

**THE IMPLEMENTATION OF TENSE WITH EXERCISE APPLICATION
TO IMPROVE STUDENTS' GRAMMAR MASTERY
AT SMAN 18 MAKASSAR**

SKRIPSI

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BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022**

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SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the Sarjana Degree

BOSOWA

By

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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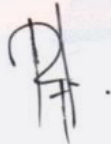
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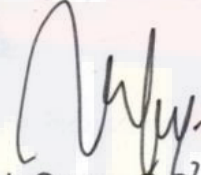
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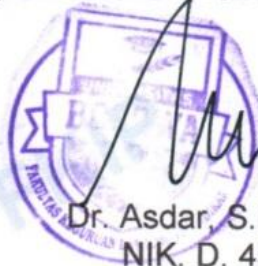
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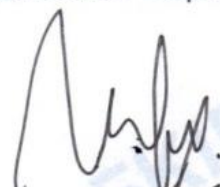
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PERNYATAAN KEASLIAN SKRIPSI

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to Improve Students' Grammar Mastery at SMAN 18
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Dewi Rabbana Pakiding

ABSTRACT

Dewi Rabbana Pakiding. 2021. *The Implementation of Tense with Exercise Application to Improve Students' Grammar Mastery at SMAN 18 Makassar.* (Supervised by Restu Januarthy Hamid and Ulfah Syam).

The background of this research based on the fact of students' opinion about learning English is difficult to learn. The objective of the research was to know the use of Tense with Exercise application to improve students' achievement of grammar especially tenses.

This research used experimental method. This research conducted in three steps such as pre-test, treatment and post-test. The population of this research is Class X at the First Semester of SMAN 18 Makassar in 2021/2022 academic year and sample of this research is Class X IPA 4 with number of students are 26 students. Data is collected by using pre-test and post-test.

After conducted the research, the writer concluded that the use of Tense with Exercise application in teaching grammar of English improve the students' achievement. It is proved by the mean score of the students' in pre-test and post-test. The mean score of pre-test (before treatment) was 29.42 and post-test (after treatment) the students' gained score 71.54. It show that there is different between pre-test and post-test. Based on the analysis above, it can be concluded that the using of Tense with Exercise application could improve students achievement in understanding of grammar especially tenses at Class X IPS 4 of SMAN 18 Makassar.

Keyword : Improve, Grammar, Tense with Exercise Application.

ABSTRAK

Dewi Rabbana Pakiding. 2021. *The Implementation of Tense with Exercise Application to Improve Students' Grammar Mastery at SMAN 18 Makassar.* (Dibimbing oleh Restu Januarty Hamid and Ulfah Syam).

Latar belakang penelitian ini adalah berdasarkan fakta pemikiran siswa mengenai pembelajaran bahasa Inggris sangat sulit untuk dipelajari. Penelitian ini bertujuan untuk mengetahui kegunaan dari aplikasi Tense with Exercise dalam meningkatkan kemampuan siswa pada pembelajaran tata bahasa khususnya tenses.

Penelitian ini menggunakan metode Pre-Experimental. Penelitian ini terdiri dari tiga tahap, antara lain: pre-test, treatment and post-test. Populasi diambil dari kelas X Semester I SMAN 18 Makassar tahun akademik 2021/2022 dan sampelnya diambil dari siswa kelas X IPA 4 yang berjumlah 26 siswa. Pengumpulan data dilakukan dengan melakukan pre-test dan post-test.

Setelah melaksanakan penelitian, peneliti menyimpulkan bahwa penggunaan aplikasi Tense with Exercise untuk pengajaran dalam bahasa Inggris dapat meningkatkan kemampuan siswa. Hal ini dibuktikan dengan nilai rata-rata siswa saat pre-test dan post-test. Nilai rata-rata siswa saat pre-test (sebelum treatment) adalah 29.42 dan saat post-test (setelah treatment) adalah 71.54. Data tersebut menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Berdasarkan dari analisis tersebut, maka dapat disimpulkan bahwa penggunaan aplikasi Tense with Exercise dapat meningkatkan pencapaian siswa dalam memahami grammar khususnya tenses pada kelas X IPA 4 SMAN 18 Makassar.

Kata Kunci : Meningkatkan, Tata Bahasa, Aplikasi Tense with Exercise.

ACKNOWLEDGEMENT

In the name of Jesus Christ, the beneficent and merciful. The writer expresses hers sincere gratitude to the Almighty God, who has given guidance, mercy, space and time, good condition of soul and body, so the writer could finish writing this skripsi.

The Implementation of Tense with Exercise Application to Improve Students' Grammar Mastery at SMAN 18 Makassar, was structure to meet the requirement of the undergraduate curriculum stratum-1 (S1).

The writer would like to expresses the most appreciation to hers beloved parents, and brothers for their love, support, pray contribution and have given all the best to the writer.

In relation to the writing and finishing of this skripsi, the great appreciation and sincer gratitude be expressed to Prof. Dr. Ir. M. Saleh Pallu, M.Eng as the rector of Bosowa University.

The writer also would like to thanks for Dr. Asdar, S.Pd., M.Pd. as the Dean of Faculty of Teacher and Training Education of Bosowa University and Ulfah Syam, S.S., M.Pd. as the head of English Language Education Department. Restu Januarty Hamid, S.Pd.I., M.Pd. as the first supervisor, Ulfah Syam, S.S., M.Pd. as the second supervisor, all the lecturers and all the staffs of Faculty of Teacher and Training Education for their invaluable help, advice, great knowledge from the day the writer entered the Faculty of Teacher Training and Education of Bosowa University.

The writer also expresses her deepest gratitude to Laenre, S.Pd., MH. as the Headmaster of UPT SMAN 18 Makassar who has allowed the writer to do her research at SMAN 18 Makassar and giving best service as long as the writer does the research at class X IPS 4 and all the teachers and staffs at SMAN 18 Makassar for their help and participation in this research, especially Drs. H. Mustafa, M.M.Pd as the English teacher who always giving the writer support for finishing her study.

The writer also thanks to friends in English Education Department namely Risma Sanda, Siska Azurah (Ibo), and Dahlia Hasan (Ka'Dal) Who have given their suggestions, attentions, motivation, support and always help the writer.

As human being, the writer does realize that what she presents of her skripsi is still far from the perfection. Therefore, critics and suggestion will surely be appreciated. Finally, the writer pray it may the Almighty God bless all of them. Amin.

In the last time, the writer hope that this skripsi can provide things that are useful and add insight to the reader and especially for the writer as well.

Makassar, January 17th 2022

The Writer

Dewi Rabbana Pakiding

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CHAPTER I

INTRODUCTION

This chapter presents background, identification problem, scope of the research, the research problem, objective of the research and significance of the research.

A. Background

Nowadays, we not only need Indonesian language education, but we also have to learn foreign languages, especially international languages, namely English. According to Brumfit (2001:35) “English is an international language that it is the most widespread medium of international communication”. English is a global language which is certainly need by all people in the world. By mastering English, which is the most common language in the world, it is certainly a major asset for us to expand our relationships throughout the world.

In order to learn English well, students must master basic language skills and aspects of language. In English there are four basic skills namely listening skill, speaking skill, reading skill, and writing skill, whereas for the language aspects there are three they are vocabulary, pronunciation and grammar. In learning English, language skills and language aspects cannot be separated. Language aspects can complete the language skills. In English, language skills and language aspects are related to one another.

Based on the experience gained by researchers in the school environment, in learning English the most difficult thing to teach is the

difficulty of students in speaking English. To master the four basic English conversations requires routine training, which is to try to memorize new vocabulary and apply it by writing and communicating with the surrounding environment. In addition, creativity and serious learning from students in finding new vocabulary, are needed to master the four basic skills. Thornbury (2002: 13), concludes about the importance of learning vocabulary say that “Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Even if we have good grammar, these abilities will be useless if we do not have sufficient vocabulary mastery.

To overcome this problem, it needs to be consider every component of education, including learning methods by utilizing technological advancements. At present, all discussion rooms in the education process can not be separated from the presence of technology as a tool as well as learning media. Instructional media are tools, methods and techniques used as an intermediary for communication between a teacher and students in order to more effectively communicate and interact between teachers and students in the process of teaching education in schools (Umar, 2013:8). An educator must provide learning media by utilizing technology, in order to attract interest and increase student enthusiasm for learning to be more motivate in study. This is what underlies researcher to use technology, especially technology that is most often used by students in daily life. this is what underlies researcher determine the choice of use Android smartphone. It is further said that by using smartphone students are able to build their

competence in a dynamic way. Android smartphone are expected to have many advantages for used as a learning medium which can improve students' English proficiency. Therefore the writer raised the title "**The Implementation of Tense with Exercise Application to Improve Students' Grammar Mastery**"

Tense with Exercise is an application that can be used on Android smartphone. Learning media by using tenses application is expect to become a learning medium that high flexibility, both in terms of use of time to a place that knows no bounds. Other than that, by using this media it is expect to improve student motivation and enthusiasm for learning. Discourse about the use of Android as a learning medium has been discussed by many other researchers. The writer has reviewed the research and thesis on the use of Android as a learning media. Muiz (2014) say that "effectiveness is on increasing ability learning with mobile learning is greater than that of learning using other media".

In education the obstacles or problem often faced by students in general when learning tenses are bored to learn the basics of English about tense. According to Susilowati and Khadami (2016:28) that the problems often encountered by students while studying English. It is boredom in studying the basics of English tenses because they use books as the media and most of them felt difficult to memorize all of the materials that have been studied in the school. Most student forget the material that has been learned

earlier especially the structure of the tenses. Therefore the writer will use the application of “Tense with Exercise” as a learning medium for students.

This method is expected will make students more interest in learning tenses, Rogozin (2012: 913) say that using smartphone as learning media provide deeper learning opportunity for students because by using smartphone students can develop learning through searching for information from the internet, as well as training their skill in carrying out practical work because of the mobility principle possessed by smartphone. The benefit of this application is to optimize the learning process because it is not bound by space and time, requires students to learn independently and take control of the success of learning and broaden the horizons of things learned from the application.

B. Identification of Problem

1. Students lack of enthusiasm in learning tenses
2. The teachers teaching media do not attract students' interest in learning tenses
3. Students' ability are weak in grammar especially tenses

C. Scope of the Research

This research focuses on the implementation of Tense with Exercise application as a learning media to improve students' grammar mastery especially tenses. It focuses on Present perfect tense and Simple Past Tense.

D. The Research Question

Based on the explanation above, the writer formulates the problem as follow:

1. How is the implementation of Tense with Exercise Application?
2. How is the impact of students' grammar mastery at SMAN 18 Makassar?

E. Objective of the Research

Related to the research above the objectives of the research is to find out:

1. To observe the implementation of Tense with Exercise Application
2. To know the impact of students' grammar mastery at SMAN 18 Makassar.

F. Significance of the Research

This research is expected to give theoretical and practical benefits as follow:

1. Theoretical significant

This Research using learning media tenses application is expected to beneficial for English teachers, in their efforts to increase the students' grammar mastery especially in tenses.

2. Practical significant

This research is expected to give some benefits for learners, English teacher and researcher.

a. For the students

This research can help students to interest in studying grammar especially in tenses.

b. For the English teacher

English teachers are able to used as references to teach grammar especially tenses.

c. For the writer

Can add her experience in research process will be better about the implementation of tense with exercise application to improve students' grammar mastery at SMAN 18 Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, discuss about supporting theories (concept of grammar, English tenses and teaching tenses using tense with exercise application), previous related research, theoretical framework and hypothesis.

A. Supporting Theories

In this section, the writer will description of grammar, English tenses and teaching tenses using Tense with Exercise application.

