TEACHING TENSES AND ITS PROBLEMS ON PANDEMIC COVID-19

(A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SIMAN)

THESIS

By

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ABSTRACT

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Grammar is one of the important things of English. Without grammar, a person cannot speak and write correctly. One of the scopes of grammar is tenses. Tenses become the most difficult lesson according to students. Therefore, teaching tenses needs attention and strategies to make students enjoy in learning. Moreover on pandemic covid-19, teaching learning process changed into online. Included in teaching tenses, it is also conducted by online.

Covid-19 is the latest pandemic faces by Indonesia and other countries in the world. Corona Virus Disease 2019 (Covid-19) is a RNA virus, with a typical crown-like appearance under an electron microscope due to the presence of glycoprotein spikes on its envelope. It has affected all sectors in Indonesia, included in education. The implementation of teaching-learning changed from face to face to virtual learning.

The purposes of this research were to describe the strategies are used by the teacher in teaching tenses on pandemic covid-19 at SMPN 1 Siman, describe the media are used in teaching tenses on pandemic covid-19 at SMPN 1 Siman, investigate the problems in teaching and learning tenses on pandemic covid-19 at SMPN 1 Siman, and to explain the efforts in solving the problems of teaching tenses on pandemic covid-19 at SMPN 1 Siman.

This research applied qualitative approach and used case study design. It was conducted to the eighth grade students of SMPN 1 Siman in academic year 2020/2021. The data were collected by observation, interview and documentation. Observation was conducted to observe the implementation of teaching-learning tenses in SMPN 1 Siman using online media. Interview was used to know more detail about the process of teaching learning tenses and the problems that could not be known by observation. While Documentation was applied as a support of the data had been collected by observation and interview. The data were analyzed using three steps of data analysis techniques. They were data reduction, data display, and conclusion and verification.

The result of this research showed that the strategy used by the teacher in teaching tenses on pandemic covid-19 was EGRA (Explanation, Generalization,

Reinforcement, and Application). However, generalization and reinforcement phase were omitted by the teacher because of limited time. So, she only explained about simple past tense, include the definition, function, formula, and examples. Then, she gave some questions related to simple past tense as the application phase.

The media used in teaching learning tenses on this pandemic were *google form* application and *whatsapp. Google form* was used to share the material of tenses to the students. *Whatsapp* was used to give instruction to the students about the activities of learning.

There were some problems faced in teaching and learning tenses during pandemic. They were media and internet access, students laziness, and clueless of technology of the teacher. To face them, the English teacher of SMPN 1 Siman had some efforts, such as allowing the students who didn't have smart phone to use school computer in laboratory. Meanwhile, to the students who had already had smart phone but could not access internet, they were allowed to come to school to do their assignments using *wifi* in the school, always reminding the students about their assignments, and the teacher asked for help to other teachers in using the application.

From the result above, it can be concluded that SMPN 1 Siman was also affected by covid-19. It was known by the implementation of teaching learning at SMPN 1 Siman that was conducted by online. The strategy used in teaching tenses on pandemic covid-19 at SMPN 1 Siman was EGRA. While the media used in teaching tenses on pandemic-19 were *google form* and *whatsapp*. The problems faced in teaching learning tenses on pandemic covid-19 were media and internet access, students laziness and clueless of technology of the teacher. Therefore, the efforts in solving those problems were allowing the students who didn't have smart phone to use school computer, allowing the students who has already had smart phone but could not access the internet to use school *wifi,* reminding the students about their assignments, and asking for help to other teachers in using the application.

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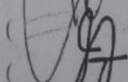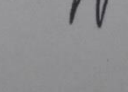
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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, Indonesia faces a pandemic namely covid-19 that killed more than fifteen thousand people. Actually this virus appeared since December 2019 ago, but it came to Indonesia about March 2020. The victims always added every day. Until now, the positive case of covid-19 reaches nearly five hundred thousand cases.[1] It's so terrible and makes Indonesian people afraid to do outdoor activities.

Corona Virus Disease 2019 (Covid-19) is a RNA virus, with a typical crown-like appearance under an electron microscope due to the presence of glycoprotein spikes on its envelope. Corona viruses are a group of enveloped viruses with non segmented, single-stranded, and positive-sense RNA genomes. Apart from infecting a variety of economically important vertebrates (such as pigs and chickens), six corona viruses have been known to infect human hosts and cause respiratory diseases. Among them, severe acute respiratory syndrome corona viruses (SARS-Co V) and Middle East respiratory syndrome corona viruses (MERS-Co V) are zootomic and highly pathogenic corona viruses that have resulted in regional and global outbreaks

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[1] Nafilah Sri Sagita K. Kasus Covid-19 Meningkat.(online). http://health.detik.com, accessed on 15 November 2020.

corona viruses possess a distinctive morphology, the name being derived from the outer fringe, or *"corona"* of embedded envelope protein.[2]

Karen stated that World Health Organization (WHO) has designated covid-19 as a pandemic that occurs throughout the world. WHO also declared that covid-19 becomes a Public Health Emergency of International Concern. This virus spreads outside of Wuhan city on January 30, 2020.[3] And finally spreads all parts of the worlds, included Indonesia.

Covid-19 has affected all of sectors in Indonesia. One of them is education. In new normal era, the implementation of education in Indonesia becomes changed. Most schools use *daring* system in teaching learning process. It makes the students cannot study face to face in their school. One of the schools that conduct virtual system in teaching and learning is SMPN 1 Siman. SMPN 1 Siman is one of the schools in Ponorogo that known as a school with so many achievements in English. Based on the observation and interview conducted by the researcher on December 2020 with Mrs. Aning Hendariyah, S.Pd., one of the English teachers of SMPN 1 Siman, the process of teaching-learning in SMPN 1 Siman was always running well before pandemic covid-19.[4] The good technique used by the teachers make the students understand what they explained. That's why the English score of most students of SMPN 1 Siman are good. Some students also won competitions at various levels, such as district and province level. SMPN 1

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[2]Quazi Bilal Ansar, dkk, *"A Review on Corona Virus (Covid-19)"* World Journal of Pharmaceutical and Life Sciences WJPLS, vol. 6, Issue 4, 2020, 109.

[3] Karen Goldschmidt, *The Covid-19 Pandemic: Technology Use to Support the Wellbeing of Children* (Elsevier, 2020), 54.

[4]Aning Hendariyah, S.Pd., English teacher of SMPN 1 Siman, December 2020.

Siman very appreciates English by holding some contests at school events, such as speech contest, writing contest, drama, and others.[5]

Furthermore, to adjust the existing condition in new normal era, SMPN 1 Siman also changes the system of learning from offline becomes online. The students are forced to study independently in their own home. They have to understand what their teachers explained by themselves. Of course they feel difficult about it. All subjects that usually obtained directly in the school have to be learnt independently from home. So do in English, such as speaking. The teacher confused to teach pronunciation of each word without direct meeting. She only shares a video with the explanation. It is not enough to make the students understand. They need a corrector if there is a mistake of their pronunciation. But in this pandemic, they only have limited time to study by online. Their teacher cannot check them one by one. They have to correct by themselves by watching the video from their teacher.

It is also in grammar. Grammar is the most difficult thing according to the students. They are confused to understand grammar because there are so many scopes of grammar, such as modals, conditionals and wish, passive voices, reported speech, gerund and infinitive, articles and nouns, pronouns and determiners, clauses, adjectives and adverbs, conjunctions and prepositions, tenses, and etc.[6]

Grammar is very important in English. All of English skills cannot be separated from grammar. Speaking, reading, listening and writing always

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[5] Obtained from documents of SMPN 1 Siman on 15 November 2020.
[6] Murphy R, *English Grammar in Use* (Cambridge: Cambridge University Press, 1985), 172.

correlate with grammar. If we write or speak without grammar we cannot deliver our message to other people. They don't understand what we mean if we don't use grammatical rule.

Grammar is one of basic aspects which must be mastered to produce and arrange words into correct sentences and encourage students to understand English sentences in learning activity through four skills of communication.[7] In learning English, grammar mastery is very important in order to speak and write well.[8] Without the ability of connecting each word or sentence, the learners cannot create some texts or discourses correctly.

According to Henny Kusumawati, she stated that grammar is being an obstacle in teaching English because students mostly confuse the pattern of some sentences and how to implement them while writing sentences. Besides, teaching grammar by using conventional methods or monotonous is less attract students' anxiety on learning grammar. So, they prefer to become the listeners and passive while learning process within the class then influences their score on writing getting low than the other English aspects.[9]

One of the scopes of grammar that students think very difficult is tenses. Generally, tense is a knowledge that expresses time reference. It is related to the use of appropriate verbs based on the time.[10] It cannot be

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[7]Rouf, *"Improving Students' Understanding on Simple Present Tense through Auction Grammar Game",* (Thesis, Walisongo Islamic State University), 2-3.

[8]Diana Laily Fithri, *Analisa dan Perancangan E-Learning Pembelajaran Grammar untuk Meningkatkan Potensi Siswa: Jurnal Simetris*, Vol 5 No 1 April 2014, Issn: 2252-498367, 68

[9]Anik Prasetyowati, *"The Effectiveness Of Google-Classroom Application on Teaching Grammar at The Seventh Grade Students Of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018"*, (Thesis, IAIN Ponorogo), 1-3.

[10]Rouf, *"Improving Students' Understanding on Simple Present Tense through Auction Grammar Game",* (Thesis, Walisongo Islamic State University), 3.

separated from all skills in English either written or spoken. By tenses, we can know when an event happened. Different time also causes different meaning. Therefore, if we don't understand tense we will not understand the implied meaning of sentences. Finally, there will be a misunderstanding.[11] Even though, from elementary school tenses are taught. But most students don't understand about it. They still confused to distinguish the difference of each tense. They feel anxious to use tenses in their speaking and writing.

One of the classes of SMPN 1 Siman where the students are difficult in tenses is VIII A. Most of students of VIII A are less in grammar, especially tenses. It can be known by the scores of tenses they got on this semester. Based on the interview conducted by the researcher with some students of VIII A, all of them admitted that they gave up in tenses. They confused to study it by themselves moreover in virtual learning on this pandemic. That is why the researcher conducted her research to the students of VIII A of SMPN 1 Siman.

In conducting teaching-learning process on this pandemic covid-19, the use of media is needed. In using media, especially in online system, it takes the creativity and ability of teachers to develop their teaching strategies. Internet and appropriate application are expected to support the process of teaching and learning. Unfortunately, many obstacles and problems still occur.

Based on the explanation above, the researcher conducted a research by the title **"TEACHING TENSES AND ITS PROBLEMS ON**

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[11] Burhani, MS, *English Grammar for Children* (Jombang: Lintas Media, 2001), 139.

PANDEMIC COVID-19 (A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SIMAN)" to know the strategies and problems in teaching tenses on pandemic covid-19 in SMPN 1 Siman.

B. **Research Focus**

In this research, the researcher focuses on investigating the strategies of teaching tenses and its problems on pandemic covid-19 at the eighth grade students of SMPN 1 Siman. Because of limited time, the large scope of grammar, and adjustment to the curriculum in school, kind of tenses that are used in this research is based on tenses are learned by the eighth grade students of SMPN 1 Siman. At this semester, the eighth grade students of SMPN 1 Siman learn about recount text, so the tense that is used is past tenses. While the class is researched is eighth grade A of SMPN 1 Siman in academic year 2020/2021.

