IMPROVING EFL GRADE 10TH STUDENTS' ACADEMIC PERFORMANCE IN TENSES THROUGH ORAL METHOD

Thesis

Submitted to the English Department of FIP UMJ as a partial fulfilment of the requirements for *Sarjana Pendidikan* (S.Pd.)

By

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IMPROVING EFL GRADE 10TH STUDENTS' ACADEMIC PERFORMANCE IN TENSES THROUGH ORAL METHOD

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ABSTRACT

The purpose of this study was to determine whether or not Oral method can improve students' academic performance in Tenses. The approach of this study was quantitative. This research used a quasy-experimental study by applying pretest and post-test. In collecting the data, the researcher used tests as the instruments. This study was conducted in SMK INFORMATIKA CIPUTAT, and 16 students from Multimedia 2 as an experimental class, and 19 students from Multimedia 1 as a control class. The researcher gave a pretest of multiple choices also posttest of 20 questions. The result of this research explains that the result of students' pretest is 34.68 and the result of students posttest is 80.98. The result tells that there is a significant improvement. The result of statistical hypothesis found out that the level significance is higher than 0.000 < 0.005. This means H0 (Null Hypothesis) is rejected and H1 (Alternative Hypothesis) is accepted. Thus, it means that Oral Method improves students' academic performance in tenses.

Keywords: Academic Performance, Oral Method, Tenses

15 references (2001-2015)

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Skripsi, Agustus 2018

YENNI PUTRI (2014850029)

MENINGKATKAN BAHASA INGGRIS SEBAGAI BAHASA ASING DALAM KETERAMPILAN AKADEMIK TENSES PADA SISWA KELAS 10 MELALUI METODE ORAL

xv + 49 halaman + 7 tabel + 11 lampiran

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah *Oral Method* dapat meningkatkan kemampuan keterampilan akademik siswa dalam belajar tenses. Pada penelitian ini peneliti menggunakan metode kuantitatif. Penelitian ini menggunakan quasi-eksperimen dengan pretest dan posstest. Dalam mengumpulkan data, peneliti menggunakan test instrument. Penelitian ini dilakukan di SMK INFORMATIKA CIPUTAT, yang terdirin dari 16 siswa kelas Multimedia 2 sebagai kelas ekperimen, dan 19 siswa dari Multimedia 1 sebagai kelas kontrol. Peneliti memberikan soal pilihan berganda dari pretest maupun *posstest*. Hasil dari penelitian ini menjelaskan bahwa hasil dari nilai *pretest* anak adalah 34.68, dan setelah diberikan *treatment* hasil dari nilai *posttes*t anak adalah 80.98. Dari hasil tersebut ditemukan kenaikan nilai yang *signfikan*. Hasil hipotesis statistic menemukan bahwa tingkat *significan* lebih besar dari 0.000 < 0.05. Dengan demikian, H0 (Hipotesis nol) dan H1 (Hipotesis Alternatif) dapat diterima. Hal ini berarti penggunaan media *Oral Metod* dapat meningkatkan keterampilan akademik siswa dalam belajar t*enses*.

Kata kunci : *Oral method*, keterampilan Akademik, *Tenses*

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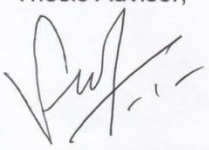

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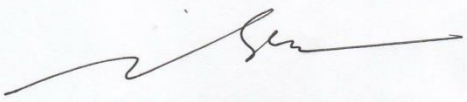

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Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "Improving EFL Grade 10th Students' Academic Performance in Tenses through Oral Method" written by Yenni Putri student's registration number 2014850029 was examined by the committees on Saturday, 11 August 2018 The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

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DEDICATION

This thesis, I dedicate to
Whom I love

MOTTO

“If someone else can, then I do”

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In the name of Allah, the Beneficent, the Merciful.

All praised be to Allah, Lord of the world, who has given the researcher love and blessing in finishing this thesis. Peace and salutation be upon to the prophet Muhammad SAW, His family, His companion, and His adherence.

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Tanggerang Selatan, ...

The researcher,

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CHAPTER I

INTRODUCTION

A. Background of Study

English is used as a tool of communication, the ability of speaking or communicating with others takes an important role in globalization era. People should know how to express thoughts, opinions, feelings, and ideas through the language. In Indonesia, English considered as a foreign language and taught formally from elementary school until university level. Thus, it is clear that English is the first foreign language taught in Indonesia. Students are expected to use English and practice in their daily life effectively after the English class is over.

English has four skills namely: listening, writing, reading, and speaking. The first step is mastering listening skill, for children who wants to learn English must listen first, after listening try to write and then read what they have written, after that speak it. Those are the steps to master four skills in learning English.

Learning English will be easier if there is a cooperation between student and also the teacher. This cooperation will bring some good effects. A good preparation is knowing what the teacher must do. A teacher with a good preparation, attention, learning material, and having the best method and strategies in teaching. If teacher has them, student will be able to absorb the lesson more. Giving the important method is as mentioned in Al-Qur'an,

As described:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللهُ الذِيْنَ اٰمَنُوا مِنْكُمْ وَالَّذِيْنَ اُوتُو الْعِلْمَ دَرَجَتٍ وَاللهُ بِمَا تَعْمَلُوْنَ خَبِيْر

> "those who believe! When Allah S.W.T said to you. "Give spaciousness in the assembly, than Relieve, Allah will give space for you. And when you said to stand, than stand it, Allah will raise the degree of those who believe among you and those the knowledgeable few degress" Q.S Al Mujadalah verse 11.

The verse means that if someone gives an easy way to other in learning something, Allah SWT will lead him and raise his degree among the people, and make him be more knowledgeable. A teacher should give a best method in learning English in order to make student understand mastering the lesson. When student learn English they need to learn grammar, the knowledge of grammar is one of that student should master in order to they can speak correctly.

Children start to speak their native language before they even know the grammar. But, if people want to study a second or foreign language the process will be different. Grammar and language cannot be separated. Consequently, if language has no grammar, it will never be spoken, because people will be able to either use and learn a language if the language has its pattern as the grammatical rules. Grammar can help us to learn a language more quickly and efficiently. This is reasonable since studying grammar as something that tells us how to speak and write correctly. Learning grammar is not easy as people think, many people in the world speak their own language without having study its grammar system. They speak natively and naturally without learning the rules there is a set of rules that we have to learn, especially in learning tenses.

According to Longman Dictionary of Language Teaching and Applied Linguistics (2012: 590), “Tenses describe the relationship between the form of the verb and the time of the action.” Tenses show the time of the action, for examples: I am learning English, this show that the action is happening now, I learnt English, show that is pass action, and I will learn English, show the action will happen later. So, the researcher take the conclusion that students cannot understand the learning process easily by the observation.

Based on the observation shows that the English learning at high school is still conventional, the use of lecturer and assignment methods still very dominant, so that students are easily bored in learning English. While knowledge in tenses is an important rules for learning English, there are a set of rules that we have to be memorized. For them, tenses are seen as a demotivating and threatening force. They memorize the tenses rules but have difficulties in applying them in their own use of the language and that causes unwillingness and loses of motivation for the student. The second difficulty in learning grammar is tenses to the method which are used when tenses is taught. Especially, traditional methods make tenses learning difficult and boring for students. In the same way, textbook and learning environment have bad effects on learning tenses.

For instance, some textbook are not appropriate for the level of students, and confusing, monotone and colorless. These make students stressed and they fail in learning tenses, and that causes lack of confident in students. As a result, students' interest and responses to teachers and subjects delivered decreased, it also negatively affects students' motivation and learning outcomes.

In the learning proses should be there a good interaction between student and teacher. Beside of this, the successful of learning and teaching is not depend on the teacher, but the same cooperation between student and also teacher. Because of the less of reserve maximum about English causes still low of qualities of learning and teaching process itself or student do not truly focus in receiving material. Competencies were also poor. In the researcher's opinion, students in Indonesia have problem mastering grammar especially in tenses.

This is evidenced by the results obtained by the average student learning 69 when the limit KKM English subjects in high school is 70. Minimum score (0-70) medium score (70-80) high score (800-100). The standard of KKM is if student can get score minimum 70 for each competency, but classical KKM reach when 85 % students in one class have got score about 70 in standard of KKM.

The researcher find out percentage in learning process of students especially in grammar skill based on the researcher interviewed the teacher, there are results of the percentage: 25% students' lack of writing by using grammar, 25% students' lack of speaking by using grammar, 25% students' lack of listening and 25% students' lack of reading. In this percentage the researcher knows that 50% students are lack of grammar.