1. Grammar Mastery

The art teaching a second language is being able to give students an insight on how the language works in general. This is the practical grammar which should be introduced in the curriculum. It is not teaching just some abstract and strange concepts and names to the students but teaching the rules governing the structure of the language within the context. That is why teaching grammar is so important. Imagine the case of a student, who has no experience in learning a second language. He would probably think that every language structure is the same as his own language and it would take a long time for him to see the difference in the structure of the languages. However, when we talk about different structure within languages, this gives the student an insight about the second language. Grammar plays a very important role in English sentence.

a. Definition of Grammar

Coghill and Stacy (2003:6) said that the grammar of a language is the set of rules that govern its structure. Grammar determines how word are arranged to

form meaningful units. Almost the same as Michael Swan (2005:19) said that the rules that show how words combined, arranged or changed to show certain kinds of meaning.

From those definitions, grammar can be defined as the way words put together to make correct sentences. Beside that, grammar can be teach us how to speak, to read, and to write correctly. So, people can build up sentences and express their ideas for communication activities, and also will feel confident to use it in communication activities.

Scrinever (2004:252) said in his book Learning English Teaching When thinking of “grammar”, many people probably first picture a book full of explanation and rules that the tell them which verbs have what endings, how to use adverbs, how to make superlative, etc.

Grammar is the formal study of the structure of a language and describe how words fit together in meaningful constructions (William, 2005: 2) while according to Harmer (2001: 2) also defines that “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”. Although the descriptions of grammar mentioned above are different, the goal is basically equal that grammar is a description of how elements of language are systematically combined”.

Grammar is knowledge about the rules of language. It explains how to combine words or a little bit of words in order to make something understanding or meaningful sentences both written and spoken. For example to explain about something occurred in the past, the verb of past tense form is used, thus, a

sentences like: Risma was sick yesterday is acceptable because it is grammatical. In contrast, if the sentence is like: Risma will be sick yesterday is unacceptable because it is ungrammatical.

b. The Important of Grammar

Grammar is the description of language and the way units such as word and phrases are combine to produce sentences in that language (Nunan, 2005: 2). From this explanation, show that grammar is important role in combining language units to form good sentences in communication either speak or write communication.

Good grammar will allow someone to easily convey information, idea and feel in their minds to the others. And vice versa, if a person cannot master grammar properly so communication will not run communicatively because they cannot convey their information, idea and think well to others. The recognition above shows is very important for students to master grammar well so that they can express their emotion, feel and idea to others in English.

c. The Methods for Teaching Grammar

Because many of view points stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning (Irna P. A. 2019: 10). Following are some of them:

1) Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large and are taught deductively because the fundamental

purpose of language learning is to be able to read literature written in the target language.

2) Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.

3) Audio-Lingual Method

The goal of this method is that student are hope to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

4) Direct Method

The objective of learning is to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.

The teaching procedures of teaching grammar mainly play in the three or four stages; they are presentation, explanation, practice, and test. In line with this teaching procedure, Kieky Iswanto (2018: 10) suggested four stages:

1) Presentation

The aim of the presentation is to get the learners to perceive the structure - its form and meaning – in both speech and writing and to take it into short – term memory.

2) Explanation

The objective is that the learners should understand these various aspects of the structure. In more academic classes, or where structure is particularly difficult for students to grasp, this stage may be taken some time.

3) Practice

The practice stage consists of a series of exercises done both in the classroom and for home assignment, whose aim is to cause learners to absorb the structure thoroughly, or to put it another way, to transfer what they know from short-term to long-term memory.

4) Test

Learners do test in order to demonstrate to themselves and to the teacher how well they mastered the material have been learning. The main objective of test within a taught course is to provide feedback.

Meanwhile, Celce (2007) stated that the organization of teaching grammar procedures, they are:

a) Presentation

In this stage teachers introduce the grammar structure either inductively or deductively.

b) Focused Practice

In which the learner manipulates the structure in question while all other variables are held constant. The purpose of this step is to allow the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication.

c) Communication Practice

In which the learner manipulates the structure in question while all other variables are held constant. The purpose of this step is to allow the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication.

d) Teacher Feedback And Correction

Although this is usually considered a final step, it must take place throughout the lesson.

Base on the explanations above, the writer can conclude that there are some steps need to apply in teaching grammar, such as Presentation, Control Practice, Freer Practice and test.

d. Kinds of Grammar

There are so many types of English grammar that should be known, but the most basic of English grammar is tenses. In learning English, one of the general and base problem that are usually faced is tenses problem. Most of students do not understand what is spoken in tenses problem (Pardiyono: 2007).

According to Pardiyono (2017), tense is a variation of the change of verb form included full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression. The word tense stands for a verb form or series of verb used to express time relation.

Many teachers find that tenses are far more difficult to teach than: say, vocabulary; although planning a lesson around a tense is obviously easier, actually teaching it may be a different matter. Despite their best efforts, students consistently misuse, misunderstand, and misapply tenses. Therefore, considering the essential role of tense, teacher should consider what kind of method is appropriately used in teaching tenses.

There are many kinds of tenses, but in this case the writer just want to explain two tenses: Present perfect tense and Simple past tense. According to Pardiono (2007), if you understand the rules about the change of verb form and also understand about the grouping of time expression, you have not gotten difficulties in using tenses.

Tenses have a big influence on the formation of sentences so this is very important for students to learn. according to Dharma (2007:100) tense is the use of adverbial of time in English in proper way.

From tenses we can indicate whether an activity or event occurred in the past, present, or future. In order to master English well, it is very important to know the rules of tenses as part of grammar. The writer concludes that by mastering tenses as one aspect of the structure of English grammar, students will be able to communicate properly and correctly in English.

2. English Tenses

Tenses are very important and fundamental when learning English. Tenses are generally used to form a sentence in English based on the time of the event or event taking place. In the following, the writer will discuss about tenses:

a. The Understanding of The Tenses

The word “tense” derived ultimately from the Latin word “tempus” meaning “time”. Tense commonly refers to the time of the situation which related to the situation of the utterance or at the moment of speaking. One of them is as stated by Leech and Jan Svartvik (2002: 415) stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future). Tense are formed either by changing the verb (e.g. know, knew; work worked), or by adding auxiliary verbs (e.g. will know; had worked).

In talking about tense, it is not only focused on the time of the situation that is being described, but also English marks tense by changes in the verb form. And some grammarians believe that tense must always be shown by the actual of the verb, and in way of languages to express the time at which on event described by a sentence occurs.

Base on the explanation above, the writer conclude that tense is a verb-form that is indicates the time at which a state happens or the action.

b. Type of Tenses

Tense is used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the verb of the third person singular is added –s. Regular verbs are added –ed or –d to show the past tense, while irregular verbs change in many different ways, or not at all in some cases.

The time that a verb shows is usually called tense. The most common tenses are the simple present tense, past and future. In addition, “there are nine other tenses that enable to express more specific ideas about the time” (John Langan 2003: 188).

There are four types of verb tense in English: the simple, the continuous, the perfect and the perfect continuous. Each type of tense has a present, a past, and a future form, as well as other modal forms. Thus, just as there are four present tenses in English, there are also four past tense tense: the simple past tense, the past continuous, the past perfect, and the past perfect continuous.

Based on the explanation above, the writer agreed with the statement of John Langan. So, the writer give the example of present perfect tense and simple past tense, as follow:

Tenses

Present Perfect Tense

Examples

Verbal Sentence

- (+) We have gone to Lampung
- (-) We have not gone to Lampung
- (?) Have we gone to Lampung?

Nominal Sentence

- (+) Risma has been here
- (-) Risma has not been here
- (?) Has Risma been here?

Simple Past Tense**Verbal Sentence**

(+) She bought a car yesterday

(-) She did not bought a car yesterday

(?) Did she bought a car yesterday?

Nominal Sentence

(+) He was angry

(-) He was not angry

(?) Was he angry?

In this research, the writer will focus to explain tenses especially of present perfect tense and simple past tense.

c. Present Perfect Tense

Grammatical rules have parts of speech. One of them is called verb (main verb and auxiliary verb). Verb is the most complex part of speech. Like many other parts of speech, verb also has grammatical properties and one of those grammatical properties is tense.

Present perfect tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. The example situation of this “He has lost his motorcycle key” it means that he lost it a short time ago, before now at an unspecified time in the past.

Present perfect tense as a part of grammar has the knowledge about the rules of language. It explained how to combine words or a little bit of words in

order to make something understanding or meaningful sentences both written and spoken. The following is the meaning of the present perfect tense according to experts and the important parts of this type of tense:

a) The Meaning of The Present Perfect Tense

Present perfect tense, in Oxford Learner's Pocket Dictionary (2000:338) defined as verb form which expresses an action done in a time period up to the present, formed in English with have/has and past participle. Present perfect tense indicates an action as completed or a state as having ended at the time of speaking but not any definite time in the past.

Coghill (2003) said that despite its name, present perfect tense normally does not refer to actions occurring in the present. Instead, it most often refers to action completed in the past that have some consequence or effect on the present situation.

Bety Azhar (2002) said that the present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.

From three definition above, the writer conclude that present perfect tense can be defined as an action or events occurred in the past which are completely finished but still have connection to the present or future.

b) The Form of the Present Perfect Tense

The present perfect tense is a rather important to learn for students because the students have to know the difference between the regular and irregular verbs. Some of the students have confused in using of the present perfect tense. In fact, the structure of the present perfect tense is very simple.

Basically, the present perfect tense is formed by using the auxiliary verb of have and the past participle from of the main verb (have/has + past participle (the form of regular and irregular verb) and it is commonly accompanied by definite time words such as since and for.

Therefore, the writer formulated as follows:

1) Verbal Sentence

There are three kinds of verbal sentence, they are:

a) Affirmative Structure

S + HAVE/HAS + V3

Examples: I have worked

You have been ill

We have gone to Lampung

They have eaten breakfast

He has been busy

She has arrived

b) Negative Structure

S + HAVE/HAS + NOT + V3

Example: I have not worked

You have not been ill

We have not gone to Lampung

They have not breakfast

He has not been busy

She has not arrived

c) Interrogative Structure

HAVE/HAS + S + V3?

Example: Have I worked?

Have you been ill?

Have we gone to Lampung?

Have they eaten breakfast?

Has he been busy?

Has she arrived?

2) Nominal Sentence

There are three types of nominal sentence, they are:

a) Affirmative Structure:

S + HAVE/HAS + BEEN + NON VERB (ADJECTIVE/NOUN/ADVERB) + OBJECT
--

Example: Kevin has been here

Jenny has been to your house before

It has been my pleasure to help you

b) Negative Structure:

S + HAVE/HAS + NOT + BEEN + NON VERB (ADJECTIVE/NOUN/ADVERB) + OBJECT
--

Example: Kevin has not been here

Jenny has not been to your house before

It has not been my pleasure to help you

c) Interrogative Structure:

**HAVE/HAS + S + BEEN + NON VERB
(ADJECTIVE/NOUN/ADVERB) + OBJECT?**

Example: has Kevin been here?

 has Jenny been to your house before?

 has It been my pleasure to help you?

c) The Usage of The Present Perfect Tense

The present perfect tense are used when an action or situation in the present is linked to a moment in the past. It is often used to show things that have happened up to now but are not finished yet or to emphasize that something happened but is not true anymore. In addition, the present perfect tense is used to talk about experiences that have done it in his life and it is not important if he did it. And adverb of time to talk experience are ever and never, beside that the Present perfect tense is used to talk about an action which started in the past and continuous up to now, the adverb of time is often with since and for to say how to long the action has lasted and it is used to talk about action that has the result in the present, the adverb of time often used is just, already, yet, etc.