C. **Statement of the Problems**

Based on the background of the study explained above, the researcher states the problems as following:

1. What are strategies used by the teacher in teaching tenses on pandemic covid-19 at SMPN 1 Siman?

2. What are media used by the teacher in teaching tenses on pandemic covid-19 at SMPN 1 Siman?

3. What are the problems faced in teaching and learning tenses on pandemic covid-19 at SMPN 1 Siman?

4. How are the efforts in solving the problems of teaching tenses on pandemic covid-19 at SMPN 1 Siman?

D. Objectives of the Study

According to the problem statements mentioned before, the objectives of this study are following:

1. To describe the strategies are used by the teacher in teaching tenses on pandemic covid-19 at SMPN 1 Siman.

2. To describe the media are used in teaching tenses on pandemic covid-19 at SMPN 1 Siman.

3. To investigate the problems in teaching and learning tenses on pandemic covid-19 at SMPN 1 Siman.

4. To explain the efforts in solving the problems of teaching tenses on pandemic covid-19 at SMPN 1 Siman.

E. Significances of the Study

The results of this research are expected to contribute on English learning both theoretical and practical, those are:

1. Theoretical Significances

This research is expected to give more references and knowledge about students' problems in learning tenses and how to solve those problems. So the learning can be better and more effectively.

2. Practical Significances

 a. For the teachers

   Hopefully this study can give knowledge to English teacher about the strategies in teaching tenses and the problems faced during teaching which after knowing them the teachers will think what they have to do in the class to make their students more understand about tenses.

 b. For the students

   For the students, particularly the students of SMPN 1 Siman, this research is expected to add information about the way to solve their problems in learning tenses that have become a scourge in learning English.

 c. For the readers

   The finding of this research is expected to contribute in improving knowledge around the strategies and problems in teaching and learning tenses for the readers, especially the students of IAIN Ponorogo.

 d. For the researcher

   Hopefully the result of this study can be a provision in the future to the researcher as a future teacher if maybe her students have the same problems with the discussion of this study, so she knows what she has to do to face it.

F. Organization of the Thesis

To make the readers easy in understanding the content of the study, this thesis is divided into six chapters which related to one another and compiled systematically.

The first chapter is introduction that consists of background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

The second chapter is previous research findings and theoretical framework which explains the previous study related to this research and some theories about grammar learning strategies, teaching grammar, tenses and covid-19.

The third chapter is research method where covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, checking validity of findings and research procedures.

The fourth chapter is research findings that describe general data description such as background of SMPN 1 Siman, motto, vision and mission of SMPN 1 Siman, profile of SMPN 1 Siman, the organization structure of SMPN 1 Siman, teachers and staffs of SMPN 1 Siman, infrastructures of SMPN 1 Siman, and students of SMPN 1 Siman, specific data description related to the research.

The fifth chapter is discussion. It contains the discussion of the research as the answer of research questions mentioned before.

The sixth chapter is closing which explains the conclusion of the research and recommendations for the further study to make the better study.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL

FRAMEWORK

A. Previous Research Findings

Previous related is needed to help the researcher to know her topic of study from other perspectives. It will make her develops the study to be more complex. She can also conduct the different study with similar topic of previous research, so the researcher can make the different new of the study.

The first previous research finding is a study by Cholis Setyawan, a student of Muhammadiyah University of Surakarta with the title *"Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan"*. He conducted his research using qualitative research to investigate the challenges of teaching English by online.

The result of this research showed that challenges faced by English teacher in teaching online are that some students don't have smart phone to study, the teachers are difficult to explain material to students because they don't know whether their students are cheating or not, and the difficulties of students and teachers in accessing internet due to the signal.[12]

Both of this research and study by the researcher conducted qualitative research. The difference is that the research conducted by Cholis Setyawan described the challenges on teaching English generally using *Whatsapp* and

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[12]Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 6-8.

You Tube. While the study conducted by the researcher focused on strategies and problems in teaching tenses using *Google Form*.

Second one, a research conducted by Daniah Muslim, a student of University of Muhammadiyah Sumatera Utara. Her title is *"Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students".* She conducted this research using qualitative research approach where the result showed that there were some challenges faced by the teachers in teaching grammar for deaf students. English teachers felt difficult to communicate with their students who have disability, how to make the students understand about the lesson, less of pronunciation of the students, and lack of facility from the school.[13]

Same as the study conducted by the researcher, the research by Daniah Muslim also discussed challenges or problems on teaching grammar. But in her study, Muslim explained the challenges in teaching grammar generally for deaf students. While in the research conducted by the researcher focused on the strategies and problems in teaching tenses on pandemic covid-19. Both of those study have own challenge in teaching grammar. Based on the study by Muslim, the teachers can teach face to face in the class, but the students have disability in hearing. While in the study by the researcher, the teachers teach normal students. But they only teach their students by online because of pandemic covid-19.

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[13]Daniah Muslim, *Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students,* (Thesis, University of Muhammadiyah Sumatera Utara, 2019), 33-35.

Third, a journal by Rochyani Lestiyanawati and Arif Wisyantoro titled *"Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System during Covid-19 Outbreak"*. This research is conducted using descriptive qualitative approach. In this study, they said that most of English teachers use e-learning system in teaching. The strategies used are by applying video conference using zoom application only, chatting in whatsapp group or google classroom only, and combining both of them. While the problems faced during teaching are the teachers' disability in using technology, the limitation of students in accessing internet from home, family's background of the students in economic, school facilities in supporting e-learning and support from parents.[14]

This study discussed about the strategies and problems in using e-learning system at pandemic covid-19. Same as this study, the research conducted by the researcher explained about problems in learning during pandemic. But, in this study, Rochyani and Arif discussed the problems and strategies in teaching English generally using e-learning, while in the research conducted by the researcher focused on problems in teaching tenses.

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[14]Rochyani Lestiyanawati and Arif Widyantoro, "Strategies and Problems Faced by Indoensian Teachers in Conducting E-Learning System during Covid-19 Outbreak," *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol. 2, No. 1, 2020, 78-79.*

B. Theoretical Framework

1. Teaching Grammar

a. Definition of Teaching Grammar

Grammar is the most important thing in English. We cannot write and speak in English correctly without mastering grammar. According to Greenbaum and Nelso, grammar is the central component of language. It refers to a set of rules where we can combine words in our language into larger units even not all words can be combined.[15] Ur also stated that grammar is a way where a language manipulates and combines words to construct meaning in longer units.[16]

Meanwhile, Swan defined grammar as the rules to arrange, combine and change words to show different meaning.[17] Whereas Harmer said that grammatical rule is an essential thing for mastering language to know how the words can be put together in a sentence or phrase. From the definitions above, the researcher concludes that grammar is a set of rules to construct words to be good phrase or sentence.

Teaching is an activity of sharing knowledge from a teacher to his/her students. According to Brown, teaching is an interaction process between teacher and students where a teacher does something

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[15] S. Greenbaum & G. Nelson, *An Introduction to English Grammar (Second ED.)* (Essex: Longman, 2002), 134.

[16] Penny, Ur, *Grammar Practice Activities* (Cambridge: Cambridge University Press, 1988), 4.

[17] Michael Swan, *Practical English Usage,* (New York: Oxford University Press, 1980), 23.

to the students and the students give feedback to their teacher.[18] Chambers also stated "teaching is a complex of activities, strategies, mechanism, invitations, stimuli, and rhetorical ploys design to help students learning and to become better learners".[19]

While Frimpong defined teaching as the process of a teacher to share not only knowledge, but also attitudes, skills, and values to students in order to change their behaviors.[20] From the definitions above, we can conclude that teaching is an activity where a teacher transfers information to the students. Besides, a teacher should give good example to her/his students to make their attitudes become better.

According to Muslim, teaching grammar is an activity to develop students' knowledge of language rules.[21] Hedge stated that teaching English grammar serves the framework to produce structures and speed up the process of learning.[22]

Negahdaripour & Amirghassemi also said, "Teaching EFL grammar has been considered a controversial area of language teaching and learning".[23] Brown stated, "We have all observed children acquiring their first language easy and well, yet the learning

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[18] Douglas Brown, *Principle of Language Learning and Teaching,* (USA: San Fransisco University Press, 2004), 7.

[19]Ellie Chambers & Marshall Gregory, *Teaching and Learning English Literature* (London: Sage Publication, 2006), 53.

[20] J.A Frimpong, *Clinical Supervisionn* (Accra: GNAT, 1990), 10.

[21] Daniah Muslim, "*Teaching Challenges by English Teacher in Teaching Grammar for Deaf Students",* (Thesis, Universitas Muhammadiyah Sumatera Utara), 12.

[22] Ishraq M. Aqel, *The Effect Of Using Grammar-Translation Method On Acquiring English as A Foreign Language*, International Journal of Asian Social Science, 2013, 3(12): 2470.

[23] S. Negahdaripour & A. Amirgasshemi, *The effect of Deductive vs. Inductive EFL Learners' Spoken Accucary and Fluency* (Australia: Australian International Academic Center, 2016), 9.

of a foreign language often meets with great difficulty and sometimes failure".[24] From those definitions, we can conclude that teaching English grammar is a teaching activity to improve students' knowledge about rules of English. It's difficult to teach grammar to Indonesian students, because English is a foreign language for them.

Teaching grammar becomes more difficult on pandemic covid-19. The education that is always conducted face to face in school becomes moved into online. The teachers are forced to use online media in sharing the material for the students that is rarely applied before.

According Swari, the teachers cannot control their students fully in online teaching. Even though there are many application can be used as virtual meeting, such as *zoom* or *google classroom.* However, sometimes the students only exist in application without paying attention to the explanation of their teachers.[25] Most students are good in theory, but still bad in practice.[26] They understood about material explained during learning, but they still cannot use it in their speaking or writing.

Besides, the modern technology that is more sophisticated forces teachers to master the media or application they use. Sometimes, many

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[24] H. Douglas Brown, *Principles of Language Learning and Teachingn* (New Yersey: Prentice Hall Inc, 2001), 38..

[25] Utami Ratna Swari, "Teaching Speaking with Gossiping in the Period of Pandemic," *Culture,* 2 (November, 2020), 1.

[26] T.W. Wijaya, "The Effectiveness of Songs for teaching speaking," *Journal of Foreign Language Teavhing and Learning,* 2 (2018), 3.

teachers feel difficult in using media.[27] In addition, internet access also affects the process of online teaching-learning. Bad connection of internet made learning process not run well. Setyawan stated that online teaching is not effective to be applied if the teachers and students haven't been ready yet.[28]

b. The Importance of Grammar

Grammar is a fundamental aspect in English. By grammar, people can construct words or phrases become a good sentence.[29] Grammar became a concern among the teachers and linguists to find the best approach and strategy to teach grammar.[30] There are many reasons that make grammar needs to be learnt. Those are following:[31]

1) Language is the human best achievement that has to be studied, where it can be reached by mastering grammar.

2) Grammar helps people to speak and write correctly.

3) Grammar can help learners to get better score on English subject, especially in structure, usage, and punctuation.

4) Grammar will help people to be good users of language as the readers, writers, speakers and listeners.

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[27] Rochyani Lestiyanawati and Arif Widyantoro, "Strategies and Problems Faced by Indoensian Teachers in Conducting E-Learning System during Covid-19 Outbreak," *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol. 2, No. 1, 2020, 78-79.*

[28] Cholis Setyawan, "Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan"*, (Thesis, Muhammadiyah University of Surakarta, 2020), 18.

[29] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (New York: Pearson Education, 2001), 362.

[30] Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 145.

