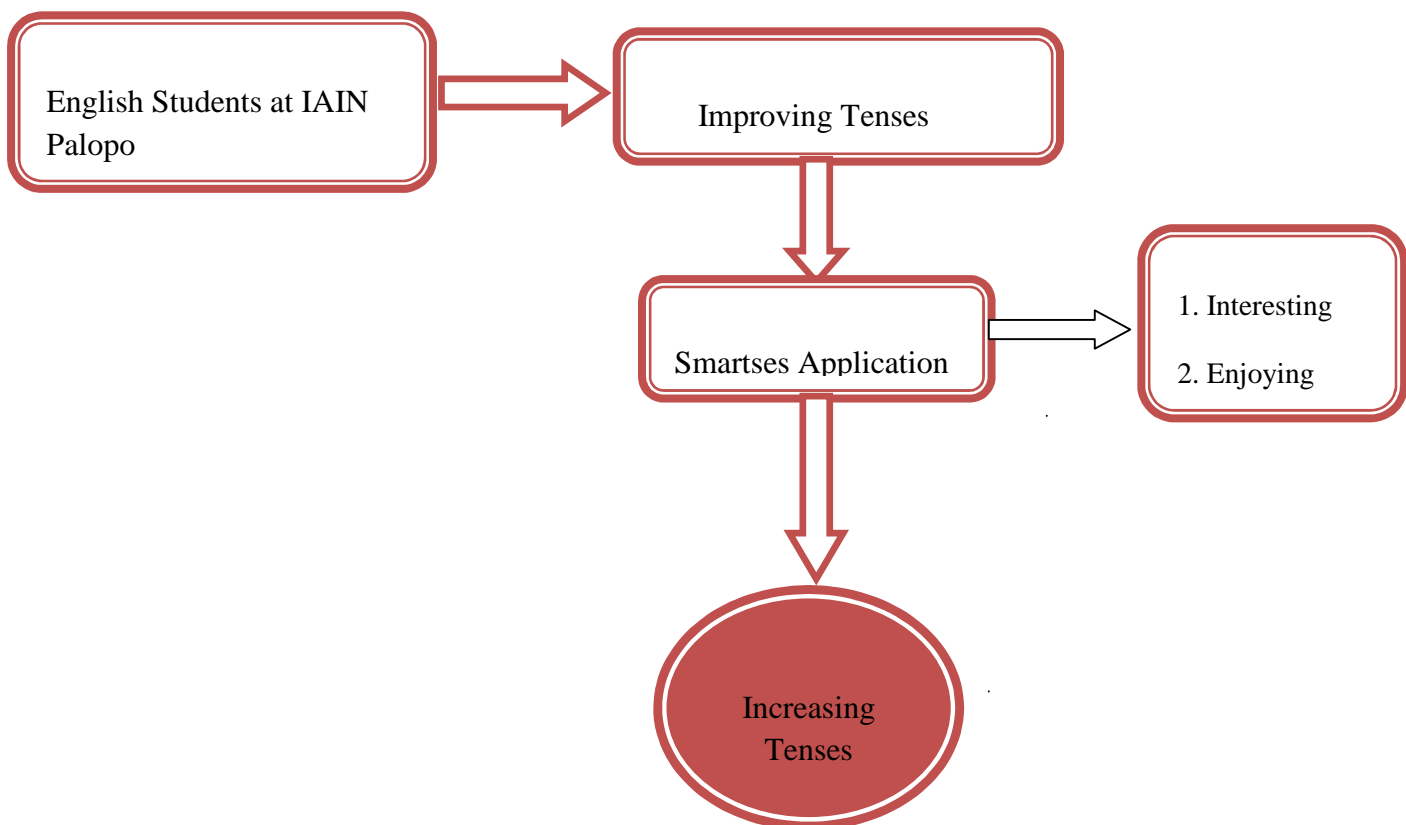
Tense is important part in studying English, by understanding tenses. Students can make sentence suitable by the time signal. Learning tenses need a strategy to be easy for learning it, one of strategy to improve tenses through application.

Smartses is one of application that made students learning tenses to enjoy when they accept the lesson in a class. This application allows users to learn and recall material tenses without using the book and without connecting on the internet in which there is a menu of exercise questions used to measure the ability of users after learning material.

Based on the research explain, the research focus in improving students tenses by using Smartses. The tense is introduced by using Smartses application. The researcher uses smartses in improving students' tenses to the

second semester English students to make sentence in tenses (simple present, simple past, simple future, simple present continuous and present perfect, past perfect and past continuous) by using smartses application. Students can make sentence from a verb by adding some suitable words. it can make the students are active in the classroom. The purpose of this application to improve students' ability in making sentence by using tenses.

The conceptual framework of this research will be described in following diagram:



G. Hypothesis

The statistically hypothesis of this research is given as follow:

1. (Ho) Null Hypothesis: Smartses application is not effective to improve students' tenses at the second semester of English students at IAIN Palopo.
2. (Ha) Alternative Hypothesis: Smartses application is effective to improve students' tenses at the second semester of English students at IAIN Palopo.

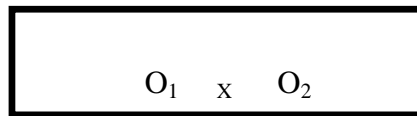
CHAPTER III

RESEARCH METHOD

A. Research Designs

This researcher used pre-experimental with one class pre test and post test. The teacher gave pre test to know the student's ability to master tenses before giving application strategy, the students were given post test to know their ability in mastering tenses after using application strategy.

The research design conducted as follows:



Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test¹

B. Research Variable

In this research consisted of two variables namely:

1. Dependent variable was the students' ability in learning tenses after teaching tenses by using Smartses Application at the second semester of English Language students at IAIN Palopo.

¹Suharsimi Arikunto, *Prosedur Penelitian*, (cet.15; R Cipta, 2013) ,P.124.

2. Independent variable was teaching tenses by using smartses application at the second semester of English Language students at IAIN Palopo.

C. Population and Sample

1. Population

The populations of this research were 115 English language students at the second semester at IAIN Palopo. There was class A of English language students at the second semester at IAIN Palopo.

2. Sampling technique

Sample is part of population that could be representative for all the population. In this case the sample teaching that researcher used purposive sampling, because the characteristic of experimental design is the sample that used in experimental class.

Based on the students' characteristic, cost and the allocated time that the researcher needed to finish the research.² The researcher took 20 students from class A of the second semester English students because we had done test their ability when we taught them.