From the researcher experience in 10 and 12 grade of senior high school the researcher finds some problems that occur in students improving their ability in tenses. It was found that most of them difficult to speak up and also write in the class, the students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked confidence to speak because

they were afraid of making mistakes. Therefore, they preferred to be silent and not fully participate in the activities.

Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor. In the researcher's opinion, students in Indonesia have problem mastering grammar especially in tenses. Students have been learning tenses since they are elementary school, but in the case they are still difficult to build up the sentence and also express their ideas for communicating activities, but if they have a good grammar in tenses, they will be confidence in speaking and writing English and they are also able to use the language correctly and clearly.

There are sixteen tenses in learning English, mastering those is easy but student still get confused if student learn tenses because students' mind think it is so harder lesson. Based on the researcher experience, the researcher ever taught about tenses in course, the researcher taught 12th grade and found that student still did not know about tenses anymore. Student just knew simple present and simple past. The researcher tried to ask what their problem was, and researcher found that student's problem was rare to practice and difficult to memorize the sixteen tenses.

So that way, the researcher find out that Oral method could help them in learning tenses easily, oral method provides a foundation for the development of other language skills. As students talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. So that way, the researcher tried to give oral method.

Oral method ways are researcher write sixteen tenses in white board with the examples. Then, researcher asked student to build up their own sentence by using sixteen tenses. After making the tenses, researcher tried to ask student to change the each tenses, example: researcher said “I study English, change to simple past”. So the student answered, I studied English. Researcher said, “I am studying English, change to past continuous. Student answered, “I was studying English”, change to simple future, I will study English. Change to simple past future, I would study English, and it keep on until they know all the kinds of tenses itself. That make student can be able to understand quickly. Based on that experience, the researcher can infer that student are be easier to understand the material teaching about tenses by using oral method.

Teacher’s methods was used frequently seen even tends to make students feel bored in following learning tenses process. It impacts on students especially in terms of active students become passive. Beside on it, to build students attention and motivation, the researcher give oral English in tenses to make student will be easier to understand. In this studied, the researcher focused on giving oral technique in Simple present tense, Present continuous tense, simple past tense, Simple future tense.

Based on the explanation above then the researcher is interested to investigate the teaching tenses through oral technique with the title “*Improving EFL Grade 10th Student’ Academic Performance in Tenses through Oral Method*”.

B. Identification of the Problems

Based on the background above, there are many problem identified follows:

1. The students do not know how using tenses and build up sentence from Tenses.

2. The teachers lack of methods of teaching tenses.

C. Limitation of the Problem

Based on the problem identified above, then in learning Tenses, the researcher limits the issues on: Improving EFL Grade 10th Student' Academic Performance in Tenses through Oral Method.

D. Problem of the Study

In the background of the study, the researcher tried to give a little explanation about the research. In this research the researcher tried to show some problem of study as follows:

1. Does oral method improve Academic Performance students' grade 10th in Tenses?
2. Does teacher have a better method to teach tenses?

E. The Objective of the Study

`The objective of the study is to find out the empirical answer to the question which has been formulated in this question of the problem. Through this research the researcher wants to know the Improving EFL Grade 10th Student' Academic Performance in Tenses through Oral Meth

F. The Significance of the Study

Based on this research, there are some significance for many people are described as follows:

1. Theoretically

This result of this study is expected to give contribution in education as the references for teacher specifically about the method in learning tenses to improve academic performance in tenses in educational that used by each school.

2. Practically

For the researcher, can apply the knowledge which has been gotten during analyze the item to know the method in teaching tenses, it can be a preparation for future.

For school, this research may be used to determine method oral English in teaching tenses.

For teacher, to give them an alternative suggestion and additional information about teaching tenses.

CHAPTER II
LITERATURE REVIEW

A. The description of Theories

1. English Foreign Language Teaching and learning

a. EFL Teaching

There is no doubt that language is the main key for human being to socialize themselves with others. Language facilitates human to express whatever they think, feel, and need. It helps human communicate themselves to others so they can share everything. They use language to share ideas both in written and oral forms. So, the communication has important part in daily life, especially in teaching and learning process. In the teaching and learning process, communication occurs especially for teacher in delivering materials to students who are either normal or those belong to students with special need.

According to Djamarah (2011: 13) Learning is a series of body and soul activities to gain a change behavior as a result of individual experience in interaction with its cognitive, affective, and affective environment psychomotor.

Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition to enable the students to learn. It means the condition of teaching is an activity or a process to help students getting knowledge from environment system.

The environment sy[10]consists of instructional purpose, the material delivered, policies, facilities, teacher and students. On other hands English

teaching is the process of giving material done by teacher the student by applying a certain method and media to stimulate students learning.

So, English teaching is a hard work, but hard work will nearly always bring success, especially if a teacher explores her competences to make her students to the work. In a teaching English situation as classroom and since that language is not used in community, there is no social pressure or there is no obligation to the students to learn language.

b. EFL Learning

Learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling the needs of life. Sagala (2012: 13) which states that learning is an effort done by experiencing it yourself, exploring, tracing and acquiring itself. The changes itself will be expressed in their whole aspects of behavior. One successful characteristic in learning process is signaled by the change of behavior of individual who has learned. The word “change” means that someone who has experienced process of learning, he/ she will experience change of behavior, either cognitive aspect, psychomotor, or affective. Krashen stated that “however, learning is available only as a “monitor”.

The monitor is repository of conscious grammatical knowledge about a language that is learned through formal instruction and that called upon in the editing of utterances produced through the acquired system. There are two major theories of learning. The operant conditioning theory (behaviorism) and cognitive code theory (cognitivist). The operant conditioning theory is based on experimentation indicating that bonds can be copied between a stimulus and a

response and that responses are strengthened by the reinforcements which should always follow the learner's response to a stimulus.

The cognitive code theory underscores the fact the learner brings task of learning an innate mental capacity. The active participation of the learners in the process of language learning is a fundamental premise of two currently favored learning theories, behaviorism 13 and cognitive. The behaviorist emphasizes that scientists and educators should base their conclusions on observation of overt behavior. All behavior, according to them is stimulus directed and learning can be explained by tracing the relationship of stimulus, response, and reinforcement.

The cognitive- field theory was developed by scientists who were not satisfied with behavioral theory. They believe that one is learning when he/ she is developing process that involves the individual's personality. Learning occurs when the learners internalize information being presented. Teachers who follow this theory are likely to be concerned with the problem of personal involvement, that is, in helping students realize a need to learn. Such a teacher will create a teaching or learning situation in which the learners can learn better.

1. The definition of tenses

Many learners have considerable difficulty with English tenses system. As with, other areas of grammar difficulties may arise from the nature of the system itself or from different between English and learner's mother tongue. **Tenses** and aspect have risen to some prominence within linguistics in recent decades as various theories have taken first the verb and then the inflectional system associated with it to be the central component of the clause.

This has manifested itself most obviously in syntax and morphology, but the effort to understand the meaning and use of time-related expressions has coincidentally played a significant role in the development of new theories of semantics and pragmatics, and those theories, in turn, have prompted further research into tense and aspect, "Almost every area of linguistics, with the exception of phonetics and phonology, has its own approach to tense and aspect. Not only do morphology, syntax, semantics, and pragmatics differ in their terminology and methodology, but each area has its own distinct *Problematik*—they naturally seek to answer quite different questions where tense and aspect are concerned." Robert I. Binnick (2012).

"In discussing **tenses,** labels such as present tense, past tense, and future tense are misleading, since the relationship between tense and time is often not one-to-one. Present and past tenses can be used in some circumstances to refer to future time (e.g. *If he comes tomorrow . . ., If he came tomorrow . . .*); present tenses can refer to the past (as in newspaper headlines, e.g. *Minister resigns . . .*, and in colloquial narrative, e.g. *So she comes up to me and says . . .*); and so on." Bas Aarts, Sylvia Chalker, and Edmund Weiner (2014: 18)

a. Simple Present Tense

The Present Simple Tense in English Verbs in English provide information about whether they are happening in the past, present and future. According To O'Grady (2006: 3), English verbal agreement is normally described as easy, simple, transparent, and straightforward. The following example explicates this: (1) He reads a lot of books. In other words, tense feature of finite clauses are

morphologically specified as either past or present tense i.e., finite verbs must be spelled out into features that can capture the difference Muneera and Wong (2011: 125). For example, in (2), the present tense feature of the verb is spelled out as the 3sg –s. (2) Ahmad goes to the cinema every Saturday. However, a root/bare form of a verb can either be finite or non-finite. Bare forms that express the present tense are finite. The example below shows this point: (3) They read [+finite, -past, +Agr] a lot of books. That is to say, when the subject in (3) is replaced by 3sg -subject, as in (4a), using the root of the verb results in ungrammatical sentence (*). In this case, we need to appropriate verb form, i.e., the finite verb with the affixal or 3sg –s (4b) (see e.g., Muneera and Wong, (2011: 125). (4) a. b. * She read a lot of books. She reads [+finite, -past, +Agr] a lot of books.