Swan (2005) said that we use the present perfect tense especially to say that a finished action or event is connected with the present in some way. If we say something has happened, we are thinking about the past and the present at the same time.

Murphy (2003) said that when we use the present perfect tense there is always a connection with now. The action in the past has a result now. And when we talk about a period of time that continuous from the past until now, we use the present perfect.

d) The Expression of Time Which are Used In Present Perfect Tense

The psychological time connected by the present perfect tense often involves possible repetition within the past to present period. The expression of time that mark a past to present event are indicated below:

1) Duration of an event that ends with the moment of speaking

- a) Preposition indicating duration, such as: during, in, over, since, for.

Example:

He has remained calm during the whole crisis.

I have lived in United States since 1968.

- b) Adverbial expressions meaning past to present time, such as: so far, up to now, until now, up to the present.

Example:

We have finished this chapter so far.

Up to now, we have not found the kind of point we need for job.

2) Frequency within the extended past to present period

The Present perfect tense is used with frequency adverbs that involve repetition; always, often, twice, sometimes.

Example:

He has always lived in the United States.

We have sometimes gone to the beach, but we have never enjoyed the trip

3) Recently of an Event

- a) Just (now), already (or yet negatives and question), finally, still (negatives only).

Example:

Mickey has finally arrived

I haven't seen the movie yet.

- b) Recently, lately, of late, in recent years, etc:

Example:

He has recently come out of the hospital.

Lately, the news about the war has not been good.

- c) Time expressions containing this; this week, this month, this morning.

Example:

He has been quite ill this year

They have gone shopping this morning.

From the explanation above, the writer can conclude that the present perfect tense is used:

1. To refer to an action or event that began sometime in the past and still continuing.
2. To refer to an action that look place at some time in the past but has an effect on the present situation.
3. To express the activities which were repeated several times in the past. But the exact time is unspecified.

d. Simple Past Tense

The first type of simple past tense is a regular verb, which is the verb that inflected by suffixes –ed at the end of the verb. Azar (2009) provide a list of regular verbs namely lived, started, and listened. Besides, they also give an example of the sentence for regular verb, which is “I walked to school yesterday”. The example of regular verb is “walk” in which the verb is a regular verb that should be changed into past form. Thus, the verb “walk” should be added by suffix –ed to be “walked”. The second type is irregular verb, which is different from a regular verb because an irregular verb has a more specified change for a particular verb. The converted forms of the verbs are usually in a dictionary. As a result, the learner should memorize the changed of past verb (Bayinah, 2013). For example, “I bought a new car three days ago”. The verb “buy” will change into past form, “bought” (Azar, 2009). When simple past tense is modified to negative form, the main verb will change into present. From the example “I walked to school yesterday” and “I bought a new car three days ago”, they will change to “I did not walk to school yesterday” and “I did not buy a new car three days ago”. It is done since the rule of negative form in simple past tense requires by adding “did not” before main verb and automatically the main verb should change into present. Not only regular verb and irregular verb but also there is a verb of be, when there is no verb both regular and irregular.

The following is the definition of the simple past tense and important discussion about the simple past tense:

a) Definition of The Simple Past Tense

Simple past tense is a tense used to tell events or actions in the past.

According to Parrot (2010), while telling stories that happened in the past, the actions or events require a period of time for example last week, at the weekend, and others. In addition, Azar (2009) state that simple past tense indicates an activity or situation began and ended at a particular time in the past. Furthermore, the verbs in simple past tense are divided into two types, they are regular verb and irregular verb including past tense of the verb be (Kirn, 2002).

Simple past tense has a rule form after subject, it should be added be (was, were). To be was is followed by subject I, she, he, it, whereas to be were is followed by subject you, they, we (Bayinah, 2013).

On the other hand, there are spelling regulations of regular verb form in simple past tense. The first is when the simple form of verb is ended in a consonant -e, it should be added by -d for example: dated, hoped. The second is if a simple form of verb is ended by -y and -y is preceded by a consonant, it should be replaced by -I then it is added by -ed, for example studied, tried. Meanwhile, if -y is preceded by a vowel, the verb should not change but keep by adding -ed at the end of verb. The third, if a simple form of verb is ended by -ie, it should be added -d by the ending of the verb, exception -w and -x are not doubled. For example: lied and died. The fourth, if the simple form of a one syllable word ends a consonant, it should be added -ed for example: listened, offered (Azar, 2009).

Based on A students grammar of spoken and written English written by biber, Conrad, and Leech (2002), they state that simple past tense indicates to describe past events and situation. Hewings (2005) further states that the simple past tense is used when something happen at a specific time in the past.

Finally, it can be concluded that the simple past tense tells about expressions of past time when an action was completed without indicating any connecting with the present. In telling story and describing what happened in the past can use simple past tense.

b) Form of Simple Past Tense

There are two kinds of Simple Past Tense sentences, they are: verbal sentence (sentence containing verb in the past form) and nominal sentence (sentence containing adjective, noun and adverb). There are three types of verbal sentences and nominal sentences, namely affirmative, negative and interrogative sentences.

The following pattern of verbal sentences and nominal sentences:

1) Verbal sentence

a) Affirmative Structure

S + VERB 2 + OBJECT

Example: He bought a car yesterday

 Ron and Fred watched movie last week

 Your cat ate fish two days ago

b) Negative Structure

S + DID + NOT + VERB 2 + OBJECT

Example: He did not bought a car yesterday

Ron and Fred did not watched movie last week

Your cat did not ate fish two days ago

c) Interrogative Structure

DID + S + VERB 2 + OBJECT?

Example: Did He bought a car yesterday?

Did Ron and Fred watched movie last week?

Did Your cat ate fish two days ago?

2) Nominal sentence

a) Affirmative structure

**S + WAS/WERE + NON VERB
(ADJECTIVE/NOUN/ADVERB) + OBJECT**

Example: She was hungry.

He was sick yesterday

They were here last night

b) Negative structure

**S + WAS/WERE + NOT + NON VERB
(ADJECTIVE/NOUN/ADVERB) + OBJECT**

Example: She was not hungry.

He was not sick yesterday

They were not here last night

c) Interrogative structure

**WAS/WERE + S + NON VERB
(ADJECTIVE/NOUN/ADVERB) + OBJECT?**

Example: Was She hungry?

Was He sick yesterday?

Were They here last night?

c) The Usage of the Simple Past Tense

Past tense is generally used to assert an action or event that is done or happens in the past time. Common time expression that are used the simple past tense includes yesterday, ago, last week, last month, for three years, etc.

The simple past tense is used to talk about:

- 1) It is used for actions completed in the past at a definite time.
- 2) It is used for past habit.
- 3) It is in conditional sentences.
- 4) Past states (Long-lasting situation or feeling).

3. Tense with Exercise Application

In the world of education, can not be separated from technological advances because the education world certainly follow the development of technology. In the past the class used chalk to change to white board, from the white board to the projector and now it is transitioning from projector to smart board. In this era, educator should be direct to the students to be able to make the best use of technological advances, especially in using smartphone. That is

one of the reason, why the writer conduct this research in order to students can use their smartphone to learn especially learning tenses through the Tense with Exercise Application. According to Hakim (2010: 105) states the application program is "software that is used for certain purposes such as processing documents, managing Windows 7, game, and so on". While Ibisah (2010: 93) said that "the application is a tool to simplify and speed up the process of work or activities for those who use it". From the two opinions of the experts above, the writer conclude that the application is a tool that can facilitate and accelerate the teacher in delivering learning material to students.

According to Jhosi (2014) studied Application of Learning English Tense and Grammar based on Android. Based on the trial application, it appears that the application of tenses and grammar learning based on android can be used to all users especially the students in junior and senior high school. By learning to use Tense with Exercise Application will have a very good impact on students, because with this method students will be even more active in learning. With this method students not only learn in the class but students can study anywhere and anytime.

Present perfect tense and simple past tense learning through Tense with Exercise application is included in the category of mobile learning-based learning media. Through mobile learning, the students can learn wherever and whenever they want. This is in accordance with the definition of mobile learning stated by O'Malley (2003: 4), which is a learning that learners do not

remain in one place or learning activities that occur when learners utilize mobile technology devices.

Learn through Tense with Exercise Application is expect to increase the enthusiasm and motivation of students in learning grammar.

In the following, the writer will discusses about tense with exercise application:

a. Definition Tense with Exercise Application

The tense with exercise application is an application that discusses all types of tenses accompanied by practice questions. The application does not only discuss tenses but also a lot of grammar material, such as prepositions, conjunctions, interjections, linking words, the clause, completing sentences, narrations, etc. This application is very flexible because it can be use by all levels of students from basic, intermediate and advanced levels.

Tense with exercise application help user to learn tenses and other types of grammar. In this application, we will get about 1500 practice questions about grammar. This application was created by Mostafa Kamal, which was released on February 15, 2017 and last updated on May 11, 2020.

b. Exercise Application

Go to Play Store, then install the Tense with Exercise application. This application consists of several main pages, namely:

- 1) Opening page (Splash Screen)

2) The material menu page. This menu is equipped with twelve types of tenses. In the material menu page, there are also MCQ TEST feature and formula feature. The MCQ TEST feature is contain practice questions for each tenses, while the Formula feature is contain the structure / formula of the twelve tenses.

3) Material page. In this page, it contain the tenses material that we have click, such as the simple past tense material which discusses the structure of the simple past tense and example sentences.

Through the features available in tenses application is expect to provide convenience for students in learning tenses. By mastering tenses, it can improve students' grammar mastery in communicating in English.

c. Figure of Tense with Exercise Application

In the following, figure of several main pages tenses application:

- 1) Go to Play Store
- 2) Install the Tense with Exercise application
- 3) Splash Screen

The students click the "Tense with Exercise" application.

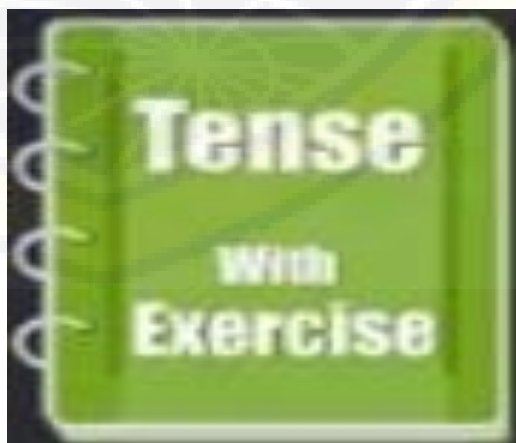


Figure 2.1 Splash Screen

4) The option of material

The students click material of Present Perfect Tense and
Simple Past Tense



Figure 2.2 The Option of Material

5) Material of Present Perfect Tense

The students learn of Present Perfect Tense.

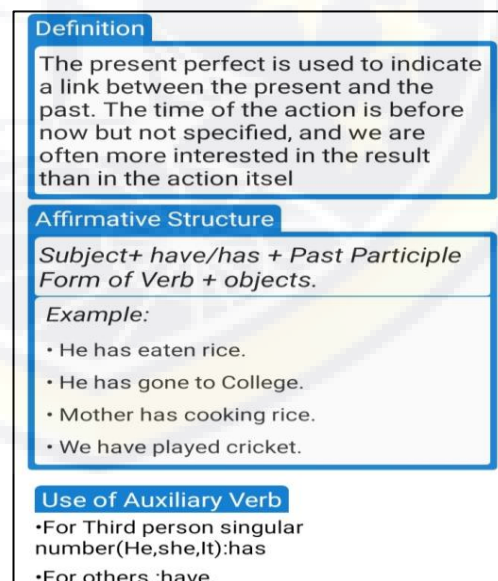


Figure 2.3 Tense Explanation

B. Previous Related Research Finding

Many researchers have revealed the identification of students achievement in learning English to make the teaching and learning process more effective. Some of the writer findings are summarized below:

Erwin (2013) in his research uses the English Leap application to improve students English. From this research, it can improve students' grammar. The conclusion of this study is that there are positive and significant differences in learning outcomes in the cognitive field, in English subjects at SMPN 1 LEMBANG.