[31] Yazid Amirun Nafis, "Kahoot Game as Media in Grammar Teaching-Learning Process at SMAN 3 Ponorogo"*, (Thesis, State Institute of Islamic Studies Ponorogo, 2020), 35.

c. Strategies in Teaching Grammar

According to James, there are three strategies in teaching grammar. They are following:

1) EGRA (Explanation- Generalization- Reinforcement- Application)

EGRA is used to teach structure which has never been taught before. It is started by explaining the material. Then, the students apply into a sentence.[32]

Example: the teacher asks the students to make a sentence based on the formula.

2) PGR (Practice- Generalization- Reinforcement)

It is used to teach grammar that has been taught. Here, the students are asked to do exercise related to the lesson explained before.

3) TPR (Total Physical Response)

TPR is usually used to teach pronunciation. The teacher gives a word with correct pronunciation. Then the students write that word and spell it. Ask the students to drill and repeat that word as often as possible.

Nugraheni said that the techniques which are used by the teacher in teaching grammar to develop students' ability are reading aloud, translating, comparing structures to be taught, identifying part of speech, question-answer, and writing a text. Reading aloud is to make

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[32] James, *Teaching English Grammar* (Pearson: Longman, 2007), 129.

the students know the correct pronunciation of every word they read, find new vocabulary, and know the structures and arrangements of sentences. The use of translating is to help students in understanding the meaning and guide them to apply it by themselves. While the purposes of comparing structures to be taught are to avoid long explanation in teaching that makes students bored and to make students easy in understanding grammar. Identifying part of speech aims to make students more concern at the sentences and understand the structures. Question-answer technique is to stimulate students to be active person and to measure their understanding in grammar. And writing text is to affect students to express their idea in written form using grammatical rules.[33]

Amin stated that teaching grammar-in-context is effective in minimizing students' grammatical errors in their writing. He suggested English teachers to use this technique in their class by teaching grammar integrated with writing skills. The students' are given a text. Then the teacher teaches grammar by giving them some exercises based on the text. The students will learn from those exercises and practice by writing text with grammatical rules. Teaching grammar-in-context has some principles in developing students' grammar ability,

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[33]Fitrialia Ayu Nugraheni, "Teacher's Techniques for Developing Students' Grammatical Ability at Eleventh Grade of SMAN 1 Cepogo," (Thesis, Muhammadiyah University of Surakarta, Surakarta, 2017), 10-11.

such as inquiry, questioning, constructivism, modeling, learning community, authentic assessment, and reflection.[34]

There are some ways to teach grammar to the students. They are grammar translation method, direct method, and audio-lingual method. Grammar translation followed a grammar syllabus and lessons generally that began by an explicit statement of rule, and followed by exercises in translation and less in using mother tongue. Direct method means the teachers teach grammar to their students directly by rejecting explicit grammar teaching. The students will learn grammar naturally without translating word by word. Audio-lingual method derived the theoretical based on behaviorist psychology to be learnt through formation of correct habits[35].

d. Media Used in Teaching Grammar

Media are everything used to help the sender in sharing information to the receiver.[36] In the process of teaching, media are used by the teacher to make him/her easy in delivering material to the students. Besides, media are also used to motivate the students in learning, stimulate their mind, and make teaching learning process become more interesting.[37]

There are many kinds of media used in teaching grammar. However, media that usually used by the teacher on pandemic covid-19 are online media. Online media are media which are connected to

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[34]Yadhi Nur Amin, "Teaching Grammar in Context and Its Impact in Minimizing Students' Grammatical Errors", *JEELS,* vol. 2, No. 2 (November, 2015), 82-83.

[35]Shukurova, "Useful Strategies in Teaching Grammar in English Language Classes", *Mixhapoannn* vol. 1, No 1 (2017), 1.

[36] Yazid Amirun Nafis, "Kahoot Game as Media in Grammar Teaching-Learning Process at SMAN 3 Ponorogo", (Thesis, State Institute of Islamic Studies Ponorogo, 2020), 13.

[37] Kasihani K. E Suyanto, *English for Young Learners* (Jakarta:Bumi Aksara, 2008), 101.

internet networks. The examples of online media are website, blog, and mailing list. Social media are also included to online media, such as *whatsapp, instagram, e-mail, telegram*, and etc.[38]

According to Nafis, Kahoot game can be alternative media to teach grammar. Kahoot is a game platform contains some questions made by the teacher to make the students understand grammar with fun and enjoyable learning. The students who didn't like grammar before, become enjoy in learning grammar.[39]

Setyawan stated that *whatsapp* and *you tube* can also be online media in teaching grammar. Based on his research, the teacher used *whatsapp* to deliver materials and give assignments to the students. All of teaching learning process is conducted through *whatsapp*. Sometimes, the teacher found video related to the lesson from *you tube*. Then, he shared it his students and gave instruction in *whatsapp* group. It was effective to be conducted because *whatsapp* and *you tube* were the two application that often accessed by the students.[40]

e. **Problems in Teaching Grammar and the Solutions**

Grammar as a difficult thing in English of course has difficulties in teaching it. According to Yusob, there are many problems in teaching grammar. However, the most difficult problem is the teacher

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[38] Ulfi Neni Wulandari, "The Utilization of Instagram Account @Gurukumrd as Media Online for Students in Learning English in Fifth Semester of IAIN Ponorogo". (Thesis: IAIN Ponorogo), 15.

[39] Yazid Amirun Nafis, "Kahoot Game as Media in Grammar Teaching-Learning Process at SMAN 3 Ponorogo", (Thesis, State Institute of Islamic Studies Ponorogo, 2020), 18-19.

[40] Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 13.

still difficult in conducting strategies of teaching grammar.[41] It is because of the students' perception that grammar is difficult, so they can't enjoy the lesson. The other problem is inadequate media provided by the school or sometimes the media cannot run well during teaching-learning process. Then, the last problem faced by the teacher in teaching grammar is time consuming in teaching grammar that spend much time of teaching-learning process.

Facing the problems above, the teacher studies more about strategies to teach grammar and implements it in real teaching. Besides, she changes students' mindset about grammar that grammar is actually easy, so they will open their mind to study grammar.[42] Then, the teacher prepares the alternative media that can be used if there is problem with main media used before. And the last, to avoid consuming mush time in teaching grammar, the teacher makes a target to finish the material on time. And she gives additional time to study grammar out of school.

Moreover on pandemic covid-19 where teaching-learning process is conducted by online, a teacher has problems in teaching grammar. Based on a research conducted by Cholis Setyawan, there are some problems faced by the teacher in online teaching grammar,

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[41] Khairul Firhan Yusob, "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insights", *e-Acadamia Journal,* vol. 7, Issue. 1 (May, 2018), 151-154.
[42] *Ibid.,*

such as internet access.[43] There are students who are difficult to access internet that makes them difficult to obtain materials and send assignments to their teacher. The other problem is on the media. Some students don't have smart phone to access internet. It is because they are not from rich family.

To face those problems, the teacher gives additional times to his students to send their assignments. Meanwhile, to students that don't have smart phone, he allows them to send their assignments to his house.[44]

2. **Tenses**

   a. **Definition of Tenses**

   Tenses are part of grammar which concerns in sentences construction based on the time. English uses a lot of different verb forms to refer to the events occurring in any different time. Therefore, there are some tenses with different function and patterns based on the time. Each tense will be followed by verb changing and appropriate time signal.[45]

   b. **Kind of Tenses**

   Based on the time, there are four divisions; *present, past, future,* and *past future*. Each time has four ways, such as simple, continuous,

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[43] Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 6-8.

[44] *Ibid.,*

[45]Risma Mualifatun Ni'mah, "Students' Strategies in Leaning English Tenses", *Lingua Scientia,* vol. 5, No. 2 (November, 2013), 172.

perfect, and perfect continuous. So, there are sixteen kinds of tenses. The table following will show the combination of time which establish tenses.[46]

Table 2.1 Kind of Tenses

Time \ Aspect	Present	Past	Future	Past Future
Simple	Simple Present	Simple Past	Simple Future	Simple Past Future
Continuous	Present Continuous	Past Continuous	Future Continuous	Past Future Continuous
Perfect	Perfect Present	Past Perfect	Future Perfect	Past Future Perfect
Perfect Continuous	Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous	Past Future Perfect Continuous

Every tense is used in different context based on the time. The explanations of each tenses is following:

1) Simple Present Tense

Simple present tense is used to express an action that becomes daily habit or something that becomes a general truth. Time signals used are every Sunday, every day, every week, etc.

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[46]*Ibid.,*

2) Present Continuous Tense

Present continuous tense is used to express an action happening now or currently ongoing. Adverbs of time usually used are right now, now, this morning, etc.

3) Present Perfect Tense

We usually use present prefect tense to describe an event that began in the past and are expected to continue, to emphasize the relevance of past events to the present moment or we use it to express a recent happening. Time signals used are since 1999, just now, as yet, once, etc.

4) Present Perfect Continuous Tense

Present perfect continuous tenses is a tense that used to show an activity that started in the past and continue into the present or is recently completed, emphasizing the relevance to the present moment. The time signals of present perfect continuous tense are for, since, long, etc.

5) Simple Past Tense

Simple past tense is used to express an event completed in the past time. It can be seen from the signal time; yesterday, last night, two months ago, etc.

6) Past Continuous Tense

We usually used past continuous tense to show an ongoing past action, often in relation to the occurrence of another action.

7) Past Perfect Tense

Past perfect tense is a tense used to explain an activity that happened prior to other activities in the past. Time signals of past perfect tense are when, while, as, the whole day last Sunday, etc.

8) Past Perfect Continuous Tense

Past perfect continuous tense is used to express an event that began, continued, and ended in the past, emphasizing the relevance to a past moment. The time signals are when, until, etc.

9) Simple Future Tense

We usually use simple future tense to describe an action to be completed in the future. Time signals used are tonight, tomorrow, next week, etc.

10) Future Continuous Tense

Future continuous tense is a tense used to show a future event that is expected to continue over a period of time. The time signals are at this time tomorrow, at this time next year, etc.

11) Future Perfect Tense

Future perfect tense is used to express an event that will be completed between now and a specific point in the future. Time signals used are by Sunday, by next month, by the end of this week, etc.

12) Future Perfect Continuous Tense

Future perfect continuous tense usually used to describe an action that will continue up until a point in the future, emphasizing the expected duration. The time signals of future perfect continuous tense are by the end of this month, by the end of 2021, by the end of *Ramadhan*, etc.

13) Past Future Tense

Past future tense is a tense used to show an activity that will be performed in the past. The time signals are the day before, the month before, the next day before, etc.

14) Past Future Continuous Tense

Past future continuous tense is used to express an action that is predicted, planned, expected, or obliged to be happening in a certain period in the future or past. The time signals usually used are on Monday last week, at this time the following day, at five yesterday, etc.

15) Past Future Perfect Tense

We usually use past future perfect tense to show an event that is predicted, planned, expected, or obliged to have been done completely before or by a certain time in the future or past. The time signal of past future perfect tense is if.

16) Past Future Perfect Continuous Tense

Past future perfect continuous tense is used to describe an action will have begun in the past, present, or in the future, and is expected to continue in the future. The time signals are by the end of this year, by last Christmas, by the end of this month, etc.

3. **Simple Past Tense**

a. **Definition of Simple Past Tense**

Simple past tense expresses an action or situation began and ended in the past time.[47] According to Eugene J. Hall, simple past tense is a past action occurred at the definite time in the past, whether the time is stated or not.[48] This definition is same as stated by A,J Thomson and A.V Martinet who described simple past tense as the action completed in the past at definite time.[49]

From the definitions above, the researcher concludes that simple past tense is a tense that expresses an action happened in the past even though the time is not stated.

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[47] Patricia K. Weiner, *Mosaic I: A Content-Based Grammar* (New York: Mc-Graw-Hill Companies, Inc., 1990), 74.

