The Analysis of Students’ Perception on Learning Simple English Tenses

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Abstract
This study focused to analyze students’ perception about teacher’s teaching method, students’ understanding on learning simple English tenses, and the use of the teaching aids, by analyzing their perception percentage of the questions. The population of this study is 250 students of General English 4 class. This study used quantitative method and analytical to analyze the student’s perception. The researchers will use a questionnaire as the instrument, there are 31 questions. After that the researchers will analyze the data by using SPSS to find out the frequently and the average they answer the questions. The researchers also using MEAN score to find out the average of their perception. Based on the findings, the researchers drew the following conclusions: 1) Student’s perception about teacher’s teaching method was generally high. 2) Students’ perception about their understanding in learning simple English tenses was moderate and, 3) Students’ perception about the teaching aids was high.

Keywords: nurses, patient safety, policy, sleep deprivation

INTRODUCTION

The use of English Grammar is a root of making good communication with other. When we study English, we should know how important the grammar is. We know that English is a tool in communication, especially for the global language. According to Guth (1969) “Language is considered as a grammar system. Learning a language means learning system. Talking about system means talking about the arrangement of words into pattern.” It is a fact that most of us always make a mistake in using English grammar. That is why Harmer (1988) suggested “Students must somehow learn the grammar of the language, for this is central to language use. In order for students to have communicative efficiency then, they should have a grasp of the major grammatical concept that is essential for any language users.” The mistakes that we make are among others the simple English tenses. Students face several difficulties in their attempt to master English tense properly.

In senior high school, the students learn English because it is one of required lessons. Based on syllabus at senior high schools, there are a lot of English materials students have to learn, one of them is tense. To be able to understand a foreign language especially in English of course the students should master language skills that related in grammar. In order to make a good sentence with simple English tenses, students should have the ability to understand the grammar of English, and to master the grammar, students must have enough time to practice simple English tense in their daily activity. As stated before, tense is one of grammar contents, and the most general tenses are past tense, present tense, and future tense. In English grammar, however there are 16 tenses but, in this study, the researcher only focuses on three simple English tenses.

The objectives of the study are students’ perception about teacher’s teaching method, understanding on learning simple English tenses, and the use of teaching aids. Thus, the research questions are formulated on follows. The sample of this study was delimited to first semester students, who take General English 4 subject, at Universitas Klabat. This study was delimited to students’ perception, what is their perception about teacher’s teaching method, about their understanding on learning simple English tenses, and their perception
about the teaching aids. This study might give insight that teacher’s method and the teaching aids can make the students understand clearly about simple English tenses, it depends on the students themselves. How they understand the simple English tenses and how they use it in their daily conversation.

Grammar

Talking about definition of grammar, there would possibly be as many definitions as the number of linguists who manages to define it. There are a lot of definitions about grammar, but essentially convey the same idea. According to Cook and Suter (1980:1), “Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if you asked people what the rules of English grammar were, they would probably offer one of two or did not know. The reason is that rules refer to are those that hardly anyone ever thinks about, but which low people to use their language easily and naturally most of the time.” Murthy (1977) stated that “What we study in grammar is the sentence structure. As a matter of fact, sentence structure is very essential in every language. Grammar makes us familiar with those sentence patterns. It enables us to understand how sentences are patterned and how they are used for proper and effective communication.” In an education context, especially in teaching and learning foreign languages, grammar is usually considered as one of the language components beside vocabulary and system of sound which should be acquired by students. The component of language is one of the ways to support the mastery of foreign language skills. It is related to the statement by Veith (1985:25) saying that grammar is what enables people to understand every word they are reading as well as to speak or write words sentences of their own. It means that we should know the structure of a language to read a piece of text in a foreign language well.

Teacher Teaching Method

The important thing in teaching is teacher’s teaching method. The teacher should make his or her own way in developing the teaching method. Marckwardt (1972: 5) saw these “changing winds and shifting sand” as a cyclical pattern in which a new paradigm (to use Kuhn’s term) of teaching methodology emerged about every quarter of a century, with each new method breaking form the old but at the same time taking with it some of the positive aspects of the previous paradigm. Brown (2000) added “One of the best examples of the cyclical nature of method is seen in the revolutionary Audio Lingual Method (ALM) of the late 1940s and 1950s. Since the early 1970s, the relationship of theoretical disciplines to teaching methodology has been especially evident. The field of psychology has witnessed a growing interest in interpersonal relationships, in the value of group work, and in the use of numerous self-help strategies for attaining desired goals.”