Tenses have formulation itself,

The formulation of simple present tense

S+ V es/s + O + COMPLMENT

- I go to cinema
- She goes to cinema
- My teacher teach me English every Wednesday

S + Does/ do + not + V1 + Complement

- She does not ho to cinema
- I do not go to cinema

Does/ do + S + V1 + Complement + ?

- Does she go to cinema ?
- Do I go to cinema?

b. Simple Past Tense

According to McGraw (2002: 101-116) the simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb *be*. The formula of each type consists of three parts: affirmative, negative and interrogative.

a. The simple past in regular verb

The first type of the simple past in regular verb form uses the formula as following:

S + V2 + O + Adverb

For examples:

- She helped her mother in the kitchen this morning.
- The children played games last night.
- We listened to the music after dinner

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an- *ed* ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

1) If the simple form of a verb ends in –*y* after a consonant, change the –*y* to *i* and add –ed. Examples: try/ tried, carry/carried, dry/ dried
2) If the simple form of a one syllable verb ends in consonant + a vowel

+ a consonant, double the final consonant and add –ed. Examples: plan/ planned, stop/ stopped

3) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/ occurred.

4) If the simple form of a verb ends in *–e*, add only *–d*. Examples: tie/ tied, change/ changed, live/ lived.

5) Add *–ed* to simple form of all other regular verbs. Examples: want/ wanted, ask/ asked, belong/ belonged.

Meanwhile, the negative formula of simple past tense as following:

S + did not + V1 + O + Adverb

For examples:

Her roommate did not order a pizza last night.

We did not live in an apartment last year.

My family did not own a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use *did not* is before the simple form of the main verb. The contraction for *did not* is *didn't*.

In addition, the other form of simple past tense is interrogative by using the formula:

Did/ didn't + S + V1 + O + Adverb?

For examples:

Did you move to a new house last year?

Did your mother cook last night?

The examples above show that the main verb in the question is

Also returned to the simple form. There is no final *–ed* ending in the question form.

Here is the pattern of past tense of verb *be* as following:

For the affirmative form the formula as follow:

S + was/ were + substantive (Adverbial of phrase) + …

For example:

Mario was at home last night

Ratna was a stewardess one year ago

Some students were absent last Sunday

All those actions are in the past, and they are all finished; they

Do not carry over into the present. Two of them are singular noun.

Next, here is the formula of the negative form of simple past tense in irregular verb.

S + was/ were + not + substantive (Adverbial of phrase) + …

For example:

I was not in my room last night.

We were not hungry for dinner yesterday

The last form of simple past in irregular verb is interrogative form, here is the formula.

For example: Was Mario at home last night?

Were they in the farewell party last night?

Wasn't the dog fed this afternoon?

Weren't those sofas expensive?

The examples above show that the use of *was* is used for the pronouns *I, he, she, it, this,* and *that*, however, the tube of *were* is used for pronoun such as; *you, we, these,* and *those.* So, the use of *was* is only used for the singular noun and the use of *were* is only for the plural noun. Furthermore, the negative statement uses *not* after the verb *be* in the sentence. Meanwhile, the contraction for was not is *wasn't*; the contraction for were not is *weren't.* The contraction is used to make the sentence easier in written or utterance.

Since the simple past tense refers to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some time signal of past tense:

Yesterday	The day before yesterday
Yesterday morning	Yesterday evening
Last night	Last week
Last year	In 1988
In April 2009	On November
A year ago	A few minutes ago
A week later	A long time ago

C. Simple Future Tense

Simple Future Tense is tense is a verb form that marks the event described by the verb as not having happened yet, but expected to happen in the future. Simple Future Tense is describing the tense which describes a future action: uses forms of *will*, *shall* of *be going to.*

The structure of the Simple Future Tense is

Subject + auxiliary verb (will/shall/be going to) + main verb:

Examples:

He *will finish* his work tomorrow

He *is going to finish* his work tomorrow

Will or be going to is used to express future time, the use of shall with I or we to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in American English.

For negative sentences in the Simple Future Tense, we insert not between the auxiliary verb and main verb. For question sentences, we exchange the subject and auxiliary verb. Look at these example sentences with the Simple Future Tense.

I will	I'll
you will	you'll
he will she will	he'll she'll

it will	it'll
we will	we'll
they will	they'll

For negative sentences in the Simple Future Tense, we contract with won't, like this

he will not she will not it will not	he won't she won't it won't
we will not	we won't
they will not	they won't

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

Form will (Will + verb

Examples:

You will help him later. ? Will you help him later?

- You will not help him later.

He will pick up his brother in the airport at 7 a.m tomorrow.

Form is going to:

(Am/is/are + going to + verb)

Examples:

You are going to meet Jane tonight. ? Are you going to meet Jane tonight?

- You are not going to meet Jane tonight.

Complete List of Simple Future Form

1) "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

I will send you the information when I get it.

I will translate the email, so Mr. Smith can read it.

Will you help me move this heavy table?

Will you make dinner?

I will not do your homework for you.

I won't do all the housework myself!

A: I'm really hungry.

B: I'll make some sandwiches.

A: I'm so tired. I'm about to fall asleep.

C: I'll get you some coffee.

A: The phone is ringing.

D: I'll get it.

2) "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

I will call you when I arrive.

If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.

I promise I will not tell him about the surprise party.

Don't worry, I'll be careful.

I won't tell anyone your secret.

3) "Be going to" to Express a Plan

Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

He is going to spend his vacation in Hawaii

She is not going to spend her vacation in Hawaii.

A: When are we going to meet each other tonight?

B: We are going to meet at 6 PM.

Michelle is going to begin medical school next year.

Who are you going to invite to the party?

A: Who is going to make John's birthday cake?

C: Sue is going to make John's birthday cake.

4) "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

John Smith will be the next President.

John Smith is going to be the next President.

The movie "Zenith" will win several Academy Awards.

2. The Definition of Oral Method

Approach, also known as the ‘**oral**‘ or ‘**natural**‘ method, originated around the 1900s as an alternative to the traditional grammatical translation method. At this time teachers were starting to experiment with teaching and educational models as previous techniques were failing to improve spoken communication.

The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax.

The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.

However, variants of this method have been developed where the teacher allows limited explanations in the student’s native language and explains some grammar rules to correct common errors a student may make when speaking.

Method can be also called Move Analysis, Move Analysis has long been considered one of the most influential fundamentals in genre analysis. A move is a rhetorical element which serves the function of correlating and providing coherence within the written or spoken context (Lorés Swales, 2004). However, it is not a definite unit which is limited to being performed in a fixed pattern because

it is able to vary along with the context. In other words, move functions as a communicative role between each transition of the rhetorical structure.

3. The Characteristic of Oral Method

The Oral Approach stresses:

a. *Vocabulary*-Vocabulary is seen as a way for developing reading skills in this approach. The Oral Approach stipulates a list of speaking.

b. *Grammar*-In terms of grammar, it is not the same as the grammar-translation method which stresses a universal grammar. Rather, in the Oral Approach, it is the patterns of the sentences that matter such as Subject-Verb-Object. Students learn the structures in order to use and understand the language.

c. *Curriculum*-There are three main elements to curriculum development in Oral Approach selection, gradation, and presentation. Selection is the choosing of content. Gradation is the process of organizing the curriculum, and presentation is the instructional component.

d. Another major aspect of curriculum was the development of the PPP instructional model. PPP stands for presentation, practice, and perform. Presentation is the teacher sharing information with students. Practice is the students having time to demonstrate their understanding without fear of failure. Perform is the students sharing their knowledge as a form of assessment.

4. Teaching Oral Method

The Oral Approach has a structural view of language learning as mention in the curriculum section above. With an emphasis on behavioral practices. Students

learned through change to or move to tenses. Teaching takes place inductively. The Oral Approach relies on the use of situations to teach tenses. Oral method ways are researcher write sixteen tenses in white board with the examples. Then, researcher asked student to build up their own sentence by using sixteen tenses. After making the tenses, researcher tried to ask student to change the each tenses, example: researcher said “I study English, change to simple past”. So the student answered, I studied English. Researcher said, “I am studying English, change to past continuous. Student answered, “I was studying English”, change to simple future, I will study English. Change to simple past future, I would study English, and it keep on until they know all the kinds of tenses itself. That is make student can be able to understand quickly. Based on that experience, the researcher can infer that student are be easier to understand the material teaching about tenses by using oral technique. Students are expected to listen and repeat what the instructor says. This means that students have little control over content.