[48] Eugene J. Hall, *Grammar for Use* (Jakarta: Binarupa Aksara, 1993), 173.

[49] A.J Thomson and Martinet, *A Practical English Grammar, 4th Edition* (Oxford: Oxford University Press, 1986), 147.

b. Pattern of Simple Past Tense

McGraw classified simple past tense into two types; simple past in regular verb and simple past in irregular verb.[50] While the formula is following:

1) Simple Past Tense in Regular Verb

The affirmative form of simple past tense uses a formula as following:

$$S + V2 + O + Adverb$$

Examples:

- Jovy **played** football yesterday.

- We **studied** English last night.

- My young brother **cried** two hours ago.

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:[51]

a) If the simple form of a verb is ended by –*y* after a consonant, change the –*y* to *i* and add –*ed*.

Examples: study/ studied, carry/carried, dry/ dried, etc.

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[50] McGraw-Hill, *Interaction I Grammar,* (New York: McGraw- Hill Companies, Inc., 2002). 106.

[51] McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), 107.

b) If the simple form of a syllable verb ended by a vowel + a consonant, double the final consonant and add –*ed*.

Examples: plan/ planned, stop/ stopped, permit/ permitted, etc.

c) If the simple form of a verb ended by –*e*, add only –*d*.

Examples: tie/ tied, change/ changed, live/ lived, etc.

d) Add –*ed* to simple form of all other regular verbs.

Examples: want/ wanted, ask/ asked, belong/ belonged, etc.

While the formula of negative form of simple past tense is following:

> **S + did not + V1 + O + Adverb**

For Examples:

- My mother **did not make** a pizza last night.

- Risky **did not come** to my house yesterday.

- We **did not go** to school last week.

Furthermore, the other form of simple past tense is interrogative that use this formula:

> **Did + S + V1 + O + Adverb +?**

Examples:

- **Did** you **go** to Doni's party last night?

- **Did** Mr. Dedi **teach** us yesterday?

- **Did** she **buy** a bicycle three days ago?

2) Simple Past Tenses in Irregular Verb

Many verbs have irregular past forms. They are not ended by –d or –ed,[52] but they have particular verbs in past form. Both of regular and irregular verbs have the same formula in affirmative, negative and interrogative form. While the example of irregular verbs is following:

Table 2.2 Irregular Verb

Verb Infinitive	Past	Explanation
• Cost • Read • Cut • Hit	• Cost • Read • Cut • Hit	The simple and the past forms of some verbs are the same.
• Send • Lend • Build • Spend	• Sent • Lent • Built • Spent	The simple form ended by –d and the past form ended by –t.
• Have • Dream • Hear	• Had • Dreamt • Heard	Some verbs have other consonant changes or add a consonant in the past tense.
• Drink • Sing • Drive • Begin • Write	• Drink • Sing • Drive • Begin • Wrote	Some verbs have vowel changes in the past tense.
• Bring • Buy • Do • Catch	• Brought • Bought • Did • Caught	Many verbs have consonant and vowel changes in the past tense.

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[52]McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), 116.

In addition, there is the other form of simple past tense. It is nominal sentence. Of course it has three forms; affirmative, negative, and interrogative. While the formula of each form is following:[53]

1) **Affirmative**

> **S + was/were + substantive (adverbial of phrase) + …**

Examples:

- My mother **was** a doctor five years ago.

- All of students **were** at Surabaya Zoo last week.

- I **was** sick yesterday.

2) **Negative**

> **S + was/were + not + substantive (adverbial of phrase) + …**

Examples:

- Aji **was not** at home last night.

- They **were not** fine yesterday.

- I **was not** a teacher two years ago.

3) **Interrogative**

> **Was/were + S + substantive (adverbial of phrase) + … +?**

Examples:

- **Were** you at school yesterday?

- **Was** Rudy a pilot ten years ago?

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[53]McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), 117.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the most important thing in conducting a research. According to Leedy, research design is a planning of a study that serves the whole structure for collecting data.[54] In conducting this research, the researcher used qualitative approach with case study design because it is effective to get information about teaching tenses on pandemic covid-19, the problems faced by the teacher and students in teaching and learning tenses and the solutions to solve those problems. Gay stated that qualitative research is a research that collects, analyzes and interprets the comprehensive narrative and visual data.[55]

While case study is a research conducted at a unit of study or bounded system, such as a classroom, an individual teacher or a school where design, data collection techniques and specific approaches to data analysis are covered here.[56] In this research, the researcher conducted her research at a classroom of SMPN 1 Siman. It is 8A. She observed the location at school directly, observe the teacher and students at the class, and catch the information from interview.

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[54] P.D. Leedy, *Practical Research Planning and Design (6th Edition)*, (New Jersey: Prentice Hall, 1997), 195.

[55] L.R. Gay, *Educational Research*, (New York: Pearson Education, 2012), 17.

[56] *Ibid.,*

B. Researcher's Role

The position of researcher is very important in a research success. A researcher has roles how to make a research runs well. DeMUNCK stated that participant observation is the primary method used by anthropologist doing fieldwork.[57] However, in this research the researcher is an instrument where she has to be an interviewer, an observer, and a collector to get the data related to teaching tenses at SMPN 1 Siman on pandemic covid-19. In this case, the researcher became an observer but not a participant. She only observed the process of teaching tenses on pandemic at SMPN 1 Siman without being directly involved in teaching-learning process.

C. Research Location

In qualitative research, there must be the location used to conduct the study. The researcher conducted her research at SMPN 1 Siman. It is located at Jalan Raya Siman, Demangan, Siman, Ponorogo. She focused on the eighth grade students of SMPN 1 Siman. There are three classes of the eighth grade. But the class used by the researcher in this research is VIII A. The researcher chose the English teacher and students of VIII A as the subjects of research in collecting the data.

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[57] DeMunck, *Participant Observation*, 1998.

D. Data Source

Data is a collection of texts, numbers or symbols in original or unorganized form.[58] There are two types of data of research. They are primary and secondary data. In this research, the researcher used primary data that gotten from place, person, and paper around the location of research that provide the information she needed.

Data sources can be human and non human. The researcher got human data source from an English teacher and students of SMPN 1 Siman that obtained by interview and observation. While non human data source might be geographical location, organization structure, condition of the teacher and students, facilities and photos of teaching-learning process in the class. The researcher got those data by documentation during the research and the process of teaching-learning.

E. Techniques of Data Collection

In this research, the researcher used some techniques in collecting the valid data and information about the strategies used by teacher in teaching tenses, the media used in teaching tenses, the problems faced by teacher and students in teaching and learning tenses and the solutions in solving their problems. The techniques that used by the researcher to collect the data are following:

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[58] Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide*, 2017, 5.

1. Observation

Observation is one of data collection techniques where the researcher watched the participants. According to Bungin, observation is a data collection technique conducted by observing and sensing.[59] In this research, she observed the school condition and the process of teaching-learning in the class. It aimed to know how the teacher teaches tenses in the class and how the students understand about their teacher's explanation.

By making field note, the researcher wrote everything happened during teaching-learning process through making field notes. Field notes are the data that analyzed to make description of the setting and participants of the research and the behavior of teaching-learning during the observation.[60] The researcher observed during the learning process. It was conducted based on the schedule of English subject at the class.

Gay stated that there are two common types of observation. They are participant observation and nonparticipant observation.[61] Participant observation is an observation where the observer becomes a participant or part in group being observed. As for the observation conducted by the researcher is non participant observation. It means the researcher only observed without interacting and participating at the learning. She observed the process of teaching-learning tenses in SMPN 1 Siman on

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[59] Burhan Bungin, *Penelitian Kualitatif,* (Jakarta: Kencana Prenada Media Group, 2010), 116.

[60] L.R. Gay, *Educational Research*, (New York: Pearson Education, 2012), 386.

[61] L.R. Gay, *Educational Research, Ibid.* 382

pandemic. Furthermore, the researcher wanted to know the problems faced by teacher and students of SMPN 1 Siman in teaching-learning tenses and the solutions to solve them.

2. Interview

Interview is an interaction that is purposeful where a person gets information from another.[62] In interview, a researcher got other information that cannot be obtained from observation. The researcher used semi-structured interview where some questions are prepared before interviewing and the researcher might develop the questions during interview. She could ask other questions whenever she finds new things would be asked.

There are three basic choices in collecting the data. They are taking notes during the interview, audio or video taping the interview, and writing notes after the interview.[63] In this research, the researcher used writing notes after the interview. It is more simple and easier than others. Taking notes during the interview requires the researcher to make notes all of the interviews at that time. It will change the session of the interview. While taking audio or video the interview requires the researcher to take a video or audio during the interview, so it needs more memories of video machine. The researcher has to make sure that the machine is in good working before the interview conducted. But in

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[62] *Ibid.*
[63] *Ibid., 387.*

writing notes after interview, the researcher only needs to memorize the points of interview, then write and develop the points after the interview.

In this study, the researcher interviewed both the teacher and students. With the students, she interviewed about their problems in learning tenses at pandemic covid-19. While with the teacher, she asked about the strategies that used to teach tenses at pandemic covid-19, what media used in learning, the problems faced during learning and how to solve those problems.

3. Documentation

Documentation is a technique of collecting data that taken from school documents (the school profile, vision mission, the structure school, teacher's schedule and others related to the school), photos of learning process in the class and field notes or written sources related to the research[64]. From that, the researcher got the detail data and information she needs in this research.

F. Techniques of Data Analysis

Miles and Huberman stated that the process of analyzing data consists of three major steps: data reduction, data display, and conclusion and verification.

1. Data Reduction

According to Miles and Huberman, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the

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[64] Maskhurin, *Research Method*, 2014.

appeared data in written up transcription. The researcher organized and reduced or reconfigured the mass of the data.[65]

When reducing the data, the researcher chose what aspects of data appeared in field notes or interview transcriptions that should be emphasized, minimized, or set aside completely for the objectives of research. Then, the researcher put codes on each unit based on the list of code. After that, the researcher examined all the data sources for descriptions and themes that used to be the research findings.

2. Data Display

The second phase of Miles and Huberman's model of qualitative data analysis is data display where the organized and compressed information contains of written conclusion.[66]

The writer displayed the reduced data to be interpreted. It was displayed in narration, such as the problems of students in learning tenses and the solutions to solve them.

3. Conclusion and Verification

In this phase, the researcher analyzed the data to be concluded. The conclusion in this part is the answer of research problem formulated before.

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[65] Mathew B. Miles and A.Michael Huberman, "*Qualitative Data Analysis*," (United State: SAGE Publications, 1994),10
[66] *Ibid.,*

G. Checking Validity of Findings

According to Moleong, data validity is the urgent concept that is renewed from the validities and reliabilities concept.[67] When qualitative approach conducted, it means that the valid data have been confirmed by the researcher through checking some components like:

1. The strenuously observation

   The strenuously observation means that the researcher finds the characteristics and elements in this situation that relevant with the chosen issue.[68] Conducting these elements of this study:

   a. Observing the process of learning at pandemic covid-19 at the eighth grade of SMPN 1 Siman accurately and continuously to get the needed data.

   b. Studying deeply until the researcher finds several valid data consisted.

2. Triangulation

   Triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data.[69] It is a powerful technique that facilitates validation of data through cross verification from two or more sources and it refers to the application and combination of

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[67]Lexy Moleong, *Metodologi Penelitian Kualitatif,* (Bandung:PT. Remaja Rosda Karya, 2000), 171.