The concept of language teaching methodology has had a long history as reflected in the “rise and fall of a variety of methods throughout the recent history of language teaching” (Richard and Renandya, 2010). In recent years, Brown (2007, p. 241) argued, we have encountered several “reactions and counter-reactions” to different language teaching methods and approaches. All the different methods, however, have been developed in the belief that changes and improvements in teaching methodology will bring about improvements in language teaching and learning (Richard and Rodgers, 2003). As Richard and Rodgers point out, this notion has been supported by teachers as well as academics and publishers who are “constantly searching for the most effective method” to teach a language. However, it has been argued that “the latest bandwagon ‘methodologies’ (came) into prominence without much study or understanding” (Richards and Rodgers, p. 15). This implies that the SLE field has become opaque as result of all the works written on the topic teaching methodology.

Simple English Tenses

As one component of grammar, tense is simply used in English to indicate time (past, present, future). Other languages may have no tenses, but of course they still talk about time, using different method. According to Hornby (1989;1324) “Tense is any of the forms of a verb that may be used to indicate time of the action or state express by the verb”. It means that tense is verb form that shows time. There are some opinions about tense. It is all about time that can happen now, in the future or in the past. Tense is a grammatical category,
typically marked on the verb, that deictically refers to the time of the event or state denoted by the verb in relation to some other temporal reference point (Crystal 1987. p 352-353). Kam and Kam (1992), put forward that “Tense refers to the indication of time by the form of the verb or verb phrase.” Moreover, as Finocchiaro and Bonomo (1973) said that, “Tense is the formal categories of verb inflections; e.g., in English, we speak of the simple present and past tense only.” “The verb-forms which show differences in time are called tenses” (Swan 1992, p.605).

**Teaching Aids**

Teaching is communication. In good communication there are three important aspects. These are: the person giving the information, the message/information that is to be passed and the receiver. For effective communication the message must be decoded rightly, if not the message becomes distorted. According to Asokhia (2005): “Language is a code restricted to those that are familiar with it. To non-users, it is mysterious and complex. For good understanding therefore, teachers must be aware that learners are abstracting. Meaning does not exist in isolation or in the words but in the context which the words are used. L2 users/learners must be well exposed to usages of words through teaching aids as guides to learning grammar, concepts, spellings and even pronunciation.”

**Perception**

Michener, Delamater and Myers (2004) stated that: “perception refers to the process by which we form impressions of other people’s traits and personalities. Social perception refers to constructing and understanding of the social world from the data we get through our senses” (p. 106). Rao and Narayan (1998) suggested that “important cognitive factors of human behavior or psychological mechanism that enable people to understand their environment” (p. 329-330). Rao and Narayan (1998: 329-330) listed the definition of perception: 1.Our attention, feelings and the way we act are influenced by our environment, 2. Perception helps you to gather data from your surroundings, process the data and make sense out of it, 3. In perception it is sometimes difficult to separate the information from the action, 4. It is basically a process of gaining mental understanding, and 5. Perception guides the perceiver in harnessing, processing and channeling relevant information towards fulfilling the perceiver’s requirements.

**Learning**

Talk about learning it cannot be separated with teaching. Brown (2000) added “consider again some traditional definitions. ‘A search in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of subject or a skill by study, experience, or instruction”. A more specialized definition might read as follows: Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice” (Kimble & Garmezy 1963: 133). Breaking down the components of the definition of learning, Brown extract as he did with language, domains of research and inquiry. 1. Learning is acquisition or “getting”. 2. Learning is retention of information or skill. 3. Retention implies storage systems, memory, and cognitive organization. 4. Learning involves active, conscious focus on and acting upon events outside or inside the organism. 5. Learning is relatively permanent but subject to forgetting. 6. Learning involves some form of practice, perhaps reinforced practice. 7. Learning is a change in behavior.

**METHOD**

Quantitative research was used in this study. The population was the first semester students at Universitas Klabat. The sample was the students who enroll in General English 4 students in five classes. Questionnaires were employed in this study. There were 31 questions divided into three parts, first was asking about students’ perception about teacher teaching method. Second was asking about students’ perception about their understanding toward learning simple English tenses, and the last was asking...
about students’ perception about the teaching aids. The questionnaire was distributed to the respondents. Microsoft Excel and SPSS were used in this study for the analysis.