D. Instrument of the Research

The instrument of the research used grammar test, namely multiple choices for using Smartses application. It means that, the researcher gave some commands to make sentences in eight tenses (simple present tense, simple past, simple future, simple present continuous, past continuous and simple present perfect, past

² Suharsimi arikunto in Suwandi, *Understanding Slang by American and Indonesian Students*. (STAIN PALOPO, 2010), P.42.

perfect and perfect continuous) by using application that has given by researcher in smartses application. The test aims to know the student's improvement to understand eight tenses after using Smartstes application in learning.

E. Procedures of Collection Data

The procedures of collection data was presented in chronological order as follows:

1) Pre – Test

Before doing the treatment, the students were given pre-test to know the students ability to understand tenses. The model test in the pre-test was multiple choice.

2) Treatment

The researcher conducted treatment, it was done for six meetings. The steps were follows:

a. The first meeting. The researcher taught verb the use of in simple present by using Smartstes application. The researcher asked to the students to open that application. Then, the researcher asked students to open about simple present in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smatrstes application for knowing the students comprehend about the material.

b. The second meetings. The researcher taught verb the use of in simple past tense by using Smartstes application. The researcher asked to the students to open that application. Then, the researcher asked students to open about simple past in the

application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smartses application for knowing the students comprehend about the material.

c. The third meetings, The researcher taught verb the use of in simple future by using Smartses application. The researcher asked to the students to open that application. Then, the researcher asked students to open about simple future in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smartses application for knowing the students comprehend about the material.

d. The fourth meetings, The researcher taught verb the use in simple present continuous by using Smartses application. The researcher asked to the students to open that application. Then, the researcher asked students to open about simple present continuous in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smartses application for knowing the students comprehend about the material.

e. The fifth meetings, The researcher taught verb the use in past continuous by using Smartses application. The researcher asked to the students to open that application. Then, the researcher asked students to open about past continuous in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After

that, the researcher gave the exercise which was in the smartres application for knowing the students comprehend about the material.

f. The sixth meetings, The researcher taught verb the use in present perfect by using Smartres application. The researcher asked to the students to open that application. Then, the researcher asked students to open about present perfect in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smartres application for knowing the students comprehend about the material.

g. The sixth meetings, The researcher taught verb the use in past perfect and past perfect continuous by using Smartres application. The researcher asked to the students to open that application. Then, the researcher asked students to open about past perfect in the application and gave time to read it and then researcher asked to students to give some questions if the students did not understand about the material. After that, the researcher gave the exercise which was in the smartres application for knowing the students comprehend about the material.

3) Post Test

Post test was given to the students in the same number of the pre- test to know the students' achievement of tenses after conducting treatment. The researcher gave post- test to know what attend the smartres application to teach tenses.

F. Technique of Data Analysis

In analyzing the data, the researcher determined the scoring classification which include true or false assessment:

1. Scoring the students correct answer of pre-test and post-test by using the following formula:³

$$\text{Score: } \frac{\text{Total Correct Answer}}{\text{Total Test Item}} \times 100$$

2. Computing frequency of the rate percentage the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Percentage

F_q: the cumulative frequency of subjects

N: total number of sample.⁴

3. Converting the score of the students into the values.

4. The researcher also made rating classification to measure the students tenses ability. The following is rating scale classification.⁵

³ L.R Gay, *Educational Research*, (USA,1981).P.225

⁴ Ridwan, *Dasar-Dasar Statistika*, (Bandung:Alfabeta,2003),p.41

⁵ Daryanto, *Evaluasi pendidikan*, (Jakarta PT: Rineka Cipta2007), P 211.

Table 3.1**Table Classification of rating**

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly	41-55	3
Poor	26-40	2
Very Poor	<25	1

5. The researcher calculated the determining mean score, standard deviation, frequency table and test between teaching tenses of the experiment by using SPSS version 20 for windows evaluation and used table distribution to choose the score of $t_{\text{count}} (t_0)$.

G. Criteria Hypothesis of Acceptability

The aiming to exam the truth or falseness null hypothesis for statistical analysis the degree of significances $X = 0,05$ the hypothesis is formulated is follow:

1. H_0 : Smartses application is not effective to improve students' tenses at the second semester of English students at IAIN Palopo.
2. H_a : Smartses application is effective to improve students' tenses at the second semester of English students at IAIN Palopo.

The researcher used the criteria of hypothesis acceptability, as follows:

If $t_0 \geq t_t$, it means the null hypothesis is rejected.

If $t_0 < t_t$, it means the null hypothesis is accepted.⁶

In which:

T_0 = test of significance (t-test)

T_t = level of significance on one tailed test (t-table).

⁶ Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Raja Grafindo, 2010). P.328

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the first dealt with finding of the researcher and the second dealt with a discussion. The finding of the research covered in the description of the result of the data analysis, then discussed them into the discussion section research.

A. Findings

Findings of this research shows to describe the result of the data that were analyzed statistically. It comprised with the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

1. Test Analysis students' tenses score in pre-test and post-test

In the previous description, it was explained that data analysis in this research used experimental method. The description explains the result of the research (pre-test and post-test). The data would analyze and performed in the following table:

a. Pre-test

In this section, the researcher shows the complete score of students in tenses ability) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' tenses score in pre-test. The researcher presents them in the tables and calculated the score by using SPSS 20. To find out all score of the students in pre-test, the researcher calculated by using SPSS 20. The result

of the students' correct answer from 20 items of question in multiple choice form in the pre-test can be seen in table 4.1:

Table 4.1

The Value of students' Correct Answer in pre-test (X1)

Respondent	Value of Students' Correct Answer
R1	14
R2	8
R3	12
R4	3
R5	8
R6	9
R7	10
R8	9
R9	7
R10	8
R11	14
R12	8
R13	14
R14	14
R15	13
R16	14
R17	5
R18	14
R19	6
R20	4
Total	194

To find out the mean score of the students in the pre-test, the researcher calculated by using SPSS 20. The result of the analysis can be seen in table 4.2:

Table 4.2**The Mean Score of Students' Correct Answer in Pre-Test**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pre_test	20	11	3	14	9.7	0.82749
Valid N (listwise)	20					

Table 4.2 shows that the highest score of the students is 14 and the lowest score is 3. Besides, it also indicates that the mean score of the students in pre-test were 9.70 and the standard deviation error is 0.82. The total score for the students pre-test as follows:

$$\text{Score} = \frac{\text{Value of students' correct answer}}{\text{total test items}} \times 100$$

Table 4.3**The score of students in pre-test (X1)**

Respondent	Value of Students' Correct Answer	Score
R1	14	58
R2	8	33
R3	12	50
R4	3	12
R5	8	33
R6	9	37
R7	10	47
R8	9	37
R9	7	29
R10	8	33
R11	14	58
R12	8	33

R13	14	58
R14	14	58
R15	13	54
R16	14	58
R17	5	21
R18	14	58
R19	6	25
R20	4	17

The table 4.3 shows that, there were 20 students who observed in this research before giving treatment. The highest score was 58 and the lowest score was 12. There was one student got 12, 17, 21, 25, 29,47,50,54 and 58. There were three students got score 33 and 37, six students got 58. It means that the students' ability of tenses at English students class A was still low.