[68]Ibid.,171

[69]O'Donoghue,i, Punch K. *Qualitative Educational Research in Action: Doing & Reflecting Routledge*, 2003, 78.

several research methods are the study phenomenon.[70] The term original comes from the application of trigonometry to navigation and surveying.

According to Denzin, triangulation has 4 types, thore are:[71] data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoritical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, and documentation). The other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher applied one of four types triangulation named methodological triangulation which involves an interview both teacher and students by giving several questions related to teaching tenses on pandemic covid-19, observation within activity during teaching learning process and the situation in class and also the documents which involve school documents, photos class activity, photos students' assignment, recording in interviewing of researcher, videos during activity class and researcher's field note to be more valid data in this research. Triangulation was first borrowed in the social sciences to convey the idea

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[70]Johnson Honorence, *Understanding The Role of Triangulation in Research*, Scholarly Research Journal for Interdisciplinary Studies, 2017, 91.

[71]Denzin, *Sociological Methods: A Sourcebook Fifth Edition, Aldine Transaction ISBN 978-0-202-36840-1,* 2006.

that to establish a fact we need more than one source of information.[72] In this research the researcher conducted this way to investigate the data of teaching tenses on pandemic covid-19 at SMPN 1 Siman, the problems faced and the solutions to reduce them.

H. Research Procedures

There are several procedures in conducting this research, such as:

1. Formulating the research problem

   The researcher decided the general area of interest or aspect of a subject-matter that she would like to inquire into.

2. Extensive literature survey

   At this juncture the researcher undertook extensive literature survey connected with the problem.

3. Preparing the research design

   The researcher prepared a research design, i.e., she will have to state the conceptual structure within which research would be conducted.

4. Determining sample design

   All the items under consideration in any field of inquiry constitute a universe or population.

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[72]Robert c. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*, sari knop bklen; united of America, 2007, 115.

5. Collecting the data

In dealing with any real life problem it is often found that data at hand is inadequate and hence, it became necessary to collect data that are appropriate.

6. Execution of the project

The researcher saw that the project is executed in a systematic manner and in time, if the execution on the correct line, the data to be collected would be adequate and dependable.[73]

7. Analysis of data

After the data have been collected, the researcher turned to the task of analyzing them. The analysis of data requires a number of closely related operations.

8. Interpretation

If the researcher had no hypothesis to start with, she might look for it to explain his findings on the basis of some theory.

9. Preparation of the report or the thesis

The researcher prepared the report of what has been conducted by her.[74]

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[73]C.R. Kothari, *Research methodology methods and techniques*, 12-20.
[74]Prabhat Pandey and Meenu Mishra Pandey*, Research Methodology: Tools and techniques,* 15-17.

CHAPTER IV

RESEARCH FINDINGS

A. General Data

1. History of SMPN 1 Siman

SMPN 1 Siman was built at the school year 1983/1984 based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0471/0/1983, dated November 7, 1983. In the beginning of school year, there are three classes with 120 students, 12 teachers, and 2 staffs who led by Drs. Trisoeko as the first headmaster of SPN 1 Siman. Learning process was conducted by borrowing SD Kepuhrubuh building which is located 1 km south of SMPN 1 Siman because the building was still on the process of construction. After a year, SMPN 1 Siman used its own building for the learning process.

The location of SMPN 1 Siman is very cool and beautiful, because it is in a village surrounded by trees and fields. However, even though it is located in a village, the quality of students and teachers of SMPN 1 Siman is not inferior to the quality of schools located in cities. It can be known from the achievements of SMPN 1 Siman students in various competitions, both at provincial and national levels. The strategic location of SMPN 1 Siman makes people easy to find it.

Since 2019 until now, SMPN 1 Siman always reaches the title of provincial level Adiwiyata School. It is caused by the awareness of school residents in keeping the cleanliness of the school. Not only the students,

but also the teachers and staffs of SMPN 1 Siman always throw the rubbish into dustbin. They never forget about their duties to clean the environment of school. School rules are always obeyed by them well.[75]

2. **Visions, Missions, and Goals of SMPN 1 Siman**

   a. **Visions**

   Producing achievers, and having cultured environment based on faith and piety.

   b. **Missions**

   1) Realizing complete curriculum tools.

   2) Implementing active, creative, effective and fun learning activities.

   3) Producing smart and competitive graduates.

   4) Creating achievements in extracurricular activities.

   5) Producing graduates who have faith and devotion to God Almighty, have noble character, have good quality academic, and have the personality of Indonesian nation based on Pancasila.

   6) Realizing a culture of clean, healthy and caring for the environment.

   7) Creating relevant and adequate educational infrastructures.

   8) Creating adequate learning media.

   9) Producing good quality human resources who are consistent in their duties.

   10) Realizing participative school management.

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[75] See appendix 01/D/15-II/2021 of documentation transcript

11) Creating harmonious work environment.

c. Goals of SMPN 1 Siman

1) Developing K-13 and K-2006 completed by syllabus of subjects, lesson plan, students' sheet and grading system.

2) Realizing reading culture for school residents.

3) Developing learning method based on environment and culture.

4) Optimize the learning process using scientific approach, CTL, cooperative learning and project based learning.

5) Obtaining test scores according to the passing standard.

6) Involving the teachers and staffs in professional improvement training.

7) Completing infrastructures for learning activities, such as library, science laboratory, and mathematic laboratory.

8) Involving the students in contents or competitions at district level, or the next level.

9) Completing school facilities, such as mosque, parking area, canteen, sport area, green house, etc.[76]

3. Profile of SMPN 1 Siman

a. School Name   : SMP Negeri 1 Siman

b. NPSN   : 20510715

c. NSS   : 201051109001

d. Level   : Junior High School

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[76] See appendix 02/D/15-II/2021 of documentation transcript

e. Status   : Negeri

f. Accreditation   : A

g. School Address : - Jl. Raya Siman

- Village   : Demangan

- Sub-district : Siman

- District   : Ponorogo

h. Telephone   : (0352) 483398[77]

4. Teachers, Staffs, and Students of SMPN 1 Siman

School residents are the important thing of education to reach the goals of school. All of them have important roles in education that depend on each other. Without them, an education will not run well. School residents consist of teachers, students and school staffs. In SMPN 1 Siman, there are 28 teachers, 10 staffs, and 325 students. The detail information is attached.[78]

5. Infrastructures of SMPN 1 Siman

Infrastructure is something that has to be existed in an organization. It supports the activities of the organization. So do the school. A school must have infrastructure to help school in reaching the goals. Without adequate infrastructure, a school will not run well. Overall, the facilities and infrastructures of SMPN 1 Siman is adequate to support teaching learning process. However, there are some facilities that need to be repaired or re-built, such as classrooms, bathrooms, parking area, tables

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[77] See appendix 03/D/15-II/2021 of documentation transcript
[78] See appendix 04/D/15-II/2021 of documentation transcript

and chairs. And there are some infrastructures that should be added to more support the teaching learning activities, such as computer, social laboratory, and science laboratory.

B. Specific Data

The decrypted data were collected through observation and interview. The observation was conducted two steps. The first step was conducted before submission of the title of this thesis. It was on October 25, 2020. The second step was conducted after submission of the title. It was on January 5, 2021. Observation was expected to give more information about SMPN 1 Siman, the culture of the school and etc. Then, the interview was conducted by the researcher with the English teacher of SMPN 1 Siman and several students of the eighth grade. It was conducted to give information about teaching and learning tenses on this pandemic. After conducting observation and interview, the data obtained are following:

1. The Strategies Used by the Teacher in Teaching Tenses on Pandemic Covid-19 at SMPN 1 Siman

Strategy is very important in teaching. The understanding of students is based on the strategy used by the teacher. If the teachers use appropriate strategy, the students will understand what their teachers explain. The strategy has to be adjusted to the condition and the students. Based on the observation conducted by the researcher, strategy that used by Mrs. Aning Hendariyah S.Pd. as the English teacher of SMPN 1 Siman in teaching tenses on this pandemic is a strategy where it is started by

explanation about the tense and lasted by the exercise, or James named this strategy by EGRA (Explanation-Generalization-Reinforcement-Application).

As Mrs. Aning said:

"In teaching grammar, I use strategy from James called EGRA (Explanation, Generalization, Reinforcement, and Application). So do on this pandemic where everything is conducted by online, I also use EGRA in teaching tenses. I think it is more appropriate to be conducted because in online teaching, I upload the material and the exercises together, so the students can see the material with exercises directly at the same document. If I use PTR (Practice, Generalization, and Reinforcement), it is not appropriate in this condition. Even though I ask them to practice before explaining, they automatically know the material because they are in same document."[79]

She added:

"However, I change the implementation of EGRA in this online teaching becomes more simple because the limited time. I omit generalization and reinforcement of EGRA. Therefore, I only explain the material to the students. Then, I give questions related to simple past tense as the application of my explanation before."[80]

Ika Binti Rahayu, a student of eighth grade if SMPN 1 Siman also stated:

"Mrs. Aning gives the explanation about simple past tense, the definition and the examples. After that, she gives exercises about simple past tense that have been explained before. I don't know the name of this strategy."[81]

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[79] See the appendix 01/I/18-I/2021 interview transcript
[80] See the appendix 01/I/18-I/2021 interview transcript
[81] See the appendix 02/I/18-I/2021 interview transcript

It is strengthened by a statement of Muhamad Lathif Sabilus Sudur who said:

> "I don't know what strategy it is. Mrs. Aning starts the lesson by explaining the material. The material in this semester is simple past tense. Then, the questions are given after the explanation."[82]

Salsabilla Rahmawati also added:

> "The strategy that Mrs Aning uses in this pandemic is different from the strategy used at before pandemic. Before pandemic, after explaining the material she asked us to make groups and summarize about the explanation. Then, she gave exercise. However, on this pandemic Mrs. Aning only explains and gives questions related to the material."[83]

The material taught to the eighth grade students in this semester is recount text, so the tense used is simple past tense. From the statement of Mrs. Aning Hendariyah S.Pd. and several students above, she used strategy EGRA in teaching simple past tense on this pandemic. But different from she used before, on this pandemic she omitted the phase of generalization and reinforcement because the time is limited. She just explained the formula and function of simple past tense completed with the examples. It is expected to give an overview to the students about simple past tense. It is too difficult for them to understand tenses without explaining them before. Then, she gave the exercise to the students related to simple past tense.

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[82] See the appendix 04/I/20-I/2021 interview transcript
[83] See the appendix 03/I/20-I/2021 interview transcript

2. **The Media Used in Teaching Tenses on Pandemic Covid-19 at SMPN 1 Siman**

In teaching, a teacher always needs media. Without media, she/he cannot share his/her knowledge to students. On this pandemic where teaching-learning process is conducted online, Mrs Aning Hendariyah as the English teacher of SMPN 1 Siman uses smart phone, laptop or computer to teach tenses to her students.