The lessons are highly teacher-centered and the teacher is extremely active with timing, reviewing, testing, etc. The ultimate goal is to have the students use the language in non-structured real-life settings.

5. The Advantages of Oral Method in Improving Ability in Tenses

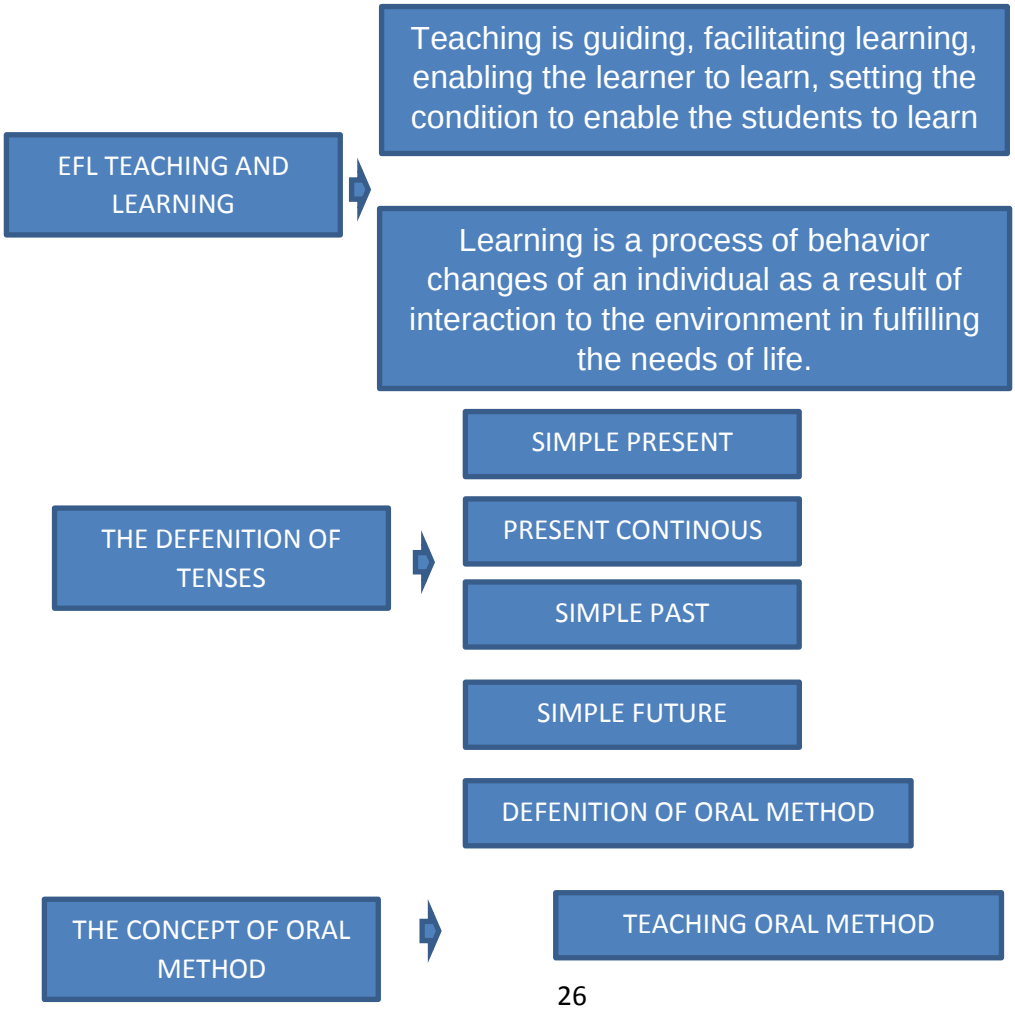
Oral method is recommended, it has many benefit in learning grammar especially tenses. The benefit is situational Language Teaching is still attractive to many teachers who still believe in structural practice of language. Its practicality in the teaching of grammar patterns has contributed to the survival of the approach

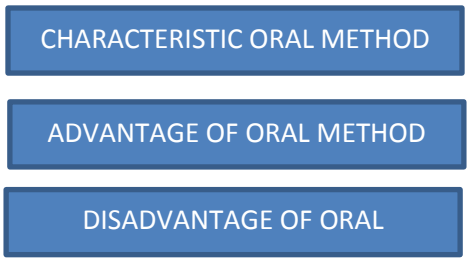
until recently. Besides, its emphasis on oral practice still attracts support among language teachers. Richards, J. C. & Rogers, T. S. (2009)

6. The disadvantages of Oral Method in Improving Ability in Tenses

In teaching tenses by using oral method also has the disadvantage, Many premises underlying the approach have been criticized. For example Chomsky showed that the structural and the behavioristic approaches to language are simply incorrect as they do not explain the fundamental feature of language learning: the ability to create novel and unique sentences. Children do not acquire their mother tongue through repetition and habit formation.

2. Theoretical Framework





3. Hypothesis of the Study

H1 : Oral Method improves students' ability in learning tenses

H0 : Oral Method does not improve students' ability in learning tenses

Rubric Assesment

Table 2.1

No.	Aspect Assesment	Score
1.	Grammatical	
2.	Punctuation	
3.	Vocabulary	
4.	Fluency	
5.	Confidence	

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CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

The research of this study conducted at SMK INFORMATIKA CIPUTAT, it is located in Jalan W R Supratman No.50, Pd.Ranji, Ciputat Timur, Tanggerang Selatan. The research conducted into sixth meetings included the conduction of pretest, treatment, and also posttest. The amount of the student SMK INFORMATIKA CIPUTAT are 500 students. The researcher conducted the research on 24th January 2018 to 14th February 2018.

B. Method of the Study

In this research the researcher is using quantitative method. Aliaga and Gunderson (2002) cite I Mujis (2004:1) described “quantitative research is ‘Explaining phenomena by collecting numerical data that analyzed using mathematically based method (in particular statistics)”. The definition above specifies that quantitative research must be numerical data then it will be analyzed by using particular statistics. In line with them, Cresswell (2014:4) state that: “the quantitative research is an approach for testing objective theories by examining the relationship among variable. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statically procedures”.

Meanwhile this study was quasy-experiment. Experimental designs are sometimes known as “the scientific method’ due to their popularity in scientific research where they originated. Non-experimental research is sometimes (wrongly,

as the researcher can see in the next chapter) equated with survey research and is very common in social science.

This study took two classes of 10th grade students of Senior High School on second semester as the experiment class and the control class to see the improving students' academic performance in tenses through oral method by looking pre-test and post-test measurement and comparing the gained scores between both classes. The improving can be seen from improvement of students' scores of experimental class in post-test after they had some treatments. The experimental class given the method by using oral method and the control class without using oral method. In this study, oral method is as independent variable and students' academic performance in tenses is as dependent variable.

Table 3.1

Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental group	T_1	X	T_2
Control group	T_3		T_4

Notes:

T_1: Pre-test of the experimental group

T_2: post-test of the experimental group

T_3: pre-test of the control group

T_4: post-test of the control group

X: the treatment that the researcher will give to the experimental group by using oral method to teach tenses.

C. Operational Definition Variable

According to Cresswell (2012:112) variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organization studied. They are key ideas that researchers seek to collect information to address the purpose of their study.

In this research, there are two variables that will be manipulated. According to Creswell (2012:115) Variable is an attributes of characteristic that can be measured and recorded on an instrument. There are two variables in this research: they are dependent variables (Y) which influenced other variable and independent variable (X) which is influences other variable. The dependent variable is oral method and independent variable is Academic Performance in Tenses.

D. Population and Sample

This study will conducted at SMK INFORMATIKA CIPUTAT . The subject of this study is tenth grade of SMK INFORMATIKA CIPUTAT in the second academic year of 2017/2018.

1. Population

Fraenkel *et al.* (2012:91) stated that “the larger group to which one hopes to apply the results”. Population is total number of object of the study. The population of this study is all student of tenth grade student of SMK INFORMATIKA CIPUTAT in academic year 2017/2018. It consist of 40 students and divide into two class of tenth grade students.

2. Sample

Further, Fraenkel (2009:90) explained that sample is the group on which information is obtained. A sample is a subset of the population. Form the explanation above, it can be concluded that samples are selected from population. The investigation held by using that sample. The researcher chooses two classes for investigation. Those are Multimedia II as an experiment class, which consist of 16 students and Multimedia I as a control which consist of 23 students. This group is posttest result. Since in this study. Writer applied a quasi-experimental design, two classes direct assigned as control group and experimental group.