RESULTS AND DISCUSSION

Finding

Based on the analysis the result showed that the frequency of students’ perception about teacher’s teaching method is presented in table 1. In this table it can be seen that option 4 (Setuju/ST) is often be used by the students in answering the questions. There are 212 students chosen option 4. In this case they usually use option 4 as their answer because they think agreeing with the questions was the best answer. The percentage of their answer was 84.8% it shows that most of the students agree with teacher’s teaching method.

Table 1. Teacher’s Teaching Method

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>1</td>
<td>.4</td>
<td>.4</td>
</tr>
<tr>
<td>3.00</td>
<td>19</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td>Valid</td>
<td>212</td>
<td>84.8</td>
<td>84.8</td>
</tr>
<tr>
<td>5.00</td>
<td>18</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The frequency of students’ perception about their understanding on learning simple English tenses is shown in Table 2.

Table 2. Understanding on learning simple English tenses

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>2</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>3.00</td>
<td>113</td>
<td>45.2</td>
<td>45.2</td>
</tr>
<tr>
<td>Valid</td>
<td>135</td>
<td>54.0</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

There were two options had almost the same numbers of the students; 135 students have chosen option 4 (high) with 54% and 113 students were chose option 3 (moderate) with 45.2%. Half of the students agreed with how they understand about simple English tenses but other were still confused about it. In regards to students’ perception towards the use of teaching aids, the responses showed that 191 students or 76.4% students chose option 4 (high). This means that the majority of the students have a positive perception about the importance of using teaching aids. They agreed with the teaching aids used in the classroom or in English lab. The calculation is depicted in Table presented in Table 3.

Table 3. The Use of Teaching Aids

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>4</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>3.00</td>
<td>45</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Valid</td>
<td>191</td>
<td>76.4</td>
<td>96.0</td>
</tr>
<tr>
<td>5.00</td>
<td>10</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Question number 1

The result showed that the mean score of students’ perception about teacher’s teaching method was 3.91. It is in the range 3.75 – 4.37 based on Likert Scale (Gay, 1992). Based on the finding, it is indicated that the General English 4 students’ perception about teacher’s teaching method have high score.
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Our focus:
Social and Culture

Our Scope:

Table 4. Mean Score of Teacher’s Teaching Method

<table>
<thead>
<tr>
<th>Teacher’s Teaching Method</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Ket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid (listwise)</td>
<td>250</td>
<td>1.90</td>
<td>5.00</td>
<td>3.9132</td>
<td>.38122</td>
<td>High</td>
</tr>
</tbody>
</table>

Question number 2
The result showed that the mean score of General English 4 students’ perception about their understanding on learning simple English tenses was 3.48 (see table 5). It showed that the score of students’ perception about their understanding on learning simple English tenses was moderate.

Table 5. Mean score of Understanding on learning simple English tenses

<table>
<thead>
<tr>
<th>Understanding On Learning Simple English Tenses</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Ket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid (listwise)</td>
<td>250</td>
<td>2.20</td>
<td>4.30</td>
<td>3.4780</td>
<td>.27338</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Referring to the data about students’ perception about the use of teaching aids, most of the students have high perception. Table 6 showed the result of General English 4 students’ perception about the use of teaching aids was 3.79. It meant that the score of students’ perception about the use of teaching aids was high score.

Table 6. Mean score of the use of teaching aids

<table>
<thead>
<tr>
<th>The Use of Teaching Aids</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Ket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid (listwise)</td>
<td>250</td>
<td>1.90</td>
<td>4.90</td>
<td>3.7924</td>
<td>.43647</td>
<td>High</td>
</tr>
</tbody>
</table>

Discussion

Based on the result the researcher found out that for question 1 with students’ perception about teacher’s teaching method, the frequently shows us that students always chose the Agree column (or option 4) for their answer. This means that they always chose this option because they think agree is an option that makes them comfortable to answer something about their perception. On mean score the researcher found that students’ perception about teacher’s teaching method was high in a range of 3.91. This means that most of the students agree that their English teacher’s method in learning is good and they enjoy it the class. Even though some of the students do not like the teacher because they are not interested in the teacher’s teaching method. There are many kinds of teacher’s teaching method according to how the teacher masters the method. This effects the performance of teachers in class. The high score made by the students because of teacher’s method applied in their teaching. It can be identified which teacher teaches the students with old method differ from the teacher who uses an update method. As explained before about the methodology some teachers still use an old method which according to them it is helpful, but for the student they want something more challenging and more joyful activities. Thus the research found out why the mean score of students’ perception about teacher’s teaching method was high because nowadays if the teacher just teaches and explains it will be bored in teaching activity at class, but if the teacher makes something
new with the method the students will be enthusiastic in learning. The mean score was high because the professionalism in teaching was showed by the teacher in class. Therefore the students were really enjoying the class.