While the application she used to teach tenses on this pandemic is google form. Mrs Aning uploaded the material and exercise to google form. Besides, she sometimes used whatsapp to give instruction to the students. As she stated:

> "Of course I used smart phone to teach during online study. Sometimes I used laptop or computer in the school. To upload the material, I used google form that is used by all of teachers in SMPN 1 Siman to teach their school. I also give instruction to the students to check their *google form* through *whatsapp*."[84]

Muhammad Lathif Sabilus Sudur also said:

> "During this pandemic, this school uses google form in the process of teaching-learning. So do Mrs. Aning. She uploads the material of tense to google form."[85]

Ika Binti Rahayu added:

> "Sometimes, Mrs. Aning uses whatsapp to instruct us to open google form. In conclusion, she gives instruction first in whatsapp group. Then, she uploads the material to google form application."[86]

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[84] See the appendix 01/I/18-I/2021 interview transcript
[85] See the appendix 04/I/20-I/2021 interview transcript
[86] See the appendix 02/I/18-I/2021 interview transcript

Muhammad Yusuf Maulana Ahnaf justified Lathif and Rahayu's statement. He said:
"I think all of teachers in SMPN 1 Siman use the same media in teaching. They usually use laptop, or sometimes use smart phone to access google form, included Mrs. Aning. She also gives instruction via whatsapp."[87]

3. **The Problems in Teaching and Learning Tenses on Pandemic Covid-19 at SMPN 1 Siman**

As the human who can't separate from lack, implementing teaching learning tenses on this pandemic also has problems. According to Mrs. Aning and several students of eighth grade of SMPN 1 Siman, those problems are following:

a. Media and internet access

According to Muhammad Lathif Sabilus Sudur, the most difficult in learning tenses by online is accessing internet. As he said:

> "I almost give up studying online because there is no internet access in my house, moreover in studying difficult subject, such as tenses. Sometimes I didn't do my assignments because of those two problems. Those make me stress."[88]

Salsabilla Rahmawati added:

> "To study online, I must go to *wifi* corner to get good signal. It is because I cannot access the internet in my home. The signal is very bad."[89]

While Ika Binti Rahayu said:

> "The most difficult problem that I face is about the media. I don't have smart phone to study online. Therefore, I always join my friend who has smart phone every day."[90]

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[87] See the appendix 05/I/15-II/2021 interview transcript
[88] See the appendix 04/I/20-I/2021 interview transcript
[89] See the appendix 03/I/20-I/2021 interview transcript
[90] See the appendix 02/I/18-I/2021 interview transcript

Mrs. Aning also stated:

> "As we know that in a village, it's is a little signal of internet. The students reported to me about this problem. Besides, not all of students are from rich family. There are some students who don't have smart phone to study online. We cannot blame them in this case. We cannot force them to buy new smart phone just for studying online."[91]

b. Students laziness

Mrs. Aning claimed that the students are very lazy to study tenses. She

said:

> "The students are very lazy in studying tenses. I don't know why. Maybe it is because they think that tense is difficult. There are some students who never send their assignments to me. Sometimes, they only submit the attendant list without following the lesson until the last section. Or they only read the material but they don't do the assignments."[92]

While Salsabilla Rahmawati's opinion related to the problems of

learning tenses is following:

> "I hate grammar, moreover tenses. It is the most difficult subject that I have ever found in my life. The rules make me lazy to study tenses. Actually I like English. Only in tenses I feel very lazy to study it. Learning tenses directly in the class is very difficult, moreover in online. It is more difficult again."[93]

Besides, Muhammad Lathif Sabilus Sudur argued:

> "If you ask to me about English, sorry I cannot answer it. Honestly, I am very less in English, moreover about tenses. I don't like it very much. It makes me lazy to learn it, so my score is always low in this subject."[94]

Muhammad Yusuf Maulana Ahnaf also stated:

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[91] See the appendix 06/I/15-II/2021 interview transcript
[92] See the appendix 06/I/15-II/2021 interview transcript
[93] See the appendix 03/I/20-I/2021 interview transcript
[94] See the appendix 04/I/20-I/2021 interview transcript

"Please, don't ask to me about tenses. Tenses are very difficult, I think. From all of tenses in English, there is no one that I really understand. I just know the names; there are simple present, simple past, continuous, future, and etc. But I don't know when I have to use them, the function of each tense, and I don't memorize the formula of each tense. That's why I don't care about my score of English. I'm so lazy to study tenses. And all of lessons in English always consist of tenses."[95]

c. Clueless of technology of teacher

The last problem is from the teacher. As Mrs. Aning Hendariyah S.Pd. said:

"This problem is from me. I don't understand about technology development, included teaching online using internet. I rarely used smart phone, except for communication. Technology that is more modern makes me difficult in accessing it. If I can choose, I will choose offline teaching than online."[96]

4. **The Efforts in Solving the Problems of Teaching Tenses on Pandemic Covid-19 at SMPN 1 Siman**

Every problem always has solution to solve it. So do the problems above, there are always the solutions to solve them. Based on the interview conducted with Mrs. Aning Hendariyah S.Pd. on February 15, 2021 ago, the efforts in solving the problems of teaching tenses on pandemic covid-19 are following:

a. Media and internet access

As Mrs. Aning Hendariyah S.Pd. said:

"The solution of the problem of students who don't have smart phone is the school allows students to use computer of school in laboratory to do their assignments. And for the students who

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[95] See the appendix 05/I/15-II/2021 interview transcript
[96] See the appendix 06/I/15-II/2021 interview transcript

have smart phone but difficult in access internet, they can come to school to access internet using school *wifi*."[97]

b. Students laziness

Mrs. Aning claimed:

"The teacher's role is very important in solving this problem. I never bored to remind and remind the students to do their assignments. We are as teacher should care to them. Even thought study and assignment are their duties, but we have to remind them what they have to do because we are their parents in school. I also allow them to come to my house if they want to study face to face with me. It is expected to make them understand about tenses."[98]

She also said:

"On this online teaching, I don't give many assignments. I only give 10 numbers of questions with easy level. It is done to make students not lazy in learning tenses. If I give difficult question, they will be lazier to study."[99]

d. Clueless of technology of the teacher

She stated:

"As you know that I am old. I rarely use smart phone. I only use it for communication, so it is difficult for me to implement online teaching using applications on this pandemic. To face it, I ask other teachers who able in internet to help me in using the application. Besides, I also study more about internet to make me easy in teaching online without waiting for others to help me."[100]

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[97] See the appendix 06/I/15-II/2021 interview transcript
[98] See the appendix 06/I/15-II/2021 interview transcript
[99] See the appendix 06/I/15-II/2021 interview transcript
[100] See the appendix 06/I/15-II/2021 interview transcript

CHAPTER V

DISCUSSION

A. The Analysis of The Strategies Used by the Teacher in Teaching Tenses on Pandemic Covid-19 at SMPN 1 Siman

According to Brown, teaching is an interaction process between teacher and students where a teacher does something to the students and the students give feedback to their teacher.[101] Teaching grammar to students is important to make them become good users of language as the readers, writers, speakers and listeners. It is because they will more pay attention to the structure and punctuation of a sentence. With grammar, they can also speak and write correctly. Meanwhile, Hedge stated that teaching English grammar serves the framework to produce structures and speed up the process of learning.[102]

To teach grammar, a teacher must have a strategy to make his/her students enjoy their learning. According to James, there are three strategies in teaching grammar. They are EGRA (Explanation-Generalization-Reinforcement-Application), PGR (Practice-Generalization-Reinforcement), and TPR (Total Physical Response).[103] All of them have different characteristic in the implementation. EGRA is started by explanation the material and lasted by application. However, PGR allowed the teacher to give

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[101]Douglas Brown, *Principle of Language Learning and Teaching,* (USA: San Fransisco University Press, 2004), 7.

[102] Ishraq M. Aqel, *The Effect Of Using Grammar-Translation Method On Acquiring English as A Foreign Language*, International Journal of Asian Social Science, 2013, 3(12): 2470.

[103] James, *Teaching English Grammar* (Pearson: Longman, 2007), 129.

exercise first to the students than they conclude the content of material by themselves. While in TPR, the students write the word or sentence said by teacher. Then they repeat the word as often as possible.

There are many scopes of grammar. One of them is tenses. Tenses are part of grammar which concerns in sentences construction based on the time. English uses a lot of different verb forms to refer to the events occurring in any different time. Therefore, there are some tenses with different function and patterns based on the time. Each tense will be followed by verb changing and appropriate time signal.[104] According to Salsabilla, tense is a lesson that she hates because it is very difficult. The kinds of tenses make her lazy to study it.[105]

Mrs. Aning Hendariyah as the English teacher of SMPN 1 Siman also has a strategy in teaching tenses. She used the strategy from James, called EGRA. Actually she always use this strategy in teaching. But on this pandemic with limited time, she omits two phases of EGRA. They are generalization and reinforcement. Therefore, she only explains the material first. Then, she gives exercise to her students.[106]

B. The Analysis of The Media Used in Teaching Tenses on Pandemic Covid-19 at SMPN 1 Siman

Media are something that is used by someone to do something. A teacher always uses media to help him/her in teaching. So do teaching

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[104]Risma Mualifatun Ni'mah, "Students' Strategies in Leaning English Tenses", *Lingua Scientia,* vol. 5, No. 2 (November, 2013), 172.

[105] Salsabilla Rahmawati, a student of SMPN 1 Siman, Februari 2021

[106] Aning Hendariyah, English teacher at SMPN 1 Siman, Februari 2021.

grammar. Nafis stated that Kahoot game can be alternative media to teach grammar. Kahoot is a game platform contains some questions made by the teacher to make the students understand grammar with fun and enjoyable learning. The students who dion't like grammar before, become enjoy in learning grammar.[107]

While on this pandemic media used to teach must be online media. According to Setyawan, *whatsapp* and *you tube* can also be online media in teaching grammar. Based on his research, the teacher used *whatsapp* to deliver materials and give assignments to the students. All of teaching learning process is conducted through *whatsapp*. Sometimes, the teacher found video related to the lesson from *you tube*. Then, he shared it his students and gave instruction in *whatsapp* group. It was effective to be conducted because *whatsapp* and *you tube* were the two application that often accessed by the students.[108]

Based on the interview conducted by the researcher with Mrs Aning Hendariyah as the English teacher of SMPN 1 Siman, she used google form and whatsapp as the media in teaching tenses on this pandemic.[109] Google form is to share the material to her students. And whatsapp is used to give instruction to the students when she uploads the material. It is strengthened by statement of several students that Mrs. Aning used google form in teaching tenses, and gave instruction through whatsapp.

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[107] Yazid Amirun Nafis, "Kahoot Game as Media in Grammar Teaching-Learning Process at SMAN 3 Ponorogo"*,* (Thesis, State Institute of Islamic Studies Ponorogo, 2020), 18-19.

[108]Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 13.

[109] See the appendix 01/I/18-I/2021 interview transcript

C. The Analysis of The Problems in Teaching and Learning Tenses on Pandemic Covid-19 at SMPN 1 Siman

Everything we do always has problems in the implementation, so do teaching-learning tenses on pandemic-19. There are some problems faced by the teacher and students of SMPN 1 Siman during teaching-learning tenses on this pandemic. According to Cholis Setyawan, the problem faced during online learning is on the media.[110] There were some students who didn't have smart phone. Besides, they were difficult to access internet from their home. They stated that there was no signal in their villages.

Same as the opinion Cholis Setyawan, Rochyani Lestiyanawati and Arif Wisyantoro also stated that the problems in teaching grammar by online were from family's background of the students in economic and the limitation of students in accessing internet from home.[111]

Based on the interview conducted by researcher with Mrs. Aning Hendariyah on February ago, there are three problems in teaching tenses on this pandemic.[112] The first problems are same as the problems faced in teaching by online in general. They are media and internet access.[113] She stated that there are some students who are not from rich family. They don't have smart phone to study online. Besides, a problem faced by the students

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[110]Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 6-8.

[111]Rochyani Lestiyanawati and Arif Widyantoro, "Strategies and Problems Faced by Indoensian Teachers in Conducting E-Learning System during Covid-19 Outbreak," *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol. 2, No. 1, 2020,* 78-79.

[113] See the appendix 06/I/15-II/2021 interview transcript

who have smart phone is about the difficult of accessing internet. The bad signal made the process of teaching learning tenses don't run well.