3. Instrument of the Study

Before collecting the data, the writer made instrument. Instrument is the tools used to collect data from the subject should be described in details and rationale should be given for its use Fraenkel (2009 : 20) Creswell (2009 : 157) added that, instrument is used to measure the variable in research.

In this research, the research instruments is pre-test and post-test. Pre-test and post-test were given to the experimental and control class. Below the procedures of pre-test and post-test in this quasy-experimental research:

1. Pre-test

Pre-test was applied for experiment class and controlled class and it was conducted before the oral method was given. The purpose of this test is to know whether the students as the sample have the same background knowledge in research variable.

2. Post-test

Post- test was applied also for both classes and it will be conducted after the oral method was given to experiment class. The purpose of this test is to find out the improving students' academic performance in tenses through oral method.

3. Techniques of Collecting the Data

In collecting the data, both pretest and posttest used as the instrument. Pretest is given before treatment to know the basic students' academic performance in tenses. While posttest is conducted to find out student speaking ability after getting treatment. There are some steps that used by the writer as follow:

1. The researcher makes research instrument.
2. The researcher ask permit lesson to the Collage.
3. The researcher comes to SMK INFORMATIKA CIPUTAT.
4. The researcher chooses two classes from tenth grade students, they are tenth grade Multimedia I as an experimental class and tenth grade Multimedia II as a control class.
5. The researcher gives pretest to students between experimental control classes before treatment is arranged in the experimental class.
6. The researcher using oral method in learning process.
7. The researcher gives posttest to students between experimental and control class after the treatment is set up the experimental and control class.
8. Analyzing the test

4. Techniques of Analyzing the Data

In collecting the data, it's used descriptive technique (percentage). First, the researcher collected the data from the test. Second, identify the students' wrong answers. After checking the test, the researcher count the score.

After collecting the data, the researcher analyzed the result of the test statistically. The researcher analyze the result that was achieved from pretest and posttest were used in this research to measure the development student Academic Performance in Tenses. The scored achieved from the pretest statistical analysis to test the hypothesis.

5. Statistical Hypothesis

To prove the hypothesis the data obtains from experimental class ad control class are calculated by using t-test formula with assumption as follow:

H0 : μ_A=μ_B

H1 : μ_A >μ_B

The criteria for the hypothesis testing are:

H0 is accepted if t ≤t (1-α) the t (1-1 ½ α) price is obtained from t distribution table, on the other hand, H0 is rejected on the any other price.

6. Instrument to collect the Data

The study is quasi experimental, pretest and posttest used pre and posttest what are given to both control and experimental group. The score from the pretest were used to see that the initial ability of both groups is similar before conducting the treatment. On the other hand, the scores form posttest are used to measure whether the implemented oral method improve students' Academic Performance in Tenses or not.

CHAPTER IV

FINDINGS AND INTERPRETATION

A. Findings

1. Data Description

a. Implementation of Research

This Research was conducted at SMK Informatika Ciputat and this research carried out starting on Wednesday, 24th January-14th February 2018. The researcher took 2 days for a week, Wednesday and Friday. Every class consist of two groups. The sample of the study is 40 students of 10th grade vocational school. Class X Multimedia I served control class, and X Multimedia II served as experimental class. This research aims to determine the effect of Oral Method in teaching tenses of 10 grade SMK Informatika Ciputat academic year 2017/2018.

Before researcher makes the learning process to both groups, they were given by different treatment. The researcher gave a pretest of multiple choices of 20 questions. The pretest was made to test the variant similarity between the experimental and control class, both groups showed that they have normal distribution and homogeneous. It can be concluded treating these two classes have the same initial capability.

The control class is the class that carry out English language learning by using conventional methods, while the experimental class is a group that carry out learning tenses using oral method. After both classes completed the

learning process which performed a total 6 meetings, followed by the final stage is the provision of posttest of both classes to determine the ratio between the control class and experiment class.

In this chapter the researcher has done the process of pre-test, treatment, and post-test. After finishing all process, the researcher calculated the significance between two means, test of significance, and difference of average score (mean) pre-test and post-test. To know the result of the tests (pre-test and post-test) the researcher makes the table of students score from experimental group. The data described in two sources, experimental class data and also control class data. The table would consist of students' score of pre-test and post-test by each category, the average score of pre-test and posttest.

Table 4.1

a) The score of control class

No	ame	Result	
		Pretest	Postest
1.	Salsabila	20	30
2.	Azka Raihan	35	40
3.	Nasrullah	25	30
4.	Al- Fahri	35	35
5.	M. Ridho	15	45
6.	M. Farizz	30	25
7.	Heickel	30	20
8.	Evita Dian	35	55

9.	Nurhimah	25	35
10.	Markhusin	20	35
11.	M Faisal	15	25
12.	Liza Karmila	20	35
13.	Oktavia	50	35
14.	M vikal	20	50
15.	Fuad Abdul	40	60
16.	Novald	35	15
17.	M. Diki	35	15
18.	Denis Danu	35	30
19.	Hendrik	15	40
Total		535	645
Average		28.15	33.94

Based on the table 4.1, the researcher obtained pretest and post-test score in control group of student for each category. In pre-test, first table with score 535, Meanwhile in post-test with score 645.

Afterward, the next table is the result calculation of the pre-test and post-test of experimental class, before and after using Oral Method in teaching Tenses.

Table 4.2

b) The score of Experimental Class

No	Name	Result	
		Pre-test	Post-test
1.	Sherly	20	100
2.	M Reza	30	80
3.	Nanda Dwi	45	80
4.	Lina	25	65
5.	M Mahmudin	35	95
6.	Juli Adriansyah	30	95
7.	Siti Yulia	45	70
8.	Erlangga	45	95
9.	M Rizal	35	70
10.	Rahmat Ilham	30	75
11.	M Faizal	40	95
12.	Chairunnisa	45	80
13.	Farhat Tooty	40	80
14.	Gunawan	40	80
15.	Rejoice Titan	40	75
16.	Sella Aprilia	10	60
	Total	555	1295
	Average	34.687	80.937

Based on calculated scores table 4.2, the researcher obtained pre-test and post-test in experimental group of students. In pre-test scores, the lowest score was 10, the highest score was 45 and the students' average score was 34.687. Meanwhile in post-test score, the obtained score for the lowest was 60, the highest score was 100 and the average students' score was 80.937.

2. Analysis of the Data

After comparing the scores of pre and post-test score of experimental group, the researcher made an analysis of the data from the results, as follows:

Table 4.3

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	class	Statistic	Df	Sig.	Statistic	df	Sig.
difference	Control	.119	19	.200*	.955	19	.472
	experiment	.174	16	.200*	.931	16	.250

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table 4.3, it can be seen that the significance of gained score experimental group by 0,250 and control group gained a significance value of 0,472. The analysis shows that the significance of these groups are smaller than the level significance of 0,250 and 0,472>0, 05. It can be concluded that two groups are normally distribute.

Table 4.4

Test of Homogeneity of Variances

Posstest

Levene Statistic	df1	df2	Sig.
2.253	6	26	.070

From the table 4.4 , it can be seen value of homogeneity in post-test was 0,070 with significanct 0,05. It means the data of post-test was homogeneous, because the value of post-test was bigger than the significance 0,05 (0,070>0,05)

Table 4.5

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
difference	Equal variances assumed	.514	.479	-7.904	33	.000	-39.934	5.053	-50.214	-29.655
	Equal variances not assumed			-7.992	32.915	.000	-39.934	4.997	-50.101	-29.767

Based on the research hypothesis that was explained in chapter II, that:

H0: Oral method does not improve students' academic performance in Tenses

H1: Oral method improves students' academic performance in Tenses

According to the table 4.5 on sig. (2 tailed) was 0,000. Of criteria the test, if the probably value on even greater significance than the level 0.05 significance H0 is accepted. The table above shows that the value of the probability is smaller than the significance level (0.000<0.05). Thus, we can conclude that H0 is rejected and H1 was accepted, and there were significant differences of learning tenses using oral method and control class using conventional methods.

B. Interpretation

Based on the results of research that has been done at SMK Informatika Ciputat in the school year 2017/2018, it was explained that the samples were divided into two classes, namely the experimental class and the control class. At the beginning of the lesson, both of classes were given about the same pretest, pretest here served as a measure of students understanding and preparation to the lesson delivered. From the result of pretest performed, the result of both of class have a value that is similar in pretest score of experimental class with highest score 45 and the highest score of the control class is 50, the lowest score of the experimental class average value 34.68 and the control class is 28.15.