Dadan (2013) uses an Android based educational application to identify students' English. This application helps children learn English more easily with the content available in the application, namely reading, listening, writing, and speaking. From this research, it shows an increase in students achievement in tense.

Alfi Yudha Khadam (2013) studied Mobile Application Learning English Tense based on Android of SMKN 9 Bandung. The use of mobile media can give a new innovative. It conveys some information like a materials discussion about tense in English for users especially the students. In this application there is a menu of exercises to make users especially students can know how far their understanding about the English tenses. They can learn about tenses in easy way. They also have unlimited of time and place to learn. That research showed there was improvement of the students achievement in tenses.

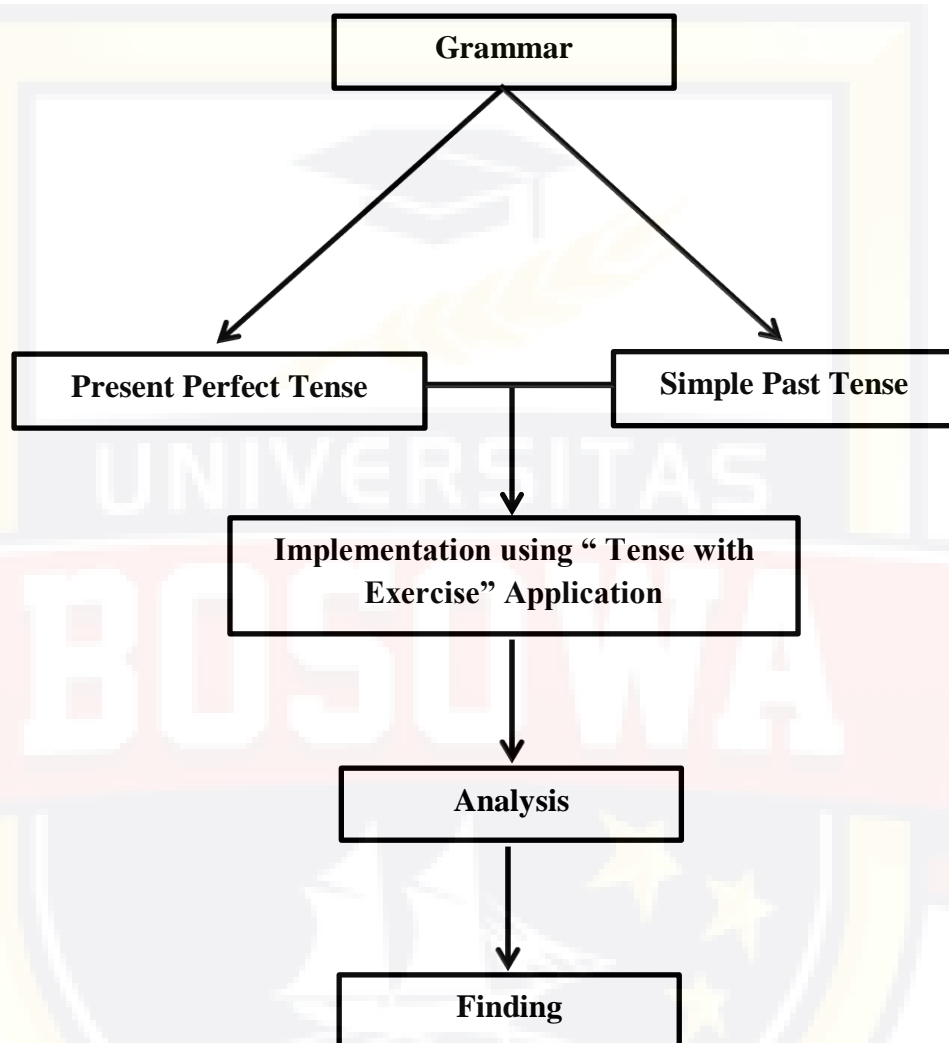
Jhosi Sofian Nugroho (2014) studied Application of Learning English Tense and Grammar based on Android. Based on the trial application, it appears that the application of tenses and grammar learning based on android can be used to all users especially the students in junior and senior high school. This application use to know the structure of writing, and can help the learning process in English. In this application there is a Quiz that functions to train students after reading the material provided to understand Tense and Grammar in English. Research conducted by Jhosi Sofian Nugroho, was able to improve students' grammar mastery.

Robi Setiawan (2014) studied Design Application of Learning English Tense based on Android. Application for learning English tenses can run on mobile device which use android operation system version minimal 2.2 (froyo). Application for learning English Tenses can run on android which have screen resolution 320 x 480 pixels (3.5 inches) and 480 x 800 pixels (4.3 inches). This application has some information and explanation about 16 tenses. it also has the example when using in sentences. This application can make easy for users in learning and memorizing about materials of English tenses in offline. It proved by the gain of positive and significant students test score after treatment.

As stated previously, in this study the writer used the Tense with Exercise application to improve students' grammar. This study has differences with the previous findings above. The writer uses various types of Android application, namely "Tense with Exercise". In this case teachers are expected to be able to use many tenses from the application in grammar class and also provide new ways of learning English.

C. Conceptual Framework

The following is the conceptual framework of this research:



The conceptual framework above show that the writer will teach about grammar, using teaching media of tense with exercise application. By using teaching media, the writer will teach of tenses especially present perfect tense and simple past tense. After that, the writer will analysis the data pre-test and post-test, to find out the result of this research.

CHAPTER III

METHOD OF THE RESEARCH

This chapter encompasses research design, location and time of the research, population and sample, research variables, the procedure of collecting data, and technique of data analysis.

A. The Research Design

In this research, the writer used pre-experimental design. The writer conducted the pre-test, treatment and post-test. It aims to find out whether this research can improve students' grammar mastery or not, the research design can illustrate as follows:

Table 3.1 The Research Design

Pre-test	Treatment	Post-test
01	X	02

(Gay, 2006:26)

B. Location and Time of the Research

This research conducted at SMAN 18 Makassar 2021/2022 academic year. The research will be held on August 2021.

C. Population and Sample

1. Population

The population of this research covered the first grade students of SMAN 18 Makassar. There were nine classes (X IPA 1, X IPA 2, X IPA

3, X IPA 4, X IPA 5 and X IPS 1, X IPS 2, X IPS 3, X IPS 4) about 320 students. They belong to male and female students.

2. Sample

This research applied total sampling technique. The writer chose one class as a sample namely X IPS 4. Total sample were 26 students at the first grade of SMAN 18 Makassar.

D. Research Variables

In this research, there were two variables namely:

1. Independent variable

Independent variable of the research is the use of tenses application.

2. Dependent Variable

Dependent variable is improving students' grammar mastery.

E. The Procedur of Collecting Data

1. Pre-Test

For the first meeting, the writer applied a pre-test by spending the time around 60 minutes. This test was aim to measure the level of students' grammar mastery especially Present Perfect Tense and Simple Past Tense before the writer gave treatment. The writer gave the students multiple choice and completion test about Present Perfect Tense and Simple Past Tense.

2. Treatment

After doing pre-test, the writer conducted a treatment. The students are treated by using tense with exercise application. The writer directs to students to open the tenses application, on the menu page students chose Present Perfect Tense and Simple Past Tense. The writer gave 30 minutes to the students to learn Present Perfect Tense and Simple Past Tense. On the first meeting, the writer conducted the first treatment. The writer explained the material about Present Perfect Tense. While on the second meeting, the writer conducted the second treatment. The writer explained the material about Simple Past Tense.

3. Post-Test

At the last meeting, the writer applied a post-test around 40 minutes. In this test, the writer gave the same question to students when conducted a pre-test.

F. Technique of Data Analysis

The collecting data through the use inferential statistic percentage score use to know the students' ability :

1. Scoring the students' correct answer of pre-test and post-test

$$Score = \frac{\text{students correct answer}}{\text{total number of item}} \times 100$$

(Sudjana: 2010 : 44)

2. Classifying the score of the students' answer into the following scale :

Table 3.2 Classifying The Score Of The Students' Answer

Classification	Score	Criteria
Excellent	90-100	No or two error of exercise
Very good	70-80	Four-six error of exercise
Good	50-60	Eighth-ten error of exercise
Poor	30-40	Twelve-fourteen error of exercise
Very poor	10-20	Almost all error of exercise

Layman in Putri (2002:36)

3. Findings the improvement of the students, the writer compare in this research by using the following way :

The formula of mean score :

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean score

$\sum X$ = The sum of all the scope

N = The number of sample

(Gay, 2006: 28)

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates the findings of the research and the discussion of the finding. The finding are correlated with the problem statements stated in the introduction part. The finding presented in this part consists of the data obtained through the test in order to see the students' achievement in grammar after giving them treatments using Tense with Exercise application. In the discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the writer reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

A. Finding

In this section, the writer described the result of data analysis in the pre-test and post-test. It was found from the result of the test about teaching Present Perfect Tense and Simple Past Tense through. The following the writer describe the students' score in the pre-test and post-test:

1. The Students' Score and Classification in Pre-test

The presentation of data in this part was obtained through the multiple choice and completion test. The interpretations were analyzed in three stages : scoring the students' test, classifying the students' score and calculating the mean score, standard deviation, frequency and other supporting source of statistical elements.

The students' score and classification in pre-test. It shows the table of the students' score in pre-test.

Table 4.1 Students' Pre-test Score

No.	Students' Initial	Pre-test	Classification
1.	AF	55	Good
2.	SR	10	Very Poor
3.	MN	5	Very Poor
4.	NAES	25	Very Poor
5.	AOR	65	Good
6.	SFH	35	Poor
7.	MAP	40	Poor
8.	A	45	Poor
9.	SRA	30	Poor
10.	C	30	Poor
11.	HA	35	Poor
12.	JE	20	Very Poor
13.	MS	20	Very Poor
14.	NR	20	Very Poor
15.	SAK	30	Poor
16.	MNA	45	Poor
17.	MH	15	Very Poor
18.	APP	5	Very Poor
19.	GW	10	Very Poor
20.	R	45	Poor
21.	MS	35	Very Poor
22.	MWYR	40	Poor
23.	AM	25	Very Poor
24.	N	30	Poor
25.	A	30	Poor
26.	IA	20	Very Poor
Total		765	
Mean Score		29.42	Very Poor

Source : Students' Pre-test

Table 4.1 shows that the students score of pre-test. Based on the result on the pre-test that show on the table the total of students were 26 and the total score was 765 with the mean score 29.42 and conclude very poor category. In the column of the students' pre-test there are various categories. there were 12 students with very poor category, 12 students with the poor category and 2 students with the good category. There none students who belong to the good and very good categories

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Layman (2002:36). The following table is the students' pre-test score and percentage of experimental and control group.

Table 4.2 The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Very Good	70-80	0	0%
Good	50-60	2	8%
Poor	30-40	12	46%
Very Poor	10-20	12	46%
Total		26	100%

Source : Students' pre-test

Based on the data in table 4.2 the pre-test showed there were 26 students, nothing students were excellent and very good categorized. At the next level, 2 students (8%) with the good category, 12 students (46%) with the poor category, and 12 students (46%) who are positioned in the very poor category

2. The mean score and standard deviation of students' pre-test

Before the treatments were performed, the writer was given pre-test to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students as the same level or not.