In question number 2 students’ understanding on learning simple English tenses for overall the frequency from statement 11 to 22 in table 2: option 2 has chosen by 2 students, option 3 with 113 students, option 4 with 135 students. And for the percentage option 2 was 0.8%, option 3 was 45.2%, and option 4 was 54.0%. The mean score was moderate can be seen in a range 3.48 means that most of the students were still confused on learning simple English tenses, the researcher found that they never re-read or try to repeat the lesson about simple English tenses they almost never try to practice how to differentiate the simple present tense, simple past tense and future tense on their daily activities. As the researcher explained before some of the students are confident with their ability about simple English tenses, so when the teacher makes the combining question in simple present, simple past and future tense the student got confused. Another problem the researcher found from the students was they think that learning simple English tenses are not useful enough, why? Because they want to study English for the sake of speaking so they did not pay attention enough in simple English tenses. By these three problems the researcher assumes that moderate was the real range for the students. Therefore the researcher conducted this research to find out what is student’s problem in learning simple English tenses. And the result showed us that mean score of their understanding in learning simple English was moderate. It was moderate because in question 15 and 17 had high frequently the students chose option 4 (tidak pasti) means that they were not able to use simple English tenses in their activities.

Another result the researcher observe from the students, he found that most of the students still confused about simple English tenses, they didn’t know how to use simple English tenses in their daily conversation. They were not interested in using simple English tenses in their conversation like repetition the sentences in their activity. The result showed us that from 20 students there were 14 students unable to use simple English tenses in their daily conversation.

And for the last perception is the use of teaching aids, in this question the researcher also put the overall frequency from statement 23 to 31. It can be seen in table 3 the option 2 was 4 students, option 3 was 45 students, option 4 was 191 students, and option 5 was 10 students. And for the percentage option 2 was 1.6%, option 3 was 18.0%, option 4 was 76%, and option 5 was 4.0%.

And as the mean score was high score in range 3.79 means that their perception about teaching aids in class or English lab is satisfying enough. On this finding the researcher can assume that most of General English 4 Students at Universitas Klabat in academic year 2016/2017 were high in their perception. As the explanation about teaching aids should have three criteria like Audio, Visual, and Multy-sensory and that is the reason why the mean score was high because all are available to use and also the teaching aids are up to date. Nowadays the teaching aids more modern so they can make students are not boring in learning English language at class.

**CONCLUSION**

Based on the result and discussion presented in the previous chapter, it can be concluded as follows: 1. Student’s perception about teacher’s teaching method was generally high. They are interested in teacher’s teaching method, they loved how the teacher gives the material by using easy English so the students understand the material without a lot of speech, match with the need of the students. In addition, the teacher gives them time to think and answer questions related to the material. Student can work in pairs and group by discussion, the teacher minimizes her/his speech by let the students create their own imagination in studying. Finally, the teacher always gives them motivation in studying. 2. Most of the students were still confused in using simple English tenses in their daily conversation. Some of the students understand what simple English tense is and they practice and review the material at home.
Their ability in learning simple English tenses was depicted in their activity in class, their ability in fulfilling all the requirements given by the teacher, but more importantly is how they understand about simple English tenses. 3. The main score of student’s perception about the use of teaching aids was high. The teaching aids such as books, classrooms, LCD or projectors and English lab are available to use. The teaching aids used by the teacher are including the concept, fact, principal, and skills. All of the teaching aids are appropriate with the students’ need.

How students’ understand simple English tenses it can be seen on the data above that they have moderate level because of no repetition toward learning simple English tenses made by the students, sometimes they afraid if making mistakes and their friends will laugh at them, the data showed us that some of General English 4 students don’t able to use the right sentences by using simple English tenses in their daily conversations.

It is important to the teacher stay focus on his or her teaching method, the teachers may improve their teaching method by add more strategies to make the lesson enjoyable. Therefore, for the students, they have to improve their understanding on learning simple English tenses by repeating again and again, they have already learnt it before so by this research may help the students to try it in their daily activities in communicating with other, they can use it in proper tenses. Next, for the teachers should remind the students to use simple English tenses in their daily conversations. Teachers in using teaching aids should be up to date, nowadays students need something more challenging and newer in learning English. Lastly, it is important to do further detailed research with larger sample to know students’ perception about teacher’s teaching methods, students’ understanding about simple English tenses, and the use of teaching aids.

BIBLIOGRAPHY