Table 4.4

Rate percentage of the students score in pre-test (X1)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-85	-	-
3	Good	56-70	6	30%
4	Fairly	41-55	3	15%
5	Poor	26-40	7	35%
6	Very poor	<25	4	20%
Total			20	100%

The table 4.4 shows that there were 20 students observed in this research before given treatment. From all of the students observed, there were not students got excellent score because there were not students had minor grammatical and

lexical errors. There were 6 students (20%) got ‘good’ scores because a few grammatical and lexical error. There are 3 students (15%) who got ‘fairly’ scores because a few grammatical and errors, 7 students (35%) who got poor scores because one major errors causing confusion and few grammatical, and 7 students (35%) got poor scores because many basic grammatical and lexical errors, and 4 students (20%) got very poor scores because many basic grammatical of tenses and lexical error.

b. Post-test

In this section, the researcher presented the correct answer of students from multiple choice test in post-test; the result of the analysis can be seen in table 4.5:

Table 4.5

The value of students Correct Answer in Post-test (X1)

Respondent	Value Of Students Correct Answer
R1	19
R2	16
R3	16
R4	18
R5	18
R6	20
R7	19
R8	17
R9	16
R10	16
R11	18

R12	19
R13	19
R14	19
R15	19
R16	21
R17	16
R18	19
R19	15
R20	17

To find out the mean score of students in post-test, the researcher calculated by using SPSS 20. The result of analysis can be seen into the table descriptive statistic as follows:

Table 4.6

The Mean Score of Students in Post-Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
post_test	20	6	15	21	17.85	0.36473
Valid N (listwise)	20					

Table 4.6 shows that the highest score of the students is 21 and the lowest score is 15. Besides, it also indicates that the mean score of the students in post-test were 17.8 and the standard deviation error is 0.36.

To find out the students total score in post-test, the researcher calculated by using SPSS 20. The result of analysis can be seen in table 4.7:

Table 4.7
The score of students in Post-test (X1)

Respondent	Value Of Students Correct Answer	Score
R1	19	79
R2	16	67
R3	16	67
R4	18	75
R5	18	75
R6	20	83
R7	19	79
R8	17	71
R9	16	67
R10	16	67
R11	18	75
R12	19	79
R13	19	79
R14	19	79
R15	19	75
R16	21	87
R17	16	67
R18	19	79
19	15	62
R20	17	71

Based on the table 4.7 shows that, there were students got expected score on post- test. There was one student got score 62, 83 and 87. There were 2 students got score 71 and there were 5 students got 75 and 67. There were 6 students got 79. It means that students had good progress after giving the treatment.

To find out the rate percentage of the students, the researcher took the scoring students of tenses on the criteria classifying the students score and then classification their score into table classification as follows:

Table 4.8**Rate percentage of students score in post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	86- 100	1	5%
2	Very Good	71-85	13	65%
3	Good	56-70	6	25%
4	Fairly	41-55	-	-
5	Poor	26-40	-	-
6	Very poor	<25	-	-
			20	100%

While in the post-test was different, where we see from the table 4.9, from 20 students, all of students got better score. There was one students (5%) got the excellent score, and there were 13 students (65%) got very good score, there were just 6 (25%) students got good score. It means that the score of students after doing the treatment process was significance because the students score was increase from the pre-test to post-test. Nevertheless, there was no students got good and excellent level, but we can see the treatment using Smartses application can improve their score in mastery of tenses.

2. Analysis the Hypothesis of Acceptability

To know whether pre-test and post-test are significantly different and also to know acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 20. The results can be seen in table:

Table 4.9
The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
POST_TEST	20	25	62	87	1483	74.15	1.46049	6.5315
PRE_TEST	20	46	12	58	809	40.45	3.44847	15.42205
Valid N (listwise)	20							

The table 4.11 indicates that the standard deviations in pre-test was 15.4 and post-test 6.5 it also shows that mean score of students in pre-test was 3.4 and the mean score of students in post-test was 1.4. The result of the table above shows that mean score of the students in post-test was higher than the mean score of students in the pre-test. It means there was increased after gave treatment from the effectiveness of smartses application to improve students' mastery of tenses.

To know whether the pre-test and post-test were significantly different, and also know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in following tables:

Table 4.10
The Mean Score and Standard Deviation of Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post_test	74.3158	19	6.66711	1.52954
	pre_test	41.6842	19	14.79509	3.39423

The table 4.11 paired samples statistic of pre-test and post-test shows that students mean score increase in post-test until 74.3, previously students mean score in pre-test just 41.6. Then Standard deviation from pre-test was 14.7, more high than post-test that were just 6.6, and mean standard error 3.3 in pre-test more high than post-test that just 1.5.

Table 4.11

The Paired Samples Correlation of Pre-test and Post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	post_test & pre_test	19	0.552	0.014

The table paired sample correlation of pre-test and post-test above shows that the correlation of the students' ability before and after treatment is 0.014. It means that is a significant correlation of students' mastery of tenses through smartses application before and after treatment.

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Table 4.12

The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	post_test - pre_test	32.63158	12.42404	2.85027	26.64338	38.61977	11.449	18	0

From the table sample test, the researcher got the data that t_0 (t_{count}) = 11.449 and DF (degree of freedom) = 18. Based on the table distribution, the $t_t(t_{\text{table}})$ is 2.101 from the standard signification 0, 05 with degree of freedom (DF) = 18. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than $t_t(t_{\text{table}})$, $t_0 > t_t$. It means, $H_a > H_0$ because standard signification 0,05 while H_a above was 0,05, the research was effective used smartses application to improve students' tenses ability.