After calculating the result of the students' pre-test, the mean score and standard deviation are presented in the following table.

Table 4.3 Mean Score and Standard Deviation of Students' Pre-test

Mean Score	Standard Deviation
29.42	14.854

Based on the classification, the mean score of the pre-test was considered very poor with the standard deviation 14.854. It indicates that the score of the classification reached by the students' are still low.

3. Scoring classification of the students' post-test

The students' score and classification in post-test. It shows the table of the students' score in post-test.

Table 4.4 Students' post-test score

No.	Students' Initial	Post-Test	Classification
1.	AF	80	Very Good
2.	SR	95	Excellent
3.	MN	70	Very Good
4.	NAES	85	Very Good
5.	AOR	85	Very Good
6.	SFH	65	Good
7.	MAP	70	Very Good
8.	A	80	Very Good
9.	SRA	60	Good

10.	C	65	Good
11.	HA	75	Very Good
12.	JE	60	Good
13.	MS	80	Very Good
14.	NR	70	Very Good
15.	SAK	70	Very Good
16.	MNA	95	Excellent
17.	MH	40	Poor
18.	APP	70	Very Good
19.	GW	45	Poor
20.	R	70	Very Good
21.	MS	70	Very Good
22.	MWYR	70	Very Good
23.	AM	45	Poor
24.	N	85	Very Good
25.	A	90	Excellent
26.	IA	70	Very Good
Total		1.860	
Mean Score		71.54	Very Good

Source : Students' post-test

Table 4.4 shows that the students score of post-test. Based on the result on the post-test that show on the table the total score was 1.860 with the mean score 71.54 and conclude very good category. In the column of the students' post-test there are various categories. There were 3 students with the excellent category, 16 students with the very good category, 4 students with the good category and 3 students with the poor category. There none students who belong to the very poor category.

The scores of students' achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students post-test.

Table 4.5 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Excellent	90-100	3	11%
Very Good	70-80	16	63%
Good	50-60	4	15%
Poor	30-40	3	11%
Very Poor	10-20	0	0%
Total		26	100%

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above there were 26 students, 3 students (11%) with the poor category, 4 students (15%) with the good category, 16 students (63%) with the very good category and 3 students (11%) with the excellent category. In the per-test no one the students could get the excellent and very good category.

Based on the description shows that there is improvement of students' in grammar of English by the students' on post-test through treating those students use the Tense with Exercise Application.

4. The Mean Score and Standard Deviation of Students' Post-Test

The result of the post-test was defined the way to know the mean score and standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4.6 The mean and Standard Deviation of Students' Post-test

Mean Score	Standard Deviation
71.54	14.126

It can be observed in the table 4.6 shows that the post-test was valued 71.54 for its mean score with the standard deviation obtained 14.124. It can be referred from the description about the mean score and the students deviation for post-test. Post-test produces a better improvement or a higher achievement that turns from the pre-test 29.42 while on the post-test 71.54.

5. Test of Significance (T-Test)

T-test is a test to measure whether or not there is a significance difference between the result of the students' mean scores in the pre-test and post-test. By using inferential analysis of T-test the significant differences can be easier to analyze.

The level of significance is $(\alpha) = 0.05$ and the degree of freedom $(df) = 25$, $N1-1$, the number of students (26) minus 1. The following table illustrated the t-test value result :

Table 4.7 The Paired T-test Value of Students' Achievement

Variables	Probability Value	A	Remarks
Pre-test & Post-test	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 4.5 pre-test and post-test, the writer found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 25. It showed that the use

of Tense with Exercise Application significantly improve students' achievement in learning grammar of English.

B. Discussion

The description of the data collected through the test as explained in the previous section shows that teaching Present perfect tense and simple past tense through "Tense with Exercise" application as medium of learning was good. It is supported by the writer experience when conducted pre-test and post-test. In the pre-test most of students answered incorrectly while in the post-test (after treatment) most of students answered correctly. It proved "Tense with exercise" application can be used as medium of learning.

It was also supported by the frequency and the rate percentage of the result of students' pre-test and post-test. the students score after giving treatment is better than before the treatment.

It is indicated that the result of pre-test there were many students who have poor knowledge concerning Present Perfect Tense and Simple Past Tense score average from the whole students only reaching 29,42 percentage. Based on the result of pre-test, there were 12 (46%) students with very poor category, there were 12 (46%) students with the poor category and 2 (8%) students with the good category and none students who belong to the very good and excellent categories. Meanwhile based on the result of post-test, there were 3 (11%) students with the poor category, there were 4 (15%) students with the good category, there were 16 (63%) students with very good category, there were 3 (11%) students with the excellent category and none students who belong to the very poor category.

The analysis of data shows the mean score of the pre-test and post-test, it was found out that the mean score of the pre-test was 29,42 with the very poor classification, while the mean score of the post-test was 71,54 with the very good classification.

Since the first day of this study, the writer conducted pre-test on the Google Form to know the prior knowledge of the students. The writer gave the students test multiple choice and completion test of Present Perfect Tense and Simple Past Tense.

After take the pre-test from the students, the writer conducted treatment. The students are treated by used Tense with Exercise application. On the first treatment conducted on Google Meet, the writer introduced Tense with Exercise application and asked the students to install the application on their smartphone.

After the writer introduced the application, the writer explained the material about Present Perfect Tense. While on the second treatment, the writer explained Simple Past Tense and compared between Present Perfect Tense with Simple Past Tense.

At the last meeting, the writer applied post-test. In post-test, the writer gave the same question when the writer conducted pre-test.

There were different result of students score. The students score on post-test was higher than score on pre-test. The result of the post-test indicates that the use of "Tense with Exercise" application gives progress toward

students' achievement. It means all students can improve their achievement in understanding the grammar of English.

Based on the findings of the research, the writer may point out that before giving the treatment (pre-test), almost students in poor classification in understanding the grammar of tenses.

According to Harjono (2003) there are some function of instruction material, those are as the medium of information, to stimulate the students' interest, to develop the students' ability and to illustrate things.

The writer thinks that the use of Tense with Exercise application in teaching and learning process is very important. There will be better for the teacher to always combine some alternative in teaching in order to make the students interest and make the students not feel bored in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the two sub chapters specifically the conclusion of study and suggestion of the research.

A. Conclusion

This part presents the conclusion of this study and the research findings. There are two research question proposed in this study. The first is about the implementation of Tense with Exercise application. And the second is the impact of students' grammar mastery as SMAN 18 Makassar.

This study conducted at SMAN 18 Makassar, the writer chose one class as a sample namely X IPS 4. Total sample were 26 students at the first grade of SMAN 18 Makassar. When the first meeting, the writer introduced the title of this study and gave pre-test to students. After take the pre-test from the students, the writer conducted treatment. The students are treated by used Tense with Exercise application. On the first treatment conducted on Google Meet, the writer introduced Tense with Exercise application and asked the students to install the application on their smartphone. After the writer introduced the application, the writer explained the material about Present Perfect Tense. While on the second treatment, the writer explained Simple Past Tense and compared between Present Perfect Tense with Simple Past Tense. At the last meeting, the writer applied post-test. In post-test, the writer gave the same question when the writer conducted pre-test.

To find out the impact of used Tense with Exercise application on students' grammar mastery, These could be done by finding out the students' score in pre-test and post-test, the mean score and standard deviation. The mean score of the students' in the pre-test was 29.42 with the standard deviation 14.854 and the mean score of the students' post-test was 71.54 with the standard deviation 14.126. The writer found that the probability value was lower than α ($0.00 < 0.05$) and the degree of freedom was 25. The t-test value of pre-test and post-test was remarked significantly different.

Based on the students' score in pre-test and post-test, the mean score, standard deviation and the probability value, the writer conclude that the use of Tense with Exercise application in teaching English could improve the students' achievement in learning English especially in grammar.

B. Suggestion

The writer the offers some suggestion for the English teacher, for the students, and for the future researcher:

1. For the English Teacher

- a. In teaching grammar, teachers have given enough opportunity to the students to practice their grammar mastery both in speaking or writing.
- b. The teachers are suggested to motivate their students in learning English especially in grammar.
- c. The teachers are suggested to give the way to learn English grammar, so they know how to use English grammar and the teacher should be give motivate the students in order to improve their grammar mastery.

2. For the Students

- a. The students are suggested to be more interested in learning English.
- b. The students are suggested to be respect to their teacher, follow the instruction when the teacher give direction, advice, and the correction.
- c. The students are suggested to study hard and serious in learning English grammar
- d. The students are suggested to understand what the importance of grammar mastery in English.

3. For the next researcher

For the future, the next researcher improve this kind of research and try to analyze the impact of grammar mastery using Tense with Exercise application.

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UNIVERSITAS

APPENDICES

DUJAWA



APPENDIX 1 : PRE – TEST**Research Instrument****Test for Pre-Test**

Name :

Class :

A. Choose the correct answer from the questions below by crossing (x) the correct answer:

1. It's raining hard. It an hour ago and yet.
 - a. Had started – doesn't stop
 - b. Has started – didn't stop
 - c. Started – hasn't stopped
 - d. Was starting – isn't stopping
2. Miss Rina US English since 1989.
 - a. Was teach
 - b. Is going to teach
 - c. Has taught
 - d. Have taught.
3. A : "Are you going to watch the movie on TV tonight?"
B : "No, I think I'll watch the recent news, the recent news is news that....."
 - a. Tell us about things that have just happened
 - b. Provides a lot of advertisements
 - c. Is printed in capital letters
 - d. Is very important
4. A : "You look so unhappy, Anton. What's the matter?"
B : "My father his job."
 - a. Is losing
 - b. Has been losing
 - c. Loses
 - d. Has just lost
5. Indro : Did you listen to the breaking news last night?..... lots of people trapped by lames.

Danny : How terrible. Hope some of them are still alive.

- a. An earthquake damaged the monument.
- b. The flood destroyed many houses.
- c. Two taxi drivers were robbed by their passengers.

- d. A big fire broke out in a shopping centre.
6. Guest : Excuse me, I'd like to meet Mr. Gunawan.
Receptionist :?
Guest : Yes. He promised to meet me in his office.
- Have you made an appointment
 - Do you want to call him
 - Is there any message for him
 - How can I assist you
7. Yuma : Why didn't you join the students' leadership training program?
Dimaz : I have diarrhea.
- I will join other programs.
 - I take a computer course.
 - I am having flu.
 - I was hospitalized
8. Mr. Richard : Have you got any experience in marketing?
James : Yes. and worked for five years here.
- I was a sale representative in my previous company.
 - I want to have some experience in marketing
 - I sometimes go to the traditional market
 - Having experience in marketing is valuable.
9. Winny : when did you come back from the job training program in Bangkok?
Fanny : I just arrived yesterday.
Winny :
Fanny : Oh, yes. I enjoyed everything there, especially the training.
- Will you enjoy the training?
 - Did you have a great time?
 - Are you going to attend a training?
 - Do you plan to go back?
10. Interviewer : Well, can you tell me briefly about your education?
Applicant : I graduated from SMK in 1980 and ent to the academy of tourism. I graduated in 1982 and for one year.
- I'm going to teach in a tourism college
 - I will take a short course
 - I have many experiences
 - I got a job in a resort

B. Put the following sentences into Present Perfect Tense or Simple Past Tense. Use the words in parentheses!

- It since yesterday. (Rain)
- New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display)
- You have made an email, but you to them. (Sent)

4. Did you watched TV when I you last night?
(Phone)
5. She is angry because of her boyfriend has not show up yet and she
..... for half an hour. (Wait)
6. She could play the piano very well when she young. (Be)
7. My company has made a lot of money in the last few years. So far
They hard on an important project. (Work)
8. She bought many novels and encyclopedias yesterday because she
..... to give it to school library. (Want)
9. They our new refrigerator yet, but they will any day
now. (Deliver)
10. He did not allow us to go out in the boat yesterday because a strong
wind (Blow)

Adopted From :

Petrus. 2016. Guide to Final Examination. Palopo: SMK N. 1 Palopo

BUSUWA



APPENDIX 2 : POST – TEST**Research Instrument****Test for Post-Test**

Name :

Class :

A. Choose the correct answer from the questions below by crossing (x) the correct answer:

1. It's raining hard. It an hour ago and yet.
 - a. Had started – doesn't stop
 - b. Has started – didn't stop
 - c. Started – hasn't stopped
 - d. Was starting – isn't stopping
2. Miss Rina US English since 1989.
 - a. Was teach
 - b. Is going to teach
 - c. Has taught
 - d. Have taught.
3. A : "Are you going to watch the movie on TV tonight?"
 B : "No, I think I'll watch the recent news, the recent news is news that....."
 - a. Tell us about things that have just happened
 - b. Provides a lot of advertisements
 - c. Is printed in capital letters
 - d. Is very important
4. A : "You look so unhappy, Anton. What's the matter?"
 B : "My father his job."
 - a. Is losing
 - b. Has been losing
 - c. Loses

d. Has just lost

5. Indro : Did you listen to the breaking news last night?..... lots of people trapped by lames.

Danny : How terrible. Hope some of them are still alive.