After the pre-test at the first meeting, the both of classes were given different treatment during the four meetings. The experimental class was using oral method and the control class was using conventional method. However, after the increase in

the value of research can be seen from the result of posttest students. Experimental class got 100 for highest score, 60 as the lowest score, and the average is 80.93. While the posttest results obtained from the control class was 60 as the highest, and 10 for the lowest, 33.94 as the average value. Thus, it can be concluded that oral method improves students' academic performance in tenses in experimental class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis in data description, the researcher concluded that Oral Method improves students' academic performance in Tenses. It can be viewed at the researcher analysis in both class : experiment class and control class, with average of 80.93 experimental class and control class average of 33.94 the score of the probability is smaller than significance level (0.000<0,05). Thus, it can be concluded that H0 is rejected and H1 is accepted, and there are significant differences of teaching Tenses by using Oral method. It means that Oral Method improves students' academic performance in tenses at tenth grade EFL students.

B. Suggestion

The researcher would like to give some suggestions related to the research conclusions are as follows: Teacher may use Oral Method as a method to teach Tenses, because it can help student to understand easily. For other researcher, the result of this study is to give them an alternative suggestion and additional information about teaching tenses. For school, it is necessary learning model of teaching to support the teaching process.

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LIST OF APPENDICS

Appendix 1 : Lesson Plan of Experimental Class

LESSON PLAN

Name of School : SMK INFORMATIKA CIPUTAT

Subject : English

Grade/Semester : X Multimedia II

Theme : Tenses

Skill : Speaking

Time Allocation : 2 x 45 minutes

A. Standard Competence

To know and analyze about the structure and form of tenses

B. Basic Competence

Students can analyze the structure how making sentenses by some verbs

C. Learning Objective

1. Students students can know about the time when tenses used.
2. Students can understand the meaning of tenses
3. Students know and understanding how making sentences.

D. Teaching-Learning Methode

1. Oral method
2. One by one
3. teks

E. Materials

Tenses

1. Definition : tenses is a category that expresses time reference with reference to the moment of speaking.
2. Purpose : to know how to make sentences and change into another tenses
3. Example of tenses : for example " I study English" change to simple past " I studied English"

F. Learning Activities

EXPERIMENTAL CLASS PRETEST

a. Pre-activities (5 Minutes)

1. Teacher gives salam and pray together with students to open the class
2. Teacher asks about the students condition.
3. Teacher checks the students attendence .
4. Teacher introduces herself.

b. Main activities(35 Minutes)

Teacher give a test of tenses, for 20 questions

c. Closing (5 minutes)

Teacher close the lesson by praying together and saying salam.

EXPERIMENTAL CLASS POSTTEST

a. Pre-activities (5 Minutes)

1. Teacher give salam and pray together with students.
2. Teacher asks about the students condition.
3. Teacher check the students attendence.
4. Teacher give information if today is the last meeting and will do post test.

b. Main activities(35 Minutes)

1. Teacher explains about the last lesson
2. Teacher gives an example to do oral method, " I study English" change to simple past " I studied English"
3. Teacher asks student one by one to change every tenses by the same verb.
4. Asks students to try Oral Method
5. After students know, teacher gives a post test
6. Teacher give instruction what students must to do.
7. Teacher give 20 minutes for students doing the text

c. Closing (5 minutes)

Teacher saying thank you and closing the lesson by praying together and saying salam.

Appendix 2 : Lesson Plan of Control Class

LESSON PLAN

Name of School : SMK INFORMATIKA CIPUTAT

Subject : English

Grade/Semester : X Multimedia I

Theme : Tenses

Skill : Speaking

Time Allocation : 2 x 45 minutes

C. Standard Competence

To know and analyze about the structure and form of tenses

D. Basic Competence

Students can analyze the structure how making sentenses by some verbs

C. Learning Objective

1. Students students can know about the time when tenses used.
2. Students can understand the meaning of tenses
3. Students know and understanding how making sentences.

D. Teaching-Learning Methode

Conventional Method

E. Materials

Tenses

1. Definition : tenses is a category that expresses time reference with reference to the moment of speaking.

2. Purpose : to know how to make sentences and change into another tenses
3. Example of tenses: teacher write sixteen tenses in white board

CONTROL CLASS PRETEST

a. Pre-activities (5 Minutes)

1. Teacher give salam and pray together with students.
2. Teacher asks about the students condition.
3. Teacher check the students attendence .
4. Teacher introduce herself.

b. Main activities(35 Minutes)

Teacher give a test of tenses, for 20 questions

c. Closing (5 minutes)

Teacher close the lesson by praying together and saying salam.

d. Pre-activities (5 Minutes)

1. Teacher give salam and pray together with students.
2. Teacher asks about the students condition.
3. Teacher check the students attendence .
4. Teacher introduce herself.

e. Main activities(35 Minutes)

Teacher give a test of tenses, for 20 questions

f. Closing (5 minutes)

Teacher close the lesson by praying together and saying salam.

CONTROL CLASS POSTTEST

a. Pre-activities (5 Minutes)

1. Teacher give salam and pray together with students.
2. Teacher asks about the students condition like “How are you today?”.
3. Teacher check the students attendence like “There is someone absent today?”.
4. Teacher ask some question to guide students’ thinking into the topic. like “do you ever heard about recount text?what do you know about tenses?.

b. Main activities(35 Minutes)

1. Teacher explains the aim of learning.
2. Teacher delivers the material about what is tenses, and the reason why they learn tenses.Teacher give a chance to students asking about the material.
3. Teacher explains about tenses and write the form and structure of 16 tenses in white board.
4. Teacher gives a text by 20 multiple choices

c. Closing (5 minutes)

1. Teacher give summary about the lesson.
2. Teacher close the lesson by praying together,saying salam and also give information for the next meeting.

d. Learning source and media

Learning source:

English SMA/MA grade X from Bumi aksara , Betty azhar ,Internet

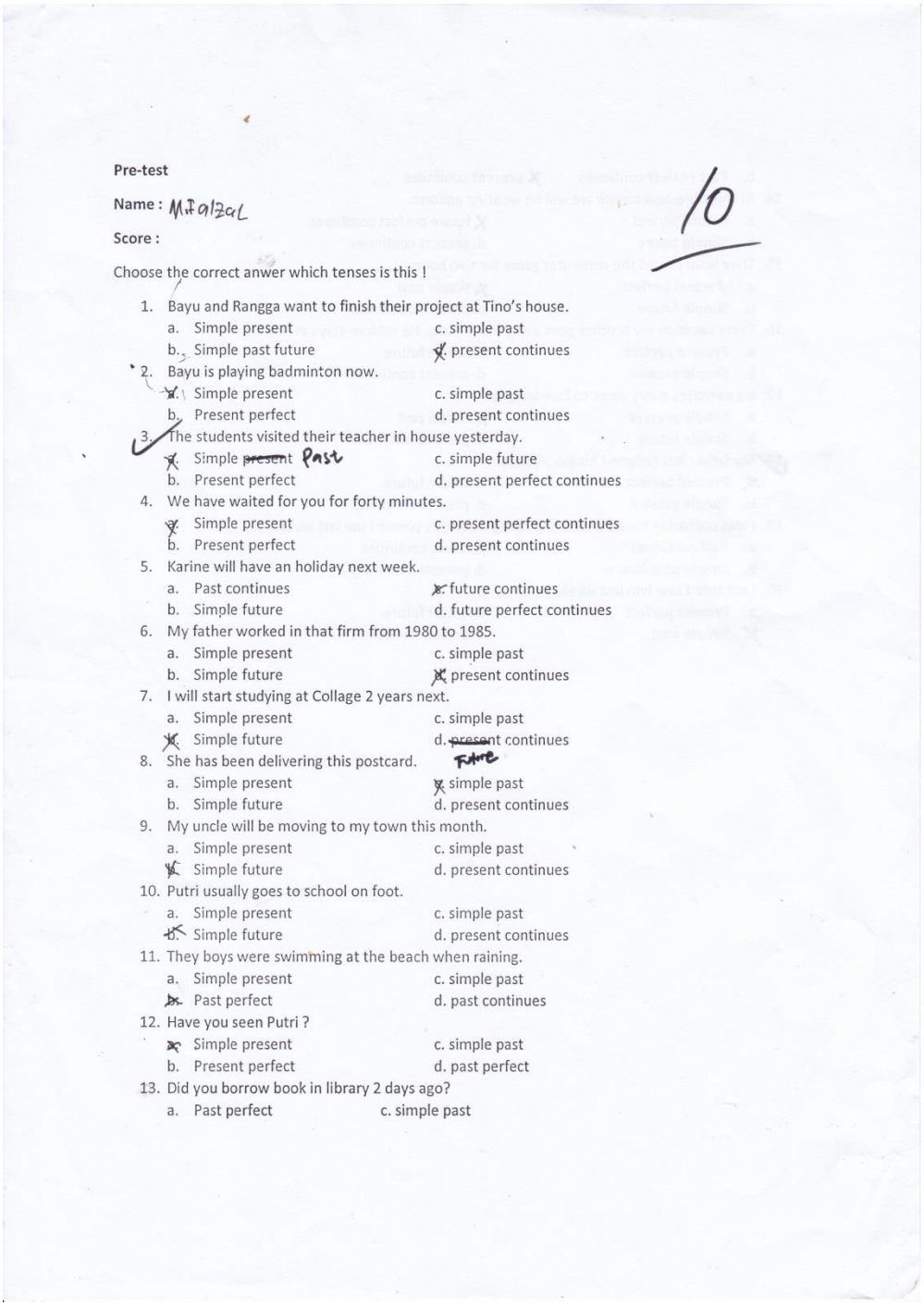
Learning media: White board, Marker, books