The hypothesis was tested by using SPSS 20 in the case; the researcher used $t_{\text{-test}}$ (testing of significance) for paired sample $t_{\text{-test}}$, that is, a test known the significance difference between the results of student mean score in pre-test and post-test.

Related to that result ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that there was a significance difference in teaching tenses before and after through Smartses application. Become of that, the researcher believed those students' mastery of tenses at the second semester of English students (class A).

B. Discussion

In this section, the researcher discusses the result of findings in accordance with the scope of the research. The discussion is about the improving students' mastery of tenses throught Smartses Aplication for English students (Class A) of the second semester.

In pre-test and post-test there were 20 questions of multiple choice about tenses that researcher gave to the students to get students' score. The table 4.3 indicates that the standard deviation in pre-test was 15.5 and in post-test 6.5. it

also shows that mean score of students in pre-test were 3.4 and the mean score of students in post-test were 1.4. The result of the table shows that mean score of students in post-test were highest than the mean score of students in pre-test. It concludes that using smartses application was effective to improve students' mastery of tenses.

Based on analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, it was found that the students' mastery of tenses was highest than after they got the treatment in pre experimental class. Related to the students' mean score in pre-test and post-test was 32.63. It showed that students' mastery of tenses was improved by smartses application.

Finally, in comparing the result of t_{count} value and t_{table} value, the researcher found that the value of t_{count} is highest than the value of t_{table} 11.449 > 2.101 with degree of freedom (df) = 18 on the level significance 0.05. It means that there was significance difference between the result of pre-test and post-test and this media increase students' interest and enjoy in learning tenses. They are active in the classroom and no one look bored during the material and this smartses application helped them to be easy and enjoy in learning tenses because they just read in their phone about the material without writing and they can learn tenses by themselves.

In this research, the grammatical test was given to the students that have basic for English. They are class A of English Language students at the second semester. Besides the opportunity after doing this research, the researcher found some problem in their class such as:

- a. Some of students are busy for doing their assignment

b. Difficulty to divide their time.

c. the students were still low basic about their ability of tenses.

This result of researcher Dewi Yana (2017) said the data analysis that the implementation of android based application as media can improve students understanding in the simple present tense. From the file notes, researcher concluded that the implementation of android based application in the classroom was successful. From the interview, researcher concluded that this implementation can solve the problem of the students in the learning simple present tense.¹ According to Hesti Karlina (2017), the use of modified song lyrics as a media can significantly improved the students' achievement on tenses. It can be said so looking to the mean score of pretest 42.87 points, which increased to 59.23 points on post test.²

¹ Dewi Yana, "The Implementation of Android Based Application as a Media for Teaching English in Simple Present Tense". Anglo Saxon. Vol.8 No.2,2017.

² Karlina, Hesti, UNILA Journal of English Teaching <https://media.neliti.com/media/publications/213694-teaching-tense-through-modified-song-lyr.pdf> Accessed 6th December 2018.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented some conclusions and suggestion based on finding and discussion from data analysis:

A. Conclusions

Smartses application is effective to improve students' mastery of tenses. Based on the score of t_{test} from the test analysis, it shows that t_{count} is higher than t_{table} ($t_0 > t_t$). The findings of t_{count} was 11.449 and t_{table} is 2.101. It shows that $11.449 > 2.101$, thus the alternative hypothesis (H_1) are accepting and null hypothesis (H_0) was rejected.

In the other word, there is a significant difference of tenses ability after being taught by an implementation smartses application in experimental class. It means that smartses application was effective in taught tenses at English students (Class A) of the second semester at IAIN Palopo.

B. Suggestions

According to the conclusion that is presented, researcher can provide the following suggestions:

1. For Lecturers

It is suggested that the lecturers should use some different media and method to attract the students' attention in learning English especially in learning tenses, lecturer should always be creative in designing the learning tenses in the classroom, and provide fun and enjoyable situation in order to make the students are not bored in learning activity.

2. For students

In teaching tenses through smartises application, the students should correct their selves. It make students easier to share with another students about the material and develop their ability. But firstly lecture necessary did, they have to know the learn way each of students so that students can improve their grammar in enjoyable situation.

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Informatika UNDIKSHA 2016.

**A
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PICTURE OF RESEARCH

a. Pre-test



b. Treatment





c. Post-test



Pre-test

Choose the correct answer below!

1. Our English teacher always our homework every week.
 - a. Check
 - b. Checked
 - c. Checking
 - d. Checks

2. When I it is raining 5 minutes ago
 - a. got up
 - b. getting up
 - c. gets up
 - d. get up

3. Mrs. Adam was dinner at 6 o'clock yesterday.
 - a. Have
 - b. Had
 - c. Having
 - d. Have been

4. Rachmat all of his friends to the celebration next week.
 - a. Will invite
 - b. Invites
 - c. Invited
 - d. Invitation

5. Listen! *Your father* to a friend right now.
 - a. talk
 - b. talks
 - c. is talking
 - d. are talking

6. They are singing and dancing because their uncle.....
- a. is arriving
 - b. has arrived
 - c. arrives
 - d. Arrived
7. He finished my work last night.
- a. Has not
 - b. Have not
 - c. Had not
 - d. Having not
8. your Uncle come here every year?
- a. Do
 - b. Does
 - c. Did
 - d. Will
9. Every day the security officer at my school around the building once every hour.
- a. Walks
 - b. Is walking
 - c. To be walking
10. I..... sad when my best friend left me yesterday
- a. am
 - b. were
 - c. was
 - d. did
11. They..... this music two hours ago

- a. listened
- b. listen
- c. listening
- d. be listen

12. Rama give back Dayat's phone?

- a. Is
- b. Will
- c. Does
- d. Was

13. Will you the suspect tomorrow?

- a. Arresting
- b. Arrest
- c. Arrested
- d. To arrest

14.you doing your homework at six o'clock last night.

- a. Are
- b. Were
- c. Did
- d. Do

15. Jono his kite now. He is at school.

- a. isn't flying
- b. aren't playing
- c. doesn't fly
- d. don't fly

16. listening to me now?