- a. An earthquake damaged the monument.
- b. The flood destroyed many houses.
- c. Two taxi drivers were robbed by their passengers.
- d. A big fire broke out in a shopping centre.

6. Guest : Excuse me, I'd like to meet Mr. Gunawan.

Receptionist :

Guest : Yes. He promised to meet me in his office.

- a. Have you made an appointment
- b. Do you want to call him
- c. Is there any message for him
- d. How can I assist you

7. Yuma : Why didn't you join the students' leadership training program?

Dimaz : I have diarrhea.

- a. I will join other programs.
- b. I take a computer course.
- c. I am having flu.
- d. I was hospitalized

8. Mr. Richard : Have you got any experience in marketing?

James : Yes. and worked for five years here.

- a. I was a sale representative in my previous company.
- b. I want to have some experience in marketing
- c. I sometimes go to the traditional market
- d. Having experience in marketing is valuable.

9. Winny : when did you come back from the job training program in Bangkok?

Fanny : I just arrived yesterday.

Winnie :

Fanny : Oh, yes. I enjoyed everything there, especially the training.

c. Will you enjoy the training? c. Are you going to attend a training?

d. Did you have a great time? d. Do you plan to go back?

10. Interviewer : Well, can you tell me briefly about your education?

Applicant : I graduated from SMK in 1980 and went to the academy of tourism. I graduated in 1982 and for one year.

a. I'm going to teach in a tourism college c. I have many experiences

b. I will take a short course d. I got a job in a resort

B. Put the following sentences into Present Perfect Tense or Simple Past Tense. Use the words in parentheses!

1. It since yesterday. (Rain)
2. New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display)
3. You have made an email, but you to them. (Sent)
4. Did you watch TV when I you last night? (Phone)
5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait)
6. She could play the piano very well when she young. (Be)
7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work)
8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want)
9. They our new refrigerator yet, but they will any day now. (Deliver)
10. He did not allow us to go out in the boat yesterday because a strong wind (Blow)

Adopted From :

Petrus. 2016. Guide to Final Examination. Palopo: SMK N. 1 Palop o

APPENDIX 3 : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 18 Makassar

MATA PELAJARAN : Bahasa Inggris

Kelas / Semester : X / 1

Materi Pokok : Grammar

Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1. KOMPETENSI DASAR

- 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks

penggunaanya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense).

- 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai teks.

C. TUJUAN PEMBELAJARAN

1. Ketika para siswa di beri kesempatan untuk membuat sebuah kalimat bahasa inggris yang baik dan benar, dalam artian mempunyai subjek, objek dan pelengkap, mereka dapat menyusun dengan baik berdasarkan teori yang sudah dipelajari.
2. Ketika siswa diminta untuk membuat sebuah kalimat dengan preposition, atau dalam memilih jawaban, mereka dapat mengetahui preposition mana yang sesuai dengan teori yang sudah dipelajari.
3. Ketika siswa diminta untuk membuat kalimat dengan terdapat subjek beserta to be, mereka dapat memasangkan subjek tersebut dengan to be nya, berdasarkan apa yang mereka telah pelajari.

D. MATERI PEMBELAJARAN

Menggunakan aplikasi “Tense with Exercise”

E. METODE/TEHNIK PEMBELAJARAN

Diskusi dan ceramah

F. MEDIA PEMBELAJARAN

Media : Smartphone

G. LANGKAH PEMBELAJARAN

1. Pertemuan 1 (2 x 45 Menit)

Kegiatan Awal:

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan rajin).
- Pendidik memberi gambaran tentang kegiatan pembelajaran yang akan berlangsung.

Kegiatan Inti:

- Pendidik memberitahu mengenai penelitian yang akan dilaksanakan.
- Pendidik menjelaskan mengenai metode yang akan digunakan.
- Siswa melakukan pre-test.

Kegiatan Akhir:

- Pendidik memberikan informasi kepada siswa untuk mempersiapkan diri untuk pertemuan selanjutnya yaitu melakukan treatment menggunakan aplikasi “Tense with Exercise”.
- Pendidik mengucapkan salam penutup.

2. Pertemuan 2 (2 x 45 Menit)**Kegiatan Awal:**

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa. (nilai yang ditanamkan: disiplin dan rajin).
- Pendidik memberi gambaran tentang pelajaran yang akan berlangsung.
- Pendidik mengingatkan kembali pelajaran minggu lalu.

Kegiatan Inti:

- Pendidik menjelaskan tentang aplikasi “Tense with Exercise”
- Siswa mengunduh aplikasi “Tense with Exercise” pada smartphone mereka.

- Pendidik menjelaskan cara menggunakan aplikasi pembelajaran yang telah diunduh.
- Siswa diberikan waktu untuk menggunakan aplikasi “Tense with Exercise” dengan bimbingan Pendidik.
- Pendidik menjelaskan mengenai kalimat simple past tense dan present perfect tense.

Kegiatan Akhir:

- Pendidik memberikan umpan balik kepada siswa mengenai tanggapan mereka tentang aplikasi “Tense with Exercise” sebagai media pembelajaran.
- Pendidik memotivasi siswa untuk menguasai tenses melalui aplikasi yang telah diunduh
- Pendidik mengucapkan salam penutup.

3. Pertemuan 3 (2 x 45 Menit)**Kegiatan Awal:**

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa. (nilai yang ditanamkan: disiplin dan rajin)
- Pendidik memberi gambaran tentang pelajaran yang akan berlangsung.
- Pendidik mengingatkan kembali pelajaran minggu lalu.

Kegiatan Inti:

- Pendidik mengecek aplikasi “Tense with Exercise” pada smartphone siswa secara satu per satu.
- Pendidik menanyakan apakah ada kesulitan selama menggunakan aplikasi.
- Pendidik menanyakan respon siswa dalam pembelajaran menggunakan aplikasi.

- Pendidik menerapkan post-test untuk melihat hasil pembelajaran siswa menggunakan aplikasi “Tense with Exercise”.

Kegiatan Akhir:

- Pendidik memotivasi siswa untuk menguasai tenses melalui aplikasi “Tense with Exercise”
- Pendidik mengucapkan terima kasih kepada siswa telah berpartisipasi dalam kegiatan penelitian dan mengucapkan salam penutup.

H. PENILAIAN HASIL BELAJAR

1. Jenis penilaian : Grammar
2. Bentuk penilaian : Multiple choice dan completion test

Makassar, 23 Agustus 2021

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Drs. H. Mustafa, M.M.Pd.
NIP. 19640428 198903 1 013

Dewi Rabbana Pakiding
NIM. 4517101027

APPENDIX 4 : THE RESULT OF STUDENTS' PRE-TEST

9/15/21, 10:36 AM

PRE-TEST

PRE-TEST

Email *

amelia@gmail.com

Name *

Amelia

Gender *

 Female Male**Multiple Choice**

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

- A. Had started – doesn't stop
- B. Has started – didn't stop
- C. Started – hasn't stopped
- D. Was starting – isn't stopping

9/15/21, 10:36 AM

PRE-TEST

2. Miss Rina US English since 1989. *

- A. Was teach
- B. Is going to teach
- C. Has taught
- D. Have taught

3. A : "Are you going to watch the movie on TV tonight?" B : "No, I think I'll watch the recent news, the recent news is news that....." *

- A. Tell us about things that have just happened
- B. Provides a lot of advertisements
- C. Is printed in capital letters
- D. Is very important

4. A : "You look so unhappy, Anton. What's the matter?" B : "My father his job....." *

- A. Is losing
- B. Has been losing
- C. Loses
- D. Has just lost

9/15/21, 10:36 AM

PRE-TEST

5. Intro : Did you listen to the breaking news last night?..... lots of people trapped by lames. Danny : How terrible. Hope some of them are still alive. *

- A. An earthquake damaged the monument.
- B. The flood destroyed many houses.
- C. Two taxi drivers were robbed by their passengers.
- D. A big fire broke out in a shopping centre.

6. Guest : Excuse me, I'd like to meet Mr. Gunawan.Receptionist :? Guest : Yes. He promised to meet me in his office. *

- A. Have you made an appointment
- B. Do you want to call him
- C. Is there any message for him
- D. How can I assist you

7. Yuma : Why didn't you join the studnts' leadership training program? Dimaz : I have diarrhea. *

- A. I will join other programs.
- B. I take a computer course.
- C. I am having flu.
- D. I was hospitalized

9/15/21, 10:36 AM

PRE-TEST

8. Mr. Richard : Have you got any experience in marketing? James : Yes. and worked for five years here. *

- A. I was a sale representative in my previous company.
- B. I want to have some experience in marketing
- C. I sometimes go to the traditional market
- D. Having experience in marketing is valuable.

9. Winny : when did you come back from the job training program in Bangkok? Fanny : I just arrived yesterday. Winny : Fanny : Oh, yes. I enjoyed everything there, especially the training. *

- A. Will you enjoy the training?
- B. Did you have a great time?
- C. Are you going to attend a training?
- D. Do you plan to go back?

10. Interviewer : Well, can you tell me briefly about your education? Applicant : I graduated from SMK in 1980 and ent to the academy of tourism. I graduated in 1982 and for one year. *

- A. I'm going to teach in a tourism college
- B. I will take a short course
- C. I have many experiences
- D. I got a job in a resort

Completion Test

9/15/21, 10:36 AM

PRE-TEST

Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

1. It since yesterday. (Rain) *

been rain

2. New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display) *

display

3. You have made an email, but you to them. (Sent) *

dont sent

4. Did you watched TV when I you last night? (Phone) *

was

5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

has waited

6. She could play the piano very well when she young. (Be) *

were

9/15/21, 10:36 AM

PRE-TEST

7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

have worked

8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want) *

will

9. They our new refrigerator yet, but they will any day now. (Deliver) *

have not delivered

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

blown

This content is neither created nor endorsed by Google.