The second one is students' laziness.[114] Mrs. Aning claimed that the students are very lazy to study tenses. There were some students who never sent their assignments to her. Sometimes, they only submitted the attendant list without following the lesson. Or they only read the material but they didn't do the assignments.

Most students feel difficult in learning tenses, such as Salsabilla Rahmawati, Muhammad Lathif Sabilus Sudur and Muhammad Yusuf Maulana Ahnaf. They thought that tense is the most difficult subject, so it makes them lazy to study it.

The last problem in teaching learning tenses is the clueless of technology of teacher.[115] Mrs. Aning confessed that she was not able in technology. While on this pandemic, everything is conducted by online. Of course they felt difficult to teach her students using online application. Moreover, she rarely used smart phone. She only used it in communication. Therefore, she was very difficult in teaching online on this pandemic. She preferred to choose offline teaching than online. About this problem, it is the same problem faced by teacher in teaching online based on the research conducted by Rochyani Lestiyanawati and Arif Wisyantoro as their statement that the other problem in teaching using *e-learning* is the disability of teacher in using internet.

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[114] *Ibid.,*
[115] *Ibid.,*

D. The Analysis of The efforts in solving the problems of teaching tenses on pandemic covid-19 at SMPN 1 Siman

There are solutions after the problems. Solutions are expected to reduce and solve the problems faced by someone. Based on the research conducted by Cholis Setyawan, the solutions to resolve the problems in teaching grammar by online were the teacher allowed the students who didn't have smart phone to send their assignments to the teacher's house. Then, to the students who were difficult in accessing the internet are given the additional time to send their assignments to their teacher.[116]

Besides, according to Yusob, to solve the problems in teaching grammar online where they are about inadequate media in conducting online teaching was the teacher prepared the alternative media that could be used if there was problem in using the main media. Then about the consuming much time, the teacher made a target to finish the material on time. And she/he gave additional time to study grammar out of school.[117]

While based on the research conducted by the researcher, the efforts of the teacher to resolve the problems are allowing the students who doesn't have smart phone to use school computer in laboratory. And to students who have already had smart phone but cannot access internet, they are allowed to come to school to do their assignments using *wifi* in the school. Then, the teacher

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[116] Cholis Setyawan, *Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan,* (Thesis, Muhammadiyah University of Surakarta, 2020), 6-8.

[117] Khairul Firhan Yusob, "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insights", *e-Acadamia Journal,* vol. 7, Issue. 1 (May, 2018), 151-154.

always reminds the students about their assignments. The last is the teacher

asks for help to other teachers in using the application.[118]

CHAPTER VI

CLOSING

A. Conclusion

This chapter is a summary of the result of this study. Based on the explanation in the previous chapter, it can be concluded that:

1. The strategy used by the English teacher of SMPN 1 Siman in teaching tenses was EGRA that was applicable on this pandemic era.

2. The media used by the teacher to teach tenses on pandemic covid-19 at SMPN 1 Siman were google form and whatsapp.

3. The problems faced in teaching and learning tenses on this pandemic covid-19 at SMPN 1 Siman were media and internet access, students laziness, and clueless of technology of the teacher.

4. The efforts in solving the problems of teaching tenses on this pandemic covid-19 at SMPN 1 Siman were allowing the students who didn't have smart phone to use school computer in laboratory. While to the students who had already had smart phone but could not access internet, they were allowed to come to school to do their assignments using *wifi* in the school. Always reminding the students about their assignments and the teacher asked for help to other teachers in using the application.

B. Recommendation

Based on the discussion and conclusion of the study, the researcher gives recommendations as following:

1. For the English teachers

Teachers should be able to operate internet. It is to face online learning during pandemic or other situation that need to teach online, so they will not be confused in using the application. They should be creative and innovative in using the best media to teach tenses. Tense is one of the difficult subjects according the students, so it needs the extra attention to be taught.

2. For the students

The students have to manage the time wisely. They should make the best use of their study time even though on pandemic era moreover for the difficult subject, such as tenses.

3. For the school

The school should provide good internet connection for the teachers and students to support them in teaching and learning during pandemic or other condition that need to be done online. Not only for studying tenses, but also other subjects.

4. For the readers

To the readers, they can imitate and follow the strategy and media used in teaching tenses as explained before, how to solve the problems in teaching tenses in online learning.

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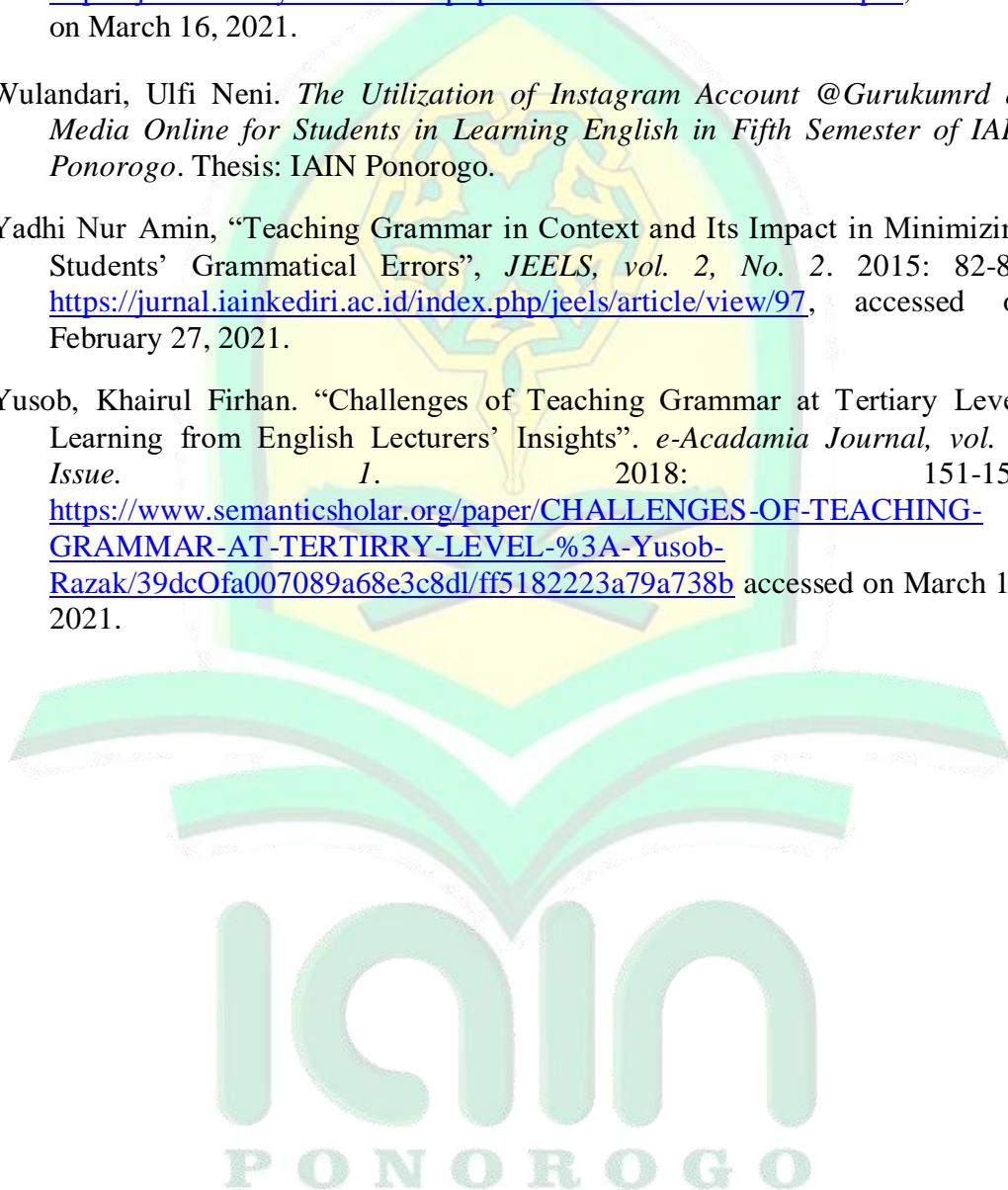
Appendix 1

INTERVIEW TRANSCRIPT

Code   : 01/I/18-I/2021

Informant Name   : Mrs. Aning Hendariyah, S.Pd.

Date   : January 18, 2021

Time   : 09.30 am

Place   : Teacher's room

Topic   : The strategies and media used in teaching tenses on pandemic covid-19

	The material of interview
Researcher	What do you think about tenses, Miss?
Informant	Tenses. A kind of scopes in grammar. Honestly, I still difficult in teaching tenses to students. Because they think that tense is very difficult.
Researcher	What kind of tenses that you teach in this semester?
Informant	Based on lesson plan, this semester I teach simple past tense in recount text.
Researcher	How is teaching-learning process during pandemic-19 in SMPN 1 Siman?
Informant	As we know that all of school in Indonesia have to conduct online learning.
Researcher	Then, on this pandemic what strategies do you use in teaching tenses?
Informant	In teaching grammar, I use strategy from James called EGRA (Explanation, Generalization, Reinforcement, and Application). So do on this pandemic where everything is conducted by online, I also use EGRA in teaching tenses. I think it is more appropriate to be conducted because in online teaching, I upload the material and the exercises together, so the students can see the material

	with exercises directly at the same document. If I use PTR (Practice, Generalization, and Reinforcement), it is not appropriate in this condition. Even though I ask them to practice before explaining, they automatically know the material because they are in same document. However, I change the implementation of EGRA in this online teaching becomes more simple because the limited time. I omit generalization and reinforcement of EGRA. Therefore, I only explain the material to the students. Then, I give questions related to simple past tense as the application of my explanation before
Researcher	So, what media do you use in teaching tenses during online teaching?
Informant	Of course I used smart phone to teach during online study. Sometimes I used laptop or computer in the school. To upload the material, I used google form that is used by all of teachers in SMPN 1 Siman to teach their school. I also give instruction to the students to check their *google form* through *whatsapp*
Researcher	Do all teachers here use the same application?
Informant	Yes. All of teachers here use *google form.*

INTERVIEW TRANSCRIPT

Code   : 02/I/18-I/2021

Informant Name : Ika Binti Rahayu

Date   : January 18, 2021

Time   : 10.00 am

Place   : Canteen

Topic   : The strategies and media used in teaching tenses on pandemic covid-19

	The material of interview
Researcher	Do you like English?
Informant	Hehehe, just a little. If the material is easy, I like English. But if the material is difficult, I don't like it.
Researcher	What scopes of English that you think it is difficult?
Informant	Grammar. It is the most difficult lesson in English
Researcher	What do you think about tenses, Miss?
Informant	Actually it is not difficult if we pay attention about the time. Because tense is about time.
Researcher	Then, what strategies used by Mrs. Aning in teaching tenses during pandemic?
Informant	Mrs. Aning gives the explanation about simple past tense, the definition and the examples. After that, she gives exercises about simple past tense that have been explained before. I don't know the name of this strategy.
Researcher	So, what media she used to teach tenses during online learning?
Informant	Sometimes, Mrs. Aning uses whatsapp to instruct us to open google form. In conclusion, she gives instruction first in whatsapp group. Then, she uploads the material to google form application.
Researcher	Do you have problems in teaching tenses on this pandemic?