- a. Is you
- b. Are you
- c. Was you
- d. Does you

17. Wemarried before 1985.
- Had gotten
 - Was gotten
 - Is gotten
 - Were gotten
18. Mr. Rian.... in Bali for a week.
- Been
 - having
 - has
 - has been
19. It Raining for three days.
- Is
 - Am
 - Was
 - Has been
20. I havemusic 15 minutes, it's very good.
- Listen
 - Listening
 - Listened
 - Listens
21. Why Nancy not been taking her medicine for the last three days.
- Have
 - Has
 - Had
 - Is
22. I have been In America since 2003.
- Living
 - Live
 - Lived
 - Had living
23. Ani Had studied German before you moved to Germany not yet, some.....
- Had - studying

- b. Had- studied
- c. Has -study
- d. Have- studying
- e. Had- study

24. Tom wasn't reading a book. He the dog.

- a. Is feeding
- b. Was fed
- c. Was feeding
- d. fed

Post-test

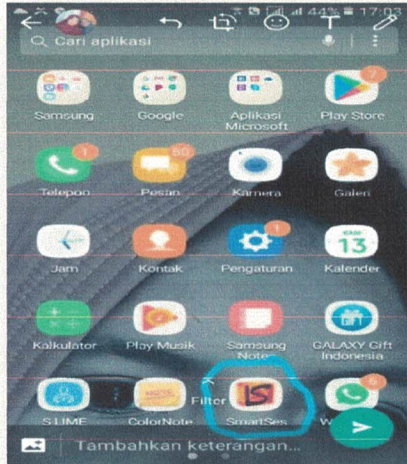
Choose correct the answer below!

1. I and my friends in the library. We read some books.
 - a. Am
 - b. Is
 - c. Have
 - d. Are
2. Rika.... Song every night.
 - a. Sings
 - b. Sing
 - c. Is
 - d. Does
3. Elsa The fried rice for us on 2 hours ago.
 - a. Cooks
 - b. Cooked
 - c. Cooking
 - d. Cook
4. While jhon was..... last night, someone stole his car.
 - a. Sleep
 - b. Sleeping
 - c. Sleeps
 - d. Is sleep
5. Ilham : Please call me if you need.
Eca: No, I ... need your help.
 - a. Do not
 - b. Does
 - c. Not
 - d. Am not
6. you sleep with us last night ?
 - a. Does
 - b. Do
 - c. Did
 - d. Was
7. will my birthday at the home.
 - a. Celebration
 - b. Celebrate
 - c. Celebrating
 - d. Celebrates
8. We football next week.
 - a. Going to play
 - b. Go to play
 - c. Is Going to play
 - d. Are going to play

9. She happy when my buddy came to me yesterday.
- Did
 - Were
 - Does
 - Was
10. Izza : Can you tell your brother to meet me at the campus the day after tomorrow?
Mita : Sure, I him.
- Told
 - Will tell
 - Be Telling
 - Tell
11. It rained heavily last month.
- Had
 - Was
 - Is
 - Has
12. you waiting for a bus.
- Does
 - Do
 - Are
 - Is
 - They
13. Why aren't you doing the exercise? Because I.....
- Don't understand
 - Am not understanding
 - Am not understand
 - Don't understanding
14. What he doing when you saw him yesterday.
- Were
 - Was
 - Is
 - Are
15. They watching tv when I came.
- Were
 - Was
 - Is
 - Are
16. Hefinished my work a week ago.
- Had not
 - Have not
 - Has not
 - Is not

17. She has..... a letter for 2 hours.
- Write
 - Wrote
 - Written
 - Writing
18. Listen! Somebody the door.
- Is knocks
 - Is knocking
 - knocked
 - knocks
19. We here since yesterday.
- Has been
 - Have been
 - Has been
 - Has
20. I have a delicious food for them.
- Cooked
 - Cooks
 - Cooking
 - Cook
21. They had not at all before we took that test.
- Preparing
 - Prepared
 - Prepare
 - Had prepared
22. Why Nancy not been taking her medicine for the last three days.
- Have
 - Has
 - Had
 - Is
24. I have been In America since 2003.
- Living
 - Live
 - Lived
 - Had living

SMARTSES APPLICATION



SIMPLE PRESENT TENSE

1/16

Simple Present Tense

Adalah bentuk waktu yang digunakan untuk menyatakan suatu perbuatan atau kegiatan yang berlangsung/terjadi pada waktu sekarang dalam bentuk sederhana, kegiatan atau pekerjaan yang dilakukan berulang-ulang, kebiasaan sehari-hari, peristiwa atau perbuatan yang tidak ada kaitannya dengan waktu, dan untuk mengekspresikan kebenaran umum.

Simple Present Tense menggunakan jenis "TO BE 1" and "VERB 1" TO BE 1 terdiri dari: am, is, are (untuk selengkapnya, lihat tabel berikut)

I	Am
You	
They	Are
We	
He	
She	Is
It	

I	Do / Don't
You	
They	

Listening Text STOP Listening!

SIMPLE PRESENT TENSE

1/16

He She It	Does / Doesn't
-----------------	----------------

CATATAN: DO dan DOES digunakan pada kalimat tanya. DON'T (DO NOT) dan DOESN'T (DOES NOT) digunakan pada kalimat negatif. TO BE 1 (am, is, are) digunakan ketika suatu kalimat tidak ada unsur kata kerja (NON VERB)

Rumus dan Contoh Kalimat Simple Present Tense Mengekspresikan kalimat Simple Present Tense yang menggunakan kata kerja (VERB)

+ Subject + Verb 1 + Object
- Subject + DON'T / DOESN'T + Verb 1 + Object
? DO / DOES + Subject + Verb 1 + Object?
? Question Word + DO/ DOES + Subject + Verb 1?

Contoh :

+ I speak English everyday
She speaks English everyday
- I don't speak English
She doesn't speak English
Do you speak English?

Listening Text STOP Listening!

SIMPLE PRESENT TENSE

1/16

PENTING:
Hanya pada kalimat positif, untuk subject 'He, She, It', penggunaan kata kerjanya (VERB) harus diakhiri dengan 's/es'. Penambahan 's/es' pada kata kerja dasar (infinitive) adalah sebagai berikut:

Pada umumnya kata kerjanya langsung ditambah dengan akhiran "-s", contohnya:
Work - Works
Write - Writes
Speak - Speaks

Kata kerja yang berakhiran huruf "ch, o, s, sh, x" ditambah akhiran "-es", contohnya:
Pass - Passes
Finish - Finishes
Teach - Teaches
Go - Goes
Fix - Fixes

Kata kerja yang berakhiran dengan huruf "-y" dan dimulai dengan huruf mati, akhiran "-y" diubah menjadi "-i" kemudian ditambah "-es", contohnya:
Study - Studies
Carry - Carries
Cry - Cries

Sedangkan kata kerjanya berakhiran dengan

Listening Text STOP Listening!