Tangsel , 14th March 2018

English Teacher | Resercher

Nur Asiyah | Yenni Putri

Test Post Test and Pre-test



Pre-test

Name : M. Faizal

Score : 10

Choose the correct anwer which tenses is this !

1. Bayu and Rangga want to finish their project at Tino's house.
   a. Simple present — c. simple past
   b. Simple past future — d. present continues
2. Bayu is playing badminton now.
   a. Simple present — c. simple past
   b. Present perfect — d. present continues
3. The students visited their teacher in house yesterday.
   a. Simple present Past — c. simple future
   b. Present perfect — d. present perfect continues
4. We have waited for you for forty minutes.
   a. Simple present — c. present perfect continues
   b. Present perfect — d. present continues
5. Karine will have an holiday next week.
   a. Past continues — c. future continues
   b. Simple future — d. future perfect continues
6. My father worked in that firm from 1980 to 1985.
   a. Simple present — c. simple past
   b. Simple future — d. present continues
7. I will start studying at Collage 2 years next.
   a. Simple present — c. simple past
   b. Simple future — d. present continues
8. She has been delivering this postcard. Future
   a. Simple present — c. simple past
   b. Simple future — d. present continues
9. My uncle will be moving to my town this month.
   a. Simple present — c. simple past
   b. Simple future — d. present continues
10. Putri usually goes to school on foot.
    a. Simple present — c. simple past
    b. Simple future — d. present continues
11. They boys were swimming at the beach when raining.
    a. Simple present — c. simple past
    b. Past perfect — d. past continues
12. Have you seen Putri ?
    a. Simple present — c. simple past
    b. Present perfect — d. past perfect
13. Did you borrow book in library 2 days ago?
    a. Past perfect — c. simple past

Post-test

Name : M.Faizal

Classs : MM I

Choose the correct answer which tenses is this!

1. The kids have eaten all the sandwiches
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
2. The shop sells computers
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
3. I go to museum today
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
4. My father drank a cup of coffee yesterday
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
5. The song became a big hit
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
6. I saw no one acting strangely
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
7. There was yesterday
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
8. Will you be late in?
   a. Simple future c. future perfect
   b. Future continues d. future perfect continues
9. I would not do that
   a. Simple past future c. past future perfect
   b. Past future continues d. past future perfect continues
10. I am having steak.
    a. Simple present c. present perfect
    b. Present continues d. present perfect continues
11. I did not lock the car
    a. Simple past c. past perfect
    b. Past continues d. past perfect continues
12. It was getting dark
    a. Simple past c. past perfect
    b. Past continues d. past perfect continues
13. I will take an umbrella
    a. Simple future c. future perfect

95

/

Post-test

Name : Sherly

Classs : Multimedia II

/ 20

excellent !!

Choose the correct answer which tenses is this!

1. The kids have eaten all the sandwiches
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
2. The shop sells computers
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
3. I go to museum today
   a. Simple present c. present perfect
   b. Present continues d. present perfect continues
4. My father drank a cup of coffee yesterday
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
5. The song became a big hit
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
6. I saw no one acting strangely
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
7. There was yesterday
   a. Simple past c. past perfect
   b. Past continues d. past perfect continues
8. Will you be late in?
   a. Simple future c. future perfect
   b. Future continues d. future perfect continues
9. I would not do that
   a. Simple past future c. past future perfect
   b. Past future continues d. past future perfect continues
10. I am having steak.
    a. Simple present c. present perfect
    b. Present continues d. present perfect continues
11. I did not lock the car
    a. Simple past c. past perfect
    b. Past continues d. past perfect continues
12. It was getting dark
    a. Simple past c. past perfect
    b. Past continues d. past perfect continues
13. I will take an umbrella
    a. Simple future c. future perfect

a) The score of control class

No	Name	Result	
		Pretest	Postest
1.	Salsabila	20	30
2.	Azka Raihan	35	40
3.	Nasrullah	25	30
4.	Al- Fahri	35	35
5.	M. Ridho	15	45
6.	M. Farizz	30	25
7.	Heickel	30	20
8.	Evita Dian	35	55
9.	Nurhimah	25	35
10.	Markhusin	20	35
11.	M Faisal	15	25
12.	Liza Karmila	20	35
13.	Oktavia	50	35
14.	M vikal	20	50
15.	Fuad Abdul	40	60
16.	Novald	35	15
17.	M. Diki	35	15
18.	Denis Danu	35	30
19.	Hendrik	15	40

Total	535	645
Average	28.15	33.94

Appendix 5 : SCORE PRETEST AND POSTEST EXPRIMENTAL CLASS

No	Name	Result	
		Pre-test	Post-test
1.	Sherly	20	100
2.	M Reza	30	80
3.	Nanda Dwi	45	80
4.	Lina	25	65
5.	M Mahmudin	35	95
6.	Juli Adriansyah	30	95
7.	Siti Yulia	45	70
8.	Erlangga	45	95
9.	M Rizal	35	70
10.	Rahmat Ilham	30	75
11.	M Faizal	40	95
12.	Chairunnisa	45	80
13.	Farhat Tooty	40	80
14.	Gunawan	40	80
15.	Rejoice Titan	40	75
16.	Sella Aprilia	10	60
	Total	555	1295
	Average	34.687	80.937

Control class

Documentation 0f Experimental and Control Group

Experimental class

Surat Keterangan Melaksanakan Penelitian

YAYASAN PENDIDIKAN MUSAL MANDIRI

SMK INFORMATIKA CIPUTAT

Nomor Izin Operasional: 421.3 / KEP-241-1 DIKMEN / 2013
Jl. WR. Supratman No.50 Pondok Ranji, Ciputat Timur, Kota Tangerang Selatan 15412
Telp. (021) 747 09 198, (021) 912 64 100
email: informatikaciputat@gmail.com website: http://www.informatikaciputat.sch.id

Nomor : 177S. BLS –SM IC/ I/2018 Ciputat Timur, 31 Januari 2018
Lampiran : -
Prihal : Permohonan Penelitian

Kepada Yth.
Dekan Fakultas Pendidikan
Univ. Muhammadiyah Jakarta
Di
Tempat

Assalamua'alaikum Wr.Wb

Yang bertanda tangan dibawah ini, Kepala SMK INFORMATIKA CIPUTAT Menerangkan :

Nama : Yenni Putri
Prodi : PBI
NIM : 2014850029

Berdasarkan surat permohonan penelitian Nomor : 72 /F.8-UMJ/1/2018 pada dasarnya kami mengizinkan dan memperbolehkan mahasiswa tersebut sebagaimana diatas untuk melakukan Penelitian di SMK Informatika Ciputat selama 1 (satu) bulan

Demikian Surat Balasan Permohonan Penelitian ini dibuat agar dapat dilaksanakan dengan penuh tanggung jawab dan dipergunakan sebagaimana mestinya.

Kepala
SMK INFORMATIKA CIPUTAT

Drs. H. Hamdari.M Pd.
NIP.19620705 198602 1 013

Tembusan:
1. Yth. Ketua Yayasan Pendidikan Musal Mandiri; dan
2. Arsip.