Google Forms

9/15/21, 10:46 AM

PRE-TEST

PRE-TEST

Email *

afriawan@gmail.com

Name *

Ivan Afriawan

Gender *

- Female
- Male

Multiple Choice

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

- A. Had started – doesn't stop
- B. Has started – didn't stop
- C. Started – hasn't stopped
- D. Was starting – isn't stopping

9/15/21, 10:46 AM

PRE-TEST

2. Miss Rina US English since 1989. *

- A. Was teach
- B. Is going to teach
- C. Has taught
- D. Have taught

3. A : "Are you going to watch the movie on TV tonight?" B : "No, I think I'll watch the recent news, the recent news is news that....." *

- A. Tell us about things that have just happened
- B. Provides a lot of advertisements
- C. Is printed in capital letters
- D. Is very important

4. A : "You look so unhappy, Anton. What's the matter?" B : "My father his job....." *

- A. Is losing
- B. Has been losing
- C. Loses
- D. Has just lost

9/15/21, 10:46 AM

PRE-TEST

5. Intro : Did you listen to the breaking news last night?..... lots of people trapped by lames. Danny : How terrible. Hope some of them are still alive. *

- A. An earthquake damaged the monument.
- B. The flood destroyed many houses.
- C. Two taxi drivers were robbed by their passengers.
- D. A big fire broke out in a shopping centre.

6. Guest : Excuse me, I'd like to meet Mr. Gunawan.Receptionist :? Guest : Yes. He promised to meet me in his office. *

- A. Have you made an appointment
- B. Do you want to call him
- C. Is there any message for him
- D. How can I assist you

7. Yuma : Why didn't you join the studnts' leadership training program? Dimaz : I have diarrhea. *

- A. I will join other programs.
- B. I take a computer course.
- C. I am having flu.
- D. I was hospitalized

9/15/21, 10:46 AM

PRE-TEST

8. Mr. Richard : Have you got any experience in marketing? James : Yes. and worked for five years here. *

- A. I was a sale representative in my previous company.
- B. I want to have some experience in marketing
- C. I sometimes go to the traditional market
- D. Having experience in marketing is valuable.

9. Winny : when did you come back from the job training program in Bangkok? Fanny : I just arrived yesterday. Winny : Fanny : Oh, yes. I enjoyed everything there, especially the training. *

- A. Will you enjoy the training?
- B. Did you have a great time?
- C. Are you going to attend a training?
- D. Do you plan to go back?

10. Interviewer : Well, can you tell me briefly about your education? Applicant : I graduated from SMK in 1980 and ent to the academy of tourism. I graduated in 1982 and for one year. *

- A. I'm going to teach in a tourism college
- B. I will take a short course
- C. I have many experiences
- D. I got a job in a resort

Completion Test

9/15/21, 10:46 AM

PRE-TEST

Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

1. It since yesterday. (Rain) *

has rain

2. New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display) *

was display

3. You have made an email, but you to them. (Sent) *

has not sent

4. Did you watched TV when I you last night? (Phone) *

were phone

5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

waited

6. She could play the piano very well when she young. (Be) *

was

9/15/21, 10:46 AM

PRE-TEST

7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

have worked

8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want) *

want

9. They our new refrigerator yet, but they will any day now. (Deliver) *

not delivered

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

blown

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Google Forms

9/15/21, 10:43 AM

PRE-TEST

PRE-TEST

Email *

antimhrni@gmail.com

Name *

Agusrianti Maharani

Gender *

 Female Male

Multiple Choice

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

- A. Had started – doesn't stop
- B. Has started – didn't stop
- C. Started – hasn't stopped
- D. Was starting – isn't stopping

9/15/21, 10:43 AM

PRE-TEST

2. Miss Rina US English since 1989. *

- A. Was teach
- B. Is going to teach
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- D. Have taught

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- A. Tell us about things that have just happened
- B. Provides a lot of advertisements
- C. Is printed in capital letters
- D. Is very important

4. A : "You look so unhappy, Anton. What's the matter?" B : "My father his job....." *

- A. Is losing
- B. Has been losing
- C. Loses
- D. Has just lost

9/15/21, 10:43 AM

PRE-TEST

5. Intro : Did you listen to the breaking news last night?..... lots of people trapped by lames. Danny : How terrible. Hope some of them are still alive. *

- A. An earthquake damaged the monument.
- B. The flood destroyed many houses.
- C. Two taxi drivers were robbed by their passengers.
- D. A big fire broke out in a shopping centre.

6. Guest : Excuse me, I'd like to meet Mr. Gunawan.Receptionist :? Guest : Yes. He promised to meet me in his office. *

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9/15/21, 10:43 AM

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10. Interviewer : Well, can you tell me briefly about your education? Applicant : I graduated from SMK in 1980 and ent to the academy of tourism. I graduated in 1982 and for one year. *

- A. I'm going to teach in a tourism college
- B. I will take a short course
- C. I have many experiences
- D. I got a job in a resort

Completion Test

9/15/21, 10:43 AM

PRE-TEST

Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

1. It since yesterday. (Rain) *

Rained

2. New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display) *

Displayed

3. You have made an email, but you to them. (Sent) *

Send

4. Did you watched TV when I you last night? (Phone) *

Phoned

5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

Is waiting

6. She could play the piano very well when she young. (Be) *

Was

9/15/21, 10:43 AM

PRE-TEST

7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

Working

8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want) *

Wanting

9. They our new refrigerator yet, but they will any day now. (Deliver) *

Delivering

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

Blew

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APPENDIX 5 : THE RESULT OF STUDENTS' POST-TEST

9/15/21, 10:49 AM

POST-TEST

POST-TEST

Email *

amelia@gmail.com

Name *

Amelia

Gender *

 Female Male**Multiple Choice**

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

- A. Had started – doesn't stop
- B. Has started – didn't stop
- C. Started – hasn't stopped
- D. Was starting – isn't stopping

9/15/21, 10:49 AM

POST-TEST

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- C. Has taught
- D. Have taught

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- A. Tell us about things that have just happened
- B. Provides a lot of advertisements
- C. Is printed in capital letters
- D. Is very important

4. A : "You look so unhappy, Anton. What's the matter?" B : "My father his job....." *

- A. Is losing
- B. Has been losing
- C. Loses
- D. Has just lost

9/15/21, 10:49 AM

POST-TEST

5. Intro : Did you listen to the breaking news last night?..... lots of people trapped by lames. Danny : How terrible. Hope some of them are still alive. *

- A. An earthquake damaged the monument.
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- C. Two taxi drivers were robbed by their passengers.
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- A. Have you made an appointment
- B. Do you want to call him
- C. Is there any message for him
- D. How can I assist you

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9/15/21, 10:49 AM

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Completion Test

9/15/21, 10:49 AM

POST-TEST

Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

1. It since yesterday. (Rain) *

has been rain

2. New products in the electronic exhibition in Jakarta Expo centre a week ago. (Display) *

displayed

3. You have made an email, but you to them. (Sent) *

have not sent

4. Did you watched TV when I you last night? (Phone) *

phoned

5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

has waited

6. She could play the piano very well when she young. (Be) *

was

9/15/21, 10:49 AM

POST-TEST

7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

have worked

8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want) *

want

9. They our new refrigerator yet, but they will any day now. (Deliver) *

have not delivered

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

blew

This content is neither created nor endorsed by Google.

Google Forms

9/15/21, 10:47 AM

POST-TEST

POST-TEST

Email *

afriawan@gmail.com

Name *

Ivan Afriawan

Gender *

 Female Male

Multiple Choice

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

 A. Had started – doesn't stop B. Has started – didn't stop C. Started – hasn't stopped D. Was starting – isn't stopping

9/15/21, 10:47 AM

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9/15/21, 10:47 AM

POST-TEST

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9/15/21, 10:47 AM

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Completion Test

9/15/21, 10:47 AM

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Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

1. It since yesterday. (Rain) *

has been rain

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4. Did you watched TV when I you last night? (Phone) *

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5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

has waited

6. She could play the piano very well when she young. (Be) *

was

9/15/21, 10:47 AM

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7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

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8. She bought many novels and encyclopedias yesterday because she to give it to school library. (Want) *

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9. They our new refrigerator yet, but they will any day now. (Deliver) *

don't delivered

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

blew

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Google Forms

9/15/21, 10:48 AM

POST-TEST

POST-TEST

Email *

antimhrni@gmail.com

Name *

Agusrianti Maharani

Gender *

 Female Male

Multiple Choice

Choose the correct answer from the questions below

1. It's raining hard. It an hour ago and yet. *

- A. Had started – doesn't stop
- B. Has started – didn't stop
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- C. I have many experiences
- D. I got a job in a resort

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9/15/21, 10:48 AM

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Put the following sentences into present perfect tense or simple past tense. Use the words in parentheses!

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Displayed

3. You have made an email, but you to them. (Sent) *

Have not sent

4. Did you watched TV when I you last night? (Phone) *

Phoned

5. She is angry because of her boyfriend has not show up yet and she for half an hour. (Wait) *

Has wait

6. She could play the piano very well when she young. (Be) *

Were

9/15/21, 10:48 AM

POST-TEST

7. My company has made a lot of money in the last few years. So far They hard on an important project. (Work) *

Have worked

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Wanted

9. They our new refrigerator yet, but they will any day now. (Deliver) *

Have not delivered

10. He did not allow us to go out in the boat yesterday because a strong wind (Blow) *

Blown

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Google Forms

APPENDIX 6 : THE STUDENTS' SCORE

The Students' Score and Data SPSS

A. Paired T-test Analysis


Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kelas Pretest	26	60	5	65	29.42	14.854
Kelas Posttest	26	55	40	95	71.54	14.126
Valid N (listwise)	26					

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kelas Pretest	29.42	26	14.854	2.913
	Kelas Posttest	71.54	26	14.126	2.770

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Kelas Pretest & Kelas Posttest	26	.348	.082

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	Kelas Pretest - Kelas Posttest	-42.115	16.563	3.248	-48.805	-35.425	-12.965	25	.000

APPENDIX 7 : ADMINISTRATION


UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
<http://www.universitasbosowa.ac.id>

Nomor : A.290/FKIP/Unibos/VIII/2021
 Lampiran : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
 Kepala Sekolah SMAN 18 Makassar Kota Makassar
 di –
 Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

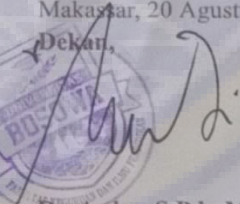
Nama : Dewi Rabbana Pakiding
 NIM : 4517101027
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas Bosowa

Judul Penelitian :

The Implementation of Tense with Exercise Application to Improve Students' Grammar Mastery at SMAN 18 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 20 Agustus 2021
 Dekan,

Dr. Asdar, S.Pd., M.Pd.
 NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.290/FKIP/Unibos/VIII/2021

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Dinas Penanaman Modal dan PTSP Prov. Sulsel
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Dewi Rabbana Pakiding
NIM : 4517101027
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
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Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 20 Agustus 2021



Dekan,

Dr. Asdar, S.Pd., M.Pd.

NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

1 2 0 2 1 1 9 3 0 0 1 0 8 3 4

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 20299/S.01/PTSP/2021
Lampiran :
Perihal : **Izin Penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.209/FKIP/UNIBOS/VIII/2021 tanggal 20 Agustus 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : DEWI RABBANA PAKIDING
Nomor Pokok : 4517101027
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Urip Sumcharjo Km. 04, Makassar

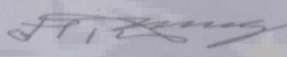
Bernmaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :
" THE IMPLEMENTATION OF TENSE WITH EXERCISE APPLICATION TO IMPROVE STUDENTS' GRAMMAR MASTERY AT SMAN 18 MAKASSAR "

Yang akan dilaksanakan dari Tgl. **27 Agustus s/d 27 September 2021**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian. Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**. Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 27 Agustus 2021


A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu




Dr. JAYADINAN, S.Sos., M.Si
Pangkat : Pembina Tk. I
Nip : 197105011998031004

Tembusan Yth.
1. Dekan FKIP Univ. Bosowa Makassar di Makassar
2. Bertinggal

SIMAP PTSP 27-08-2021


JI Bougenville No 5 Telp. (0411) 441077 Fax. (0411) 448936
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PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMA NEGERI 18 MAKASSAR

Alamat : Jl. Paccera'kang Kompleks Mangga Tiga Permai Daya. Telp. (0411) 511121 Makassar 90241
NSS 3 0 1 1 9 6 0 1 3 1 3 1 NPSN 4 0 3 1 1 9 5 2

SURAT KETERANGAN

Nomor : 422/357 - UPT SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan bahwa :

Nama : DEWI RABBANA PAKIDING
Noor Pokok : 4517101027
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa S1
Alamat : Jl. Urip Sumiharjo Km.4 Makassar

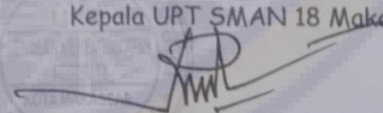
Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan terpadu Nomor : 20299/S.01/PTSP/2021 tanggal 27 Agustus 2021 Perihal Izin Penelitian, yang bersangkutan telah mengadakan penelitian tanggal 27 Agustus s/d 27 September 2021 dengan judul :

"THE IMPLEMENTATION OF TENSE WITH EXERCISE APPLICATION TO IMPROVE STUDENTS' GRAMMAR MASTERY AT SMAN 18 MAKASSAR"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 30 Agustus 2021

Kepala UPT SMAN 18 Makassar


Laenre, S.Pd.,MH

Pangkat : Pembina Tk I

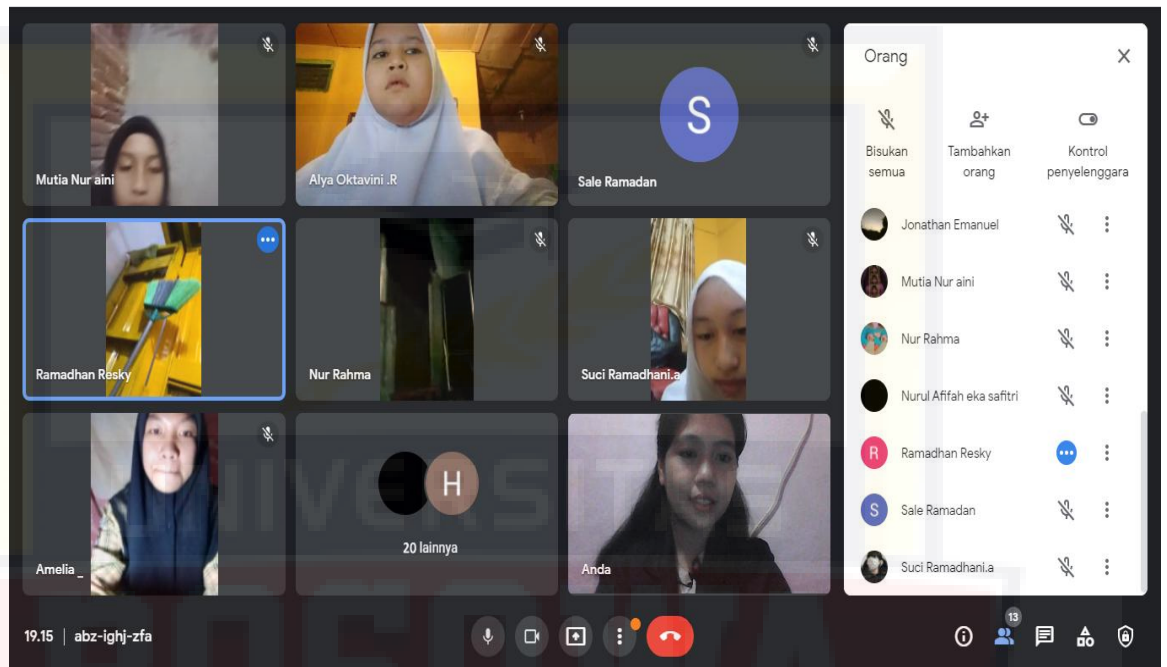
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Tembusan :

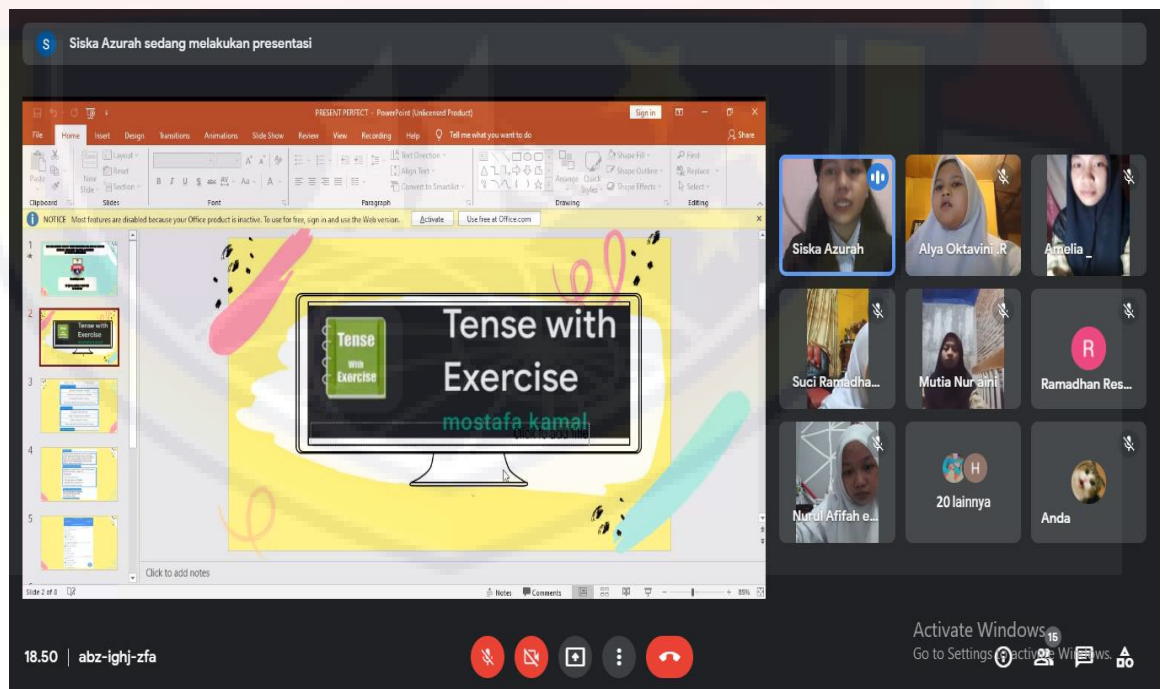
1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar- Maros
3. Peringgal

APENDIX 8 : DOCUMENTATION

DOCUMENTATION



1. The researcher was giving the guidance before doing pre-test



2. The researcher was introducing about Tense with Exercise application

3. The students were installing Tense with Exercise Application on their Smartphone

4. The researcher was conducting first treatment of Present Perfect Tense

Siska Azurah sedang melakukan presentasi

Simple Past Tense

Definition
the simple past is a verb tense indicating action that occurred in the past and which does not extend into the present.

Affirmative Structure
Subject + Past form of Verb + Object
Example:
• I worked for Microsoft.
• He ate rice.
• I went to school.
• Mother cooked rice.
• We played cricket.

Negative Structure
Subject + did not + Present form of verb + Object/Extension.
• He did not eat rice.
• I did not go to school.
• Mother did not cook rice.

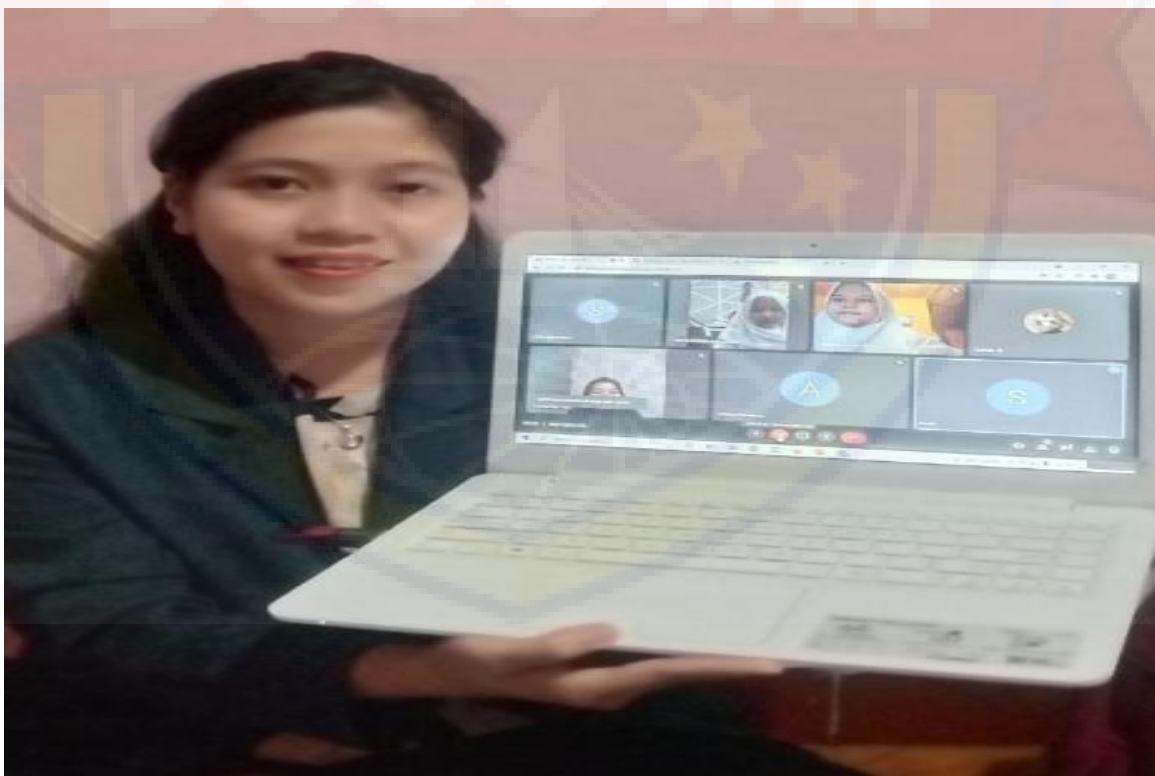
1. Verbal Sentence:
(+) S + Verb 2 + Object
(-) S + Did + Not + Verb 2 + Object
(?) Did + S + Verb 2 + Object?

EXAMPLE:
(+) He bought a car yesterday
(-) He did not bought a car yesterday
(?) Did He bought a car yesterday?

19.02 | abz-ighj-zfa

Activate Windows
Go to Settings

5. The researcher was conducting second treatment of Simple Past Tense



6. The researcher asked the students to take the post-test on Google Form

BIOGRAPHY



Dewi Rabbana Pakiding was born on August 17th, 1998 in Campur Sari, from marriage of hers parents Amsal Rabbana dan Ester. She is the youngest of 4 siblings. She has 3 brothers and no sister. She started hers education at SDN 100 Singgasari in 2004 and graduated in 2010. She continued hers study for junior high school at SMPN 1 Walenrang and finished in 2013. In the same year, she continued her study at SMKN 1 Palopo and graduated in 2017. After graduated from hers school, she decided to complete hers study to English Education study program in Faculty of Teacher Training and Education of Universitas Bosowa Makassar in 2017. She participated as a member in UKM Bosowa Youth Choir, BEM FKIP (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan) and HIMAPBING (Student Associations of English Language Education). Then, she graduated in 2022.