SIMPLE PRESENT TENSE

1/16

Sedangkan kata kerjanya berakhiran dengan huruf "-y" yang diawali dengan huruf hidup, cukup ditambah dengan akhiran "-s" saja, contohnya:
Buy - Buys
Play - Plays
Say - Says

Apabila kata kerjanya diawali dengan huruf kata kerja bantu (Modal Auxillaries), maka tidak mendapatkan tambahan "s/es", contohnya:
He Will work
She Can open
He Must close

Fungsi Simple Present Tense pada kalimat verbal

Menyatakan suatu perbuatan yang menjadi kebiasaan atau yang dilakukan pada waktu-waktu tertentu (Habitual Action), contohnya:
We study hard everyday.
She visits the library twice a month.

Menyatakan suatu kebenaran atau kenyataan umum, atau suatu kebenaran yang dianggap terjadi terus-menerus (The General Truth), contohnya:
A year has twelve months.
The sun rises in the East.

Listening Text STOP Listening!

SIMPLE PRESENT TENSE

1/16

Jawaban: Yes She is, atau No, She is not
? What are you ?
? Jawaban: I am a teacher
Where is your sister ?
Jawaban: She is here

Fungsi Simple Present Tense pada kalimat nominal

Untuk menyatakan suatu keadaan yang sedang berlangsung saat ini atau sekarang atau perbuatan yang merupakan suatu kebiasaan, contohnya:
I am a teacher.
They are here now.

Untuk menyatakan kebenaran umum, tetapi dalam kalimat nominal ini tidak digunakan keterangan waktu, contohnya:
Ice is cold.
Fire is hot.

Keterangan waktu untuk Simple Present Tense yang digunakan adalah:
Every hour, every minute, every morning, everyday, in the morning, once a week, on Sunday, at five o'clock and so on.

Listening Text STOP Listening!

LATIHAN SOAL

HOME PEMBAHASAN LATIHAN

LATIHAN SOAL OBJEKTIF

LATIHAN SOAL ESSAY

LATIHAN SOAL ACAK

LATIHAN SOAL SPESIFIK

Latihan Soal Objektif

HOME PEMBAHASAN LATIHAN

Latihan SOAL 2/30

Petunjuk Keluar

When did you realize you had lost your purse?
When I _____ money to pay the bus fare.
(Listening)

A. was needing
B. had needed
C. needed
D. have needed

Check Selanjutnya

Correct. Great job!

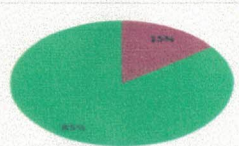
Latihan Soal Objektif(1)

HOME PEMBAHASAN LATIHAN

Latihan SOAL Objektif(1) 20/20

Details Review

Score: 85



Benar: 17
Salah: 3
Jumlah soal: 20
Nilai anda: 17/20 = 85

Mulai lagi!

SIMPLE PAST TENSE

5/16

Simple Past Tense

Adalah bentuk waktu yang digunakan untuk menyatakan suatu perbuatan atau kegiatan yang terjadi dimasa lampau dan waktu terjadinya peristiwa itu telah diketahui.

Simple Past Tense menggunakan jenis "TO BE 2" and "VERB 2"
TO BE 2 terdiri dari: was & were (untuk selengkapnya, lihat tabel berikut)

I	Was
You	Were
They	Were
We	Were
He	Was
She	Was
It	Was

I	Did / Didn't
You	Did / Didn't
They	Did / Didn't
We	Did / Didn't
He	Did / Didn't
She	Did / Didn't
It	Did / Didn't

Listening Text STOP Listening!

SIMPLE PAST TENSE

5/16

Catatan

DID digunakan pada kalimat tanya.
DID NOT (DIDN'T) digunakan pada kalimat negatif.
TO BE 2 (Was & Were) digunakan ketika suatu kalimat tidak ada unsur kata kerja (NON VERB)
VERB 2 hanya digunakan pada kalimat positif saja.

Rumus dan Contoh Kalimat Simple Past Tense

Mengekspresikan kalimat Simple Past Tense yang menggunakan kata kerja (VERB)

+ Subject + Verb 2 + Object
- Subject + DID NOT (DIDN'T) + Verb 1 + Object
? DID + Subject + Verb 1 + Object ?
? Question Word + DID + Subject + Verb 1 ?

Contoh

+ He bought a pair of shoes yesterday.
- He didn't buy a pair of shoes yesterday.
? Did he buy a pair of shoes yesterday?
? Jawaban: Yes He did, atau No, He did not (didn't)
? Why did he buy a pair of shoes yesterday?

Listening Text STOP Listening!

SIMPLE PAST TENSE

5/16

Pada contoh kalimat positif diatas menggunakan kata kerja bought (bentuk Verb 2 dari kata buy). Hanya pada kalimat positif saja Verb 2 digunakan.

Fungsi Simple Past Tense pada kalimat verbal

Biasanya digunakan untuk menyatakan suatu keadaan yang telah dilakukan diwaktu lampau dan selesai pada saat itu juga atau untuk menggambarkan suatu kejadian yang terjadi pada saat tertentu diwaktu lampau, contohnya:
She finished my homework in the library yesterday.
They worked with me two months ago.

Mengekspresikan kalimat Simple Past Tense yang tidak menggunakan kata kerja (Non VERB)

+ Subject + To be 2 + Non Verb + Object
- Subject + To be 2 + NOT + Non Verb + Object
? To be 2 + Subject + Non Verb + Object?
? Question Word + To be 2 + Subject + Non Verb + Object?

Contoh

Listening Text STOP Listening!

SIMPLE PAST TENSE

5/16

TO BE 2 + Subject + Non Verb + Object

? Question Word + To be 2 + Subject + Non Verb + Object?
--

Contoh

+ I was a singer 5 years ago.
- We were a singer 5 years ago.
- I was not a singer 5 years ago.
- We were not a singer 5 years ago.
? Were you a singer 5 years ago?
? Jawaban: Yes I was, atau No, I was not
? Where were you last night?
? Jawaban: I was at home.
? Why was she absent yesterday?
? Jawaban: She was sick yesterday

Fungsi Simple Past Tense pada kalimat nominal

Biasanya digunakan untuk menyatakan suatu kebiasaan diwaktu lampau tetapi tidak berlangsung lagi sekarang, contohnya:
When I was young, I worked hard

Keterangan waktu Simple Past Tense

yesterday, last night, last week, yesterday morning, an hour ago, two days ago, and so on.