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FAKULTAS ILMU PENDIDIKAN
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 72/F.8-UMJ/I/2018 22 Januari 2018
Lamp : -
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak/Ibu Kepala
SMK Informatika Ciputat
di
Tangerang Selatan

Assalamu'alaikum wr. wb.
Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama	:	Yenni Putri
Nomor Pokok	:	2014850029
Program Studi	:	PBI

saat ini sedang melaksanakan observasi dalam rangka penulisan tugas akhir (skripsi) dengan judul "*Improving EFL Grade 10th Student' Academic Perfomance in Tenses Through Oral Method* ". Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah

Wassalamu'alaikum wr.wb.

Dekan,

Dr. Iswan, M.Si.

Tembusan:
1. Sekolah ybs
2. Arsip untuk lampiran skripsi

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
Website: http://www.fip.umj.ac.id Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Yenni Putri

NIM : 2014850029

Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripi	Paraf Ketua Sidang
1	Jum'at 29-12-17	Rena Mudhalisah	Gambaran Tingkat Kreativitas Anak Pemulung dalam Pemanfaatan Barang Bekas Usia 10-12 Tahun disekolah Tunas Mulia Bantar Gedung Bekasi	
2	Jum'at 29-12-17	Nur Fitria	Meningkatkan Hasil Belajar Siswa Melalui Metode Everyone is a Teacher Here.	
3	Jum'at 29-12-17	Hulaimi	Pengaruh Metode What's My line terhadap Kemampuan Menulis Karangan Siswa Kelas V SDN Rawa Buaya 04 Petang Jakarta Barat	
4	Sabtu 06-01-18	Hanny Muazizah	Enriching student's Vocabulary Through Diagram Implementation	
5	Sabtu 06-01-18	Dianita Marta Puspita	Using English Teens Magazine Towards Student's Reading Comprehension	
6	Sabtu 06-01-18	Rahanee che leh	The Effect of Student Vocabulary Pronunciation Ability through Ponds Poster material	
7	Sabtu 06-01-18	Nevi Anggraini Ameenah Makke	The Effectiness of Homophone Games to Improve Student Pronunciation	
8	Sabtu 06-01-18	Amenah Make	The Effectiveness of Using Instagram Photo Caption in Teaching Writing Descriptive Text	
9	Sabtu 06-01-18	Padeola Kasa	The Correlation between Students' motivation in learning their English Speaking skill	
10	Selasa 13-01-18	Getar Wahyu	The use of Picture Book in Teaching Reading Comprehension for Seventh Grade	

Mengetahui,
Ka. Prodi,

(Zaitun, M.Pd.)

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Yenni Putri / 2014850029
Masa Bimbingan : 01 NOVEMBER 2017– 01 MEI 2018
Program Studi : PBI IMPROVING
Judul Skripsi : ~~Investigating~~ *EFL Grade 10th Student' Academic Perfomance In Tenses* Through Oral ~~Technique~~ Method
Pembimbing : Dr. Sofian Hadi, M.Pd. / Muhamad

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	14 - 11 - 17	First chapter, 10 p	
2.	21 - 11 - 17	Second Revision	
3.	27 - 11 - 17	Third Revision	
4.	05 - 12 - 17	Fourth Revision	
5.	12 - 12 - 17	ACC First chapter.	
6.	19 - 12 - 17	Second chapter Revision	
7.	06 - 01 - 18	Acc second chapter	
8.	12 - 01 - 18	Acc Third chapter & Research Practice	
9.	24 - 02 - 18	Fourth chapter Revision	
10.	24 - 02 - 18	Fifth chapter Revision	

SMAN 87 Jakarta.
Jalan mawar II Rempoa
SMK Informatika Ciputat

No	Tanggal	Uraian	Paraf Pembimbing
17.	16 - 04 - 2018	4th & 5th chapter ACC	

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd.

Pembimbing,

Dr. Sofian Hadi, M.Pd.

Curriculum of Vitae

CURICULUM VITAE

Nama : Yenni Putri

Tempat Tanggal Lahir : Sibolga, 31 Mei 1995

Agama : Islam

Alamat : Jl. Rajawali No. 6 Sibolga

Riwayat Keluarga

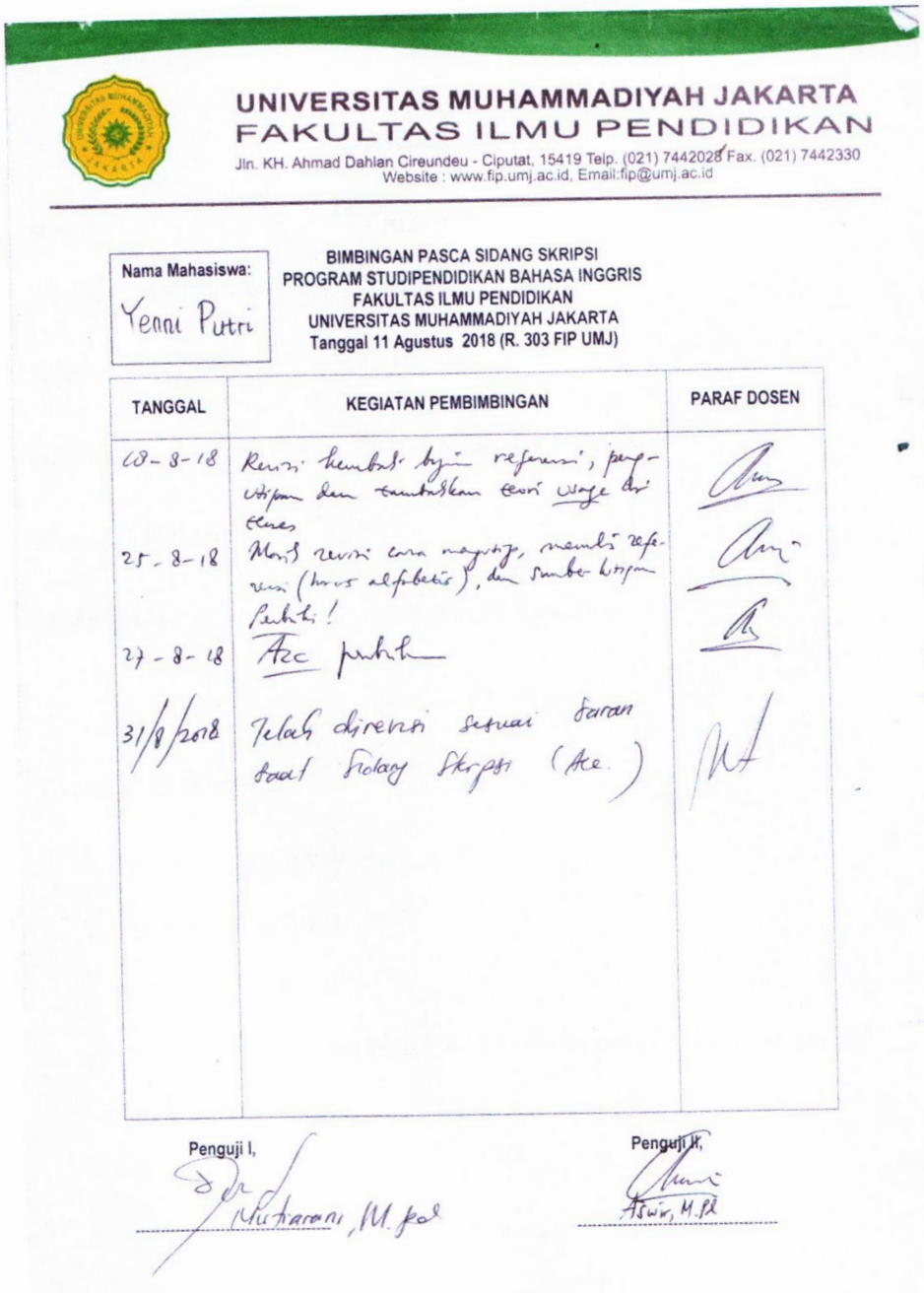
. Orang tua : a. Ayah : Nasrudin Simanjuntak

b. Ibu : Juraida Pasaribu

Riwayat Pendidikan

1. SDN 081236 SIBOLGA
2. SMPN 3 SIBOLGA
3. SMAN 1 SIBOLGA
4. Diterima di Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta tahun 2014

Appendix 10 **Bimbingan Pasca Sidang Skripsi**



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Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa: Yenni Putri

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDIPENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Tanggal 11 Agustus 2018 (R. 303 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
08-8-18	Revisi kembali bagian referensi, pengutipan dan tambahkan teori usage dari ahli	
25-8-18	Masih revisi cara mengutip, menulis referensi (harus alfabetis), dan sumber kutipan perbaiki!	
27-8-18	Acc publish	
31/8/2018	Telah direvisi sesuai saran saat sidang skripsi (Acc.)	

Penguji I,
Nurhayani, M.Pd

Penguji II,
Aswir, M.Pd