Listening Text STOP Listening!

SIMPLE FUTURE TENSE

9/16

Simple Future Tense

Adalah bentuk waktu yang digunakan untuk menyatakan suatu perbuatan atau kegiatan yang akan terjadi dimasa akan datang. Terkadang Simple Future Tense sering disebut dengan Present Future Tense. Rumus dan Contoh Kalimat Simple Future Tense

Mengekspresikan kalimat Simple Future Tense yang menggunakan kata kerja (VERB)

+ Subject + WILL / SHALL + Verb 1 + Object
- Subject + WILL / SHALL + NOT + Verb 1 + Object
? WILL / SHALL + Subject + Verb 1 + Object ?
? Question Word + WILL / SHALL + Subject + Verb 1 ?

Contoh

+ She will go to Paris tomorrow.
- She will not (won't) go to Paris tomorrow.
? Will she go to Paris tomorrow ?
? Jawaban: Yes She will, atau She, will not (won't)
? When will she go to Paris?
? Who will come here?

Mengekspresikan kalimat Simple Future

Listening Text STOP Listening!

SIMPLE FUTURE TENSE

9/16

Mengekspresikan kalimat Simple Future Tense yang tidak menggunakan kata kerja (NON VERB)

+ Subject + WILL / SHALL + be + Non Verb + Object
- Subject + WILL / SHALL + NOT + be + Non Verb + Object
? WILL / SHALL + Subject + be + Non Verb + Object ?
? Question Word + WILL / SHALL + Subject + be + Non Verb + Object ?

Contoh

+ He will be alone tomorrow.
- He will not (won't) be alone tomorrow.
? Will he be alone tomorrow?
? Jawaban: Yes he will, atau No, she will not (won't)
? When will he be in Las Vegas?
? Why will you be here tomorrow night?

Menggunakan "To Be Going To"

Pola kalimat verbal Simple Future Tense dapat diganti dengan kalimat yang menggunakan to be

Listening Text STOP Listening!

Present Perfect Tense

3/16

Present Perfect Tense

Adalah bentuk waktu yang digunakan untuk menyatakan suatu perbuatan, keadaan atau peristiwa yang terjadi di masa lampau. Dan pada saat berbicara kegiatan/perbuatan tersebut telah selesai dilakukan. Present Perfect Tense menggunakan jenis "TO BE 3" and "VERB 3" TO BE 3 adalah: been (untuk selengkapnya, lihat tabel berikut)

I	been
You	
They	
We	
He	
She	Have
It	
I	
You	
They	
We	Has
He	
She	
It	

Listening Text STOP Listening!

Present Perfect Tense

3/16

Catatan
TO BE 3 (been) digunakan ketika suatu kalimat tidak ada unsur kata kerja (NON VERB). Untuk semua jenis kalimat, baik positif, negatif, atau kalimat tanya pada Present Perfect Tense menggunakan VERB 3.

Rumus dan Contoh Kalimat Present Perfect Tense

Mengekspresikan kalimat Present Perfect Tense yang menggunakan kata kerja (VERB)

+ Subject + Have/Has + Verb 3 + Object
- Subject + Have/Has + NOT + Verb 3 + Object
? Have/Has + Subject + Verb 3 + Object?
? Question Word + Have/Has + Subject + Verb 3 + Object?

Contoh

+ I have lived here for 2 years.
- I have not (haven't) lived here for 2 years.
? Have you lived here for 2 years?
Jawaban: Yes, I have, atau No, I have not (haven't)
? Why Have you lived here for 2 years?
Who has killed her father?

Listening Text STOP Listening!

Present Perfect Tense

3/16

Mengekspresikan kalimat Present Perfect Tense yang tidak menggunakan kata kerja (Non VERB)

+ Subject + Have/Has + To be 3 + Non Verb + Object
- Subject + (Have/Has + NOT) + To be 3 + Non Verb + Object
? Have/Has + Subject + To be 3 + Non Verb + Object?
? Question Word + Have/Has + Subject + To be 3 + Non Verb + Object?

Contoh

+ She has been here for 4 hours
- She has not (hasn't) been here for 4 hours
? Has she been here for 4 hours?
? Where have you been for the last 4 hours?

Fungsi Present Perfect Tense

Menyatakan suatu kegiatan yang baru saja terjadi hingga hasilnya atau akibatnya dari tindakan tersebut masih dapat dilihat hingga saat dibicarakan, contohnya:
She has written a letter.
Artinya: dia sudah menulis surat.

Menyatakan suatu kegiatan yang telah selesai

Listening Text STOP Listening!

Present Perfect Tense

3/16

minggu ini (tidak tepat kapan hari/jam pebuatannya).

Menyatakan suatu kegiatan ulangan yang tidak tertentu sebelum sekarang. Pada umumnya bentuk kalimat ini sering diikuti oleh before, ever, already, never, yet, contohnya:
I have heard this before.
Artinya: saya sudah mendengar ini sebelumnya.

Menyatakan suatu kegiatan yang telah terjadi di masa lampau dan masih terjadi pada saat sekarang dan akan datang, contohnya:
I have been here since yesterday.
Artinya: saya sudah di sini sejak kemarin (dan sampai sekarang masih tetap disini/ di lokasi yg sama).

Menunjukkan suatu kegiatan yang selesai dalam waktu singkat. Pada umumnya digunakan kata-kata at last, finally, just, contohnya:
I have just met him.
Artinya: saya sudah (baru saja) bertemu dia.

Keterangan Present Perfect Tense
since yesterday, since two days ago, since last week, for three days, for three weeks, and so on.

Listening Text STOP Listening!

Present Continuous Tense

2/16

Present Continuous Tense

Present Continuous Tense juga disebut Present Progressive Tense adalah bentuk waktu yang digunakan untuk menyatakan suatu perbuatan, keadaan atau peristiwa yang sedang terjadi pada saat dibicarakan.

Catatan :
Pada penggunaan Present Continuous Tense kata kerja yang digunakan harus diakhiri dengan -ing / (Verb + ing).
Bentuk waktu Present Continuous Tense menggunakan jenis "TO BE 1".

Rumus dan Contoh Kalimat Present Continuous Tense

+ Subject + To be 1 + (Verb + ing) + Object
- Subject + To be 1 + NOT + (Verb + ing) + Object
? To be 1 + Subject + (Verb + ing) + Object ?
? Question Word + To be 1 + Subject + (Verb + ing) + Object ?

Contoh

+ We are studying now.

Listening Text STOP Listening!

Present Continuous Tense

2/16

Keterangan waktu untuk Present Continuous Tense yang digunakan adalah
Now, at present, right now, at the morning, this afternoon, this morning, today, nowadays, for the time being and so on.

Fungsi Present Continuous Tense

Terkadang Present Continuous Tense digunakan pada dua bagian dalam satu kalimat dimana ketika dua kejadian sama-sama berlangsung secara bersamaan, contohnya:
While I was studying in one room of our apartment, my roommate was having a party in the other room.
(Artinya: Ketika saya sedang belajar di salah satu kamar di apartemen kita, teman sekamar saya sedang berpesta di ruangan lainnya.)

Dalam beberapa kasus, Simple Present Tense dan Present Continuous Tense hampir memberikan makna yang sama, contohnya:
It rained this morning. (Artinya: tadi pagi hujan)
It was raining this morning. (tadi pagi sedang hujan)

Listening Text STOP Listening!

PAST PERFECT TENSE

7/16

Past Perfect Tense

Adalah bentuk waktu yang digunakan untuk menunjukkan perbuatan atau peristiwa yang dimulai atau terjadi dimasa lampau dan terus berlangsung ataupun selesai dimasa lampau berikutnya.

Fungsi Past Perfect Tense

Past Perfect Tense juga berfungsi sebagai pengganti Simple Past Tense apabila digunakan untuk mengacu atau menunjukkan peristiwa atau perbuatan masa lampau yang terjadi dalam jangka waktu tertentu.

Past Perfect Tense menggunakan jenis "TO BE 3" and "VERB 3"
TO BE 3 adalah: been (untuk selengkapnya, lihat tabel berikut)

I	been
You	
They	
We	
He	
She	
It	

Listening Text STOP Listening!

PAST PERFECT TENSE

7/16

Contoh

+ My parents had already eaten by the time I got home.
- Sam had not left when we got there.
? When your son was in the junior high school, Had you lived there?
Jawaban: Yes I had, atau No, I had not.
? How long had you watched TV when I called my friend?

Mengekspresikan kalimat *Present Perfect Tense* yang tidak menggunakan kata kerja (*Non VERB*)

+ Subject + Had + To be 3 + Non Verb + Object
- Subject + (Had + NOT) + To be 3 + Non Verb + Object
? Had + Subject + To be 3 + Non Verb + Object?
? Question Word + Had + Subject + To be 3 + Non Verb + Object?

Contoh

+ The sky had been clear after the storm was disappeared.
- She had not been there when I arrived in my friend's house.

Listening Text STOP Listening!

PAST PERFECT TENSE

7/16

Non Verb + Object?

Contoh

+ The sky had been clear after the storm was disappeared.
- She had not been there when I arrived in my home.
? Had she been here for 4 hours?
? How long had you been in Anna's house?

Catatan

Jika menggunakan keterangan waktu baik "after" atau "before" dalam suatu kalimat, penggunaan Past Perfect Tense tidak begitu diperlukan jika memang hubungan waktunya sudah sangat jelas. Dan Simple Past Tense bisa digunakan untuk kalimat tersebut, perhatikan contoh kalimat di bawah ini:

Sam had left before we got there (Past Perfect Tense) bisa dirubah menjadi: "Sam left before we got there". (Simple Past Tense)

*Kedua kalimat di atas memiliki makna yang sama.

Listening Text STOP Listening!

PAST PERFECT CONTINUOUS

8/16

Past Perfect Continuous Tense

Adalah bentuk waktu yang digunakan untuk menyatakan suatu peristiwa atau perbuatan yang dimulai dimasa lampau dan terus berlangsung sampai saat ini atau suatu peristiwa atau perbuatan yang diawali dimasa lampau dan baru saja selesai pada saat bicara. Terkadang Past Perfect Continuous Tense sering disebut dengan Past Perfect Progressive Tense.

Past Perfect Continuous Tense menggunakan jenis "TO BE 3" (been), untuk selengkapnya, lihat tabel berikut:

I	been
You	
They	
We	
He	
She	
It	

I	Have
You	
They	

Listening Text STOP Listening!

PAST PERFECT CONTINUOUS

8/16

I	Have
You	
They	
We	Has
He	
She	
It	

Catatan

Untuk semua jenis kalimat, baik positif, negatif, atau kalimat tanya pada Present Perfect Continuous Tense menggunakan TO BE 3 (been) diikuti dengan VERB + ING.

Rumus dan Contoh Kalimat Present Perfect Continuous Tense

+ Subject + Have/Has + been + (Verb + ING) + Object
- Subject + Have/Has + NOT + been + (Verb + ING) + Object
? Have/Has + Subject + been + (Verb + ING) + Object?
? Question Word + Have/Has + Subject + been + (Verb + ING) + Object?

Listening Text STOP Listening!

PAST PERFECT CONTINUOUS

8/16

Contoh

+ It has been raining all day. It is still raining right now.
- We have not been swimming in pool for this day.
? Has he been returning money that he borrowed this day?
Jawaban: Yes, he has, atau No, he has not.
? How long has she been teaching at the university?

Fungsi Lain dari Present Perfect Continuous Tense

Ketika kalimat yang digunakan tidak mencantumkan keterangan waktu yang pasti, Present Perfect Continuous Tense bisa berfungsi untuk mengekspresikan aktifitas umum yang masih dalam proses belakang ini atau baru-baru ini, contohnya:

All of the students have been studying hard. Final exams start next week.
Artinya: Semua siswa sudah (sedang) belajar dengan giat. Ujian akhir dimulai minggu depan.

My back hurts, so I have been sleeping on the floor lately. The bed is too soft.

Listening Text STOP Listening!



**PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

**IZIN PENELITIAN
NOMOR : 751/IP/DPMPPTSP/VI/2019**

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURHASADA AKSA
 Jenis Kelamin : Perempuan
 Alamat : Jl. Kelapa Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0063

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

TEACHING TENSES BY USING SMARTSES AT THE SECOND SEMESTER OF ENGLISH LANGUAGE STUDENTS AT IAIN PALOPO

Lokasi Penelitian : KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
 Lamanya Penelitian : 14 Juni 2019 s.d. 14 Juli 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 14 Juni 2019
 Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM J.S. SH, M.Si
 Pangkat : Pembina Tk. I
 NIP : 19830309 200312 1 004

Tembusan :