	The most difficult problem that I face is about the media. I don't have smart phone to study online. Therefore, I always join my friend who has smart phone every day.
Informant	

INTERVIEW TRANSCRIPT

Code   : 03/I/20-I/2021

Informant Name : Salsabilla Rahmawati

Date   : January 20, 2021

Time   : 10.00 am

Place   : Canteen

Topic   : The strategies and media used in teaching tenses on pandemic covid-19

	The material of interview
Researcher	Do you like grammar?
Informant	I hate grammar, moreover tenses. It is the most difficult subject that I have ever found in my life. The rules make me lazy to study tenses. Actually I like English. Only in tenses I feel very lazy to study it. Learning tenses directly in the class is very difficult, moreover in online. It is more difficult again.
Researcher	Okay, I got it. Then, on this pandemic what strategy used by Mrs. Aning in teaching tenses?
Informant	The strategy that Mrs Aning uses in this pandemic is different from the strategy used at before pandemic. Before pandemic, after explaining the material she asked us to make groups and summarize about the explanation. Then, she gave exercise. However, on this pandemic Mrs. Aning only explains and gives questions related to the material.
Researcher	Is there any problems do you face in learning tenses online?
Informant	Of course. To study online, I must go to *wifi* corner to get good signal. It is because I cannot access the internet in my home. The signal is very bad.

INTERVIEW TRANSCRIPT

Code   : 04/I/20-I/2021

Informant Name : Muhammad Lathif Sabilus Sudur

Date   : January 20, 2021

Time   : 10.30 am

Place   : Canteen

Topic   : The strategies and media used in teaching tenses on pandemic covid-19

	The material of interview
Researcher	Do you like English?
Informant	If you ask to me about English, sorry I cannot answer it. Honestly, I am very less in English, moreover about tenses. I don't like it very much. It makes me lazy to learn it, so my score is always low in this subject.
Researcher	Well. Then what tenses do you study in this semester?
Informant	Recount. It means simple past tense.
Researcher	What strategy used by Mrs. Aning in teaching tenses on this pandemic?
Informant	I don't know what strategy it is. Mrs. Aning starts the lesson by explaining the material. The material in this semester is simple past tense. Then, the questions are given after the explanation.
Researcher	What media she uses?
Informant	During this pandemic, this school uses google form in the process of teaching-learning. So do Mrs. Aning. She uploads the material of tense to *google form*.
Researcher	Do you find problems during learning tenses by online?
Informant	I almost give up studying online because there is no internet access in my house, moreover in studying difficult subject, such

| | as tenses. Sometimes I didn't do my assignments because of those two problems. Those make me stress. |

INTERVIEW TRANSCRIPT

Code   : 05/I/15-II/2021

Informant Name : Muhammad Maulana Ahnaf

Date   : February 15, 2021

Time   : 10.30 am

Place   : Canteen

Topic   : The media used in teaching tenses on pandemic covid-19

	The material of interview
Researcher	What media that Mrs. Aning uses in teaching during pandemic?
Informant	I think all of teachers in SMPN 1 Siman use the same media in teaching. They usually use laptop, or sometimes use smart phone to access google form, included Mrs. Aning. She also gives instruction via whatsapp.
Researcher	The, what do you think about tenses?
Informant	Please, don't ask to me about tenses. Tenses are very difficult, I think. From all of tenses in English, there is no one that I really understand. I just know the names; there are simple present, simple past, continuous, future, and etc. But I don't know when I have to use them, the function of each tense, and I don't memorize the formula of each tense. That's why I don't care about my score of English. I'm so lazy to study tenses. And all of lessons in English always consist of tense.

INTERVIEW TRANSCRIPT

Code   : 06/I/15-II/2021

Informant Name   : Mrs. Aning Hendariyah, S.Pd.

Date   : February 15, 2021

Time   : 09.30 am

Place   : Teacher's room

Topic   : The problems in teaching tenses on pandemic covid-19 and the solutions

	The material of interview
Researcher	Sorry Miss, is there any problem during teaching on this pandemic?
Informant	Sure. I found three main problems here.
Researcher	What are they Miss?
Informant	First, media and internet. As we know that in a village, it's is a little signal of internet. The students reported to me about this problem. Besides, not all of students are from rich family. There are some students who don't have smart phone to study online. We cannot blame them in this case. We cannot force them to buy new smart phone just for studying online.
Researcher	Then, what is the next problem?
Informant	Next, they are very lazy in studying tenses. I don't know why. Maybe it is because they think that tense is difficult. There are some students who never send their assignments to me. Sometimes, they only submit the attendant list without following the lesson until the last section. Or they only read the material but they don't do the assignments
Researcher	And what is the last?
Informant	This problem is from me. I don't understand about technology development, included teaching online using internet. I rarely used smart phone, except for communication. Technology that is

	more modern makes me difficult in accessing it. If I can choose, I will choose offline teaching than online

Appendix 2

DOCUMENTATION TRANSCRIPT

Code   : 01/I/15-II/2021

Form   : Photo

Date   : February 15, 2021

Time   : 08.30 am

Place   : School administration

Topic   : History of SMPN 1 Siman
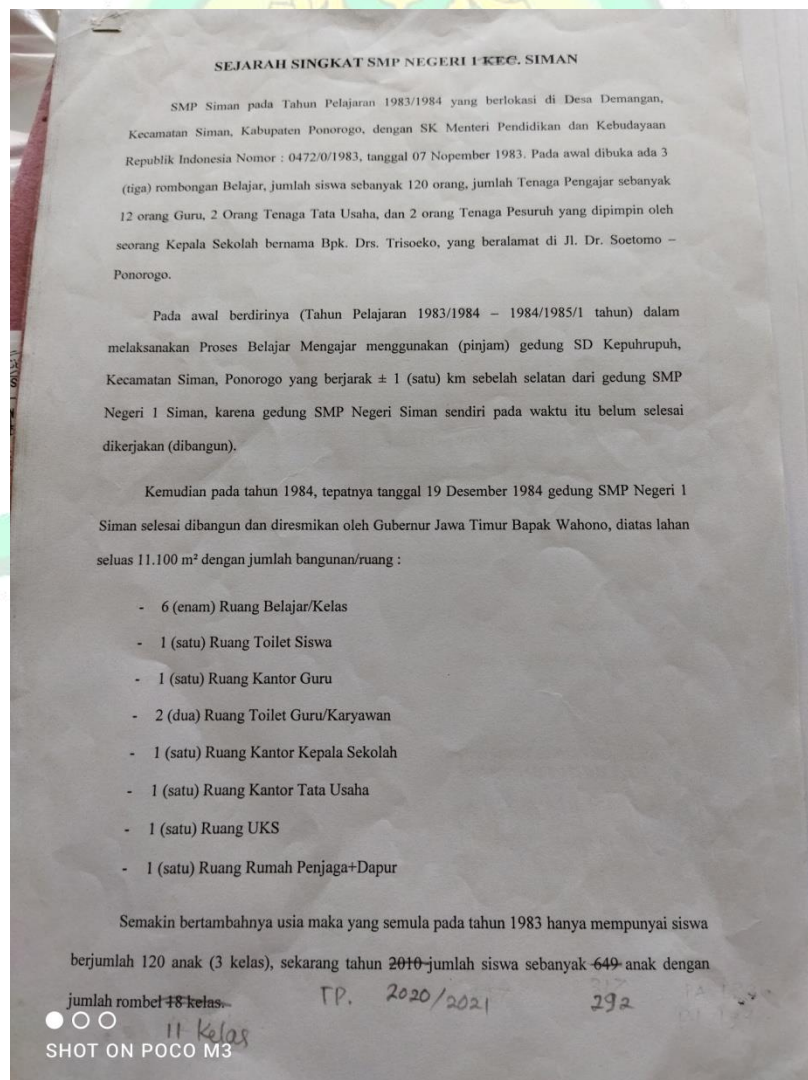
DOCUMENTATION TRANSCRIPT

Code : 02/I/15-II/2021

Form : Photo

Date : February 15, 2021

Time : 08.30 am

Place : School administration

Topic : Visions and Missions of SMPN 1 Siman
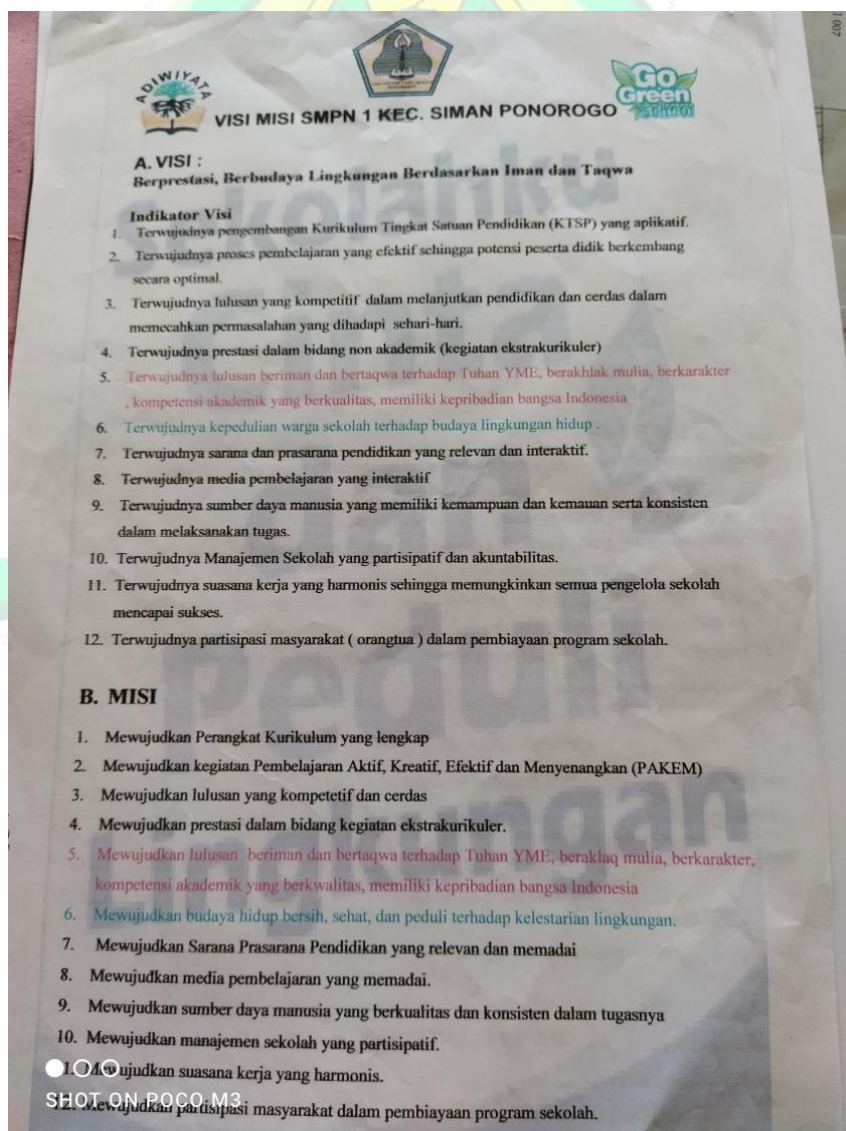
DOCUMENTATION TRANSCRIPT

Code   : 03/I/15-II/2021

Form   : File

Date   : February 15, 2021

Time   : 08.30 am

Place   : School administration

Topic   : Profile of SMPN 1 Siman

School Name	: SMP Negeri 1 Siman
NPSN	: 20510715
NSS	: 201051109001
Level	: Junior High School
Status	: Negeri
Accreditation	: A
School Address	: - Jl. Raya Siman
	- Village : Demangan
	- Sub-district : Siman
	- District : Ponorogo
Telephone	: (0352) 483398

DOCUMENTATION TRANSCRIPT

Code : 04/I/15-II/2021

Form : Photo and file

Date : February 15, 2021

Time : 08.30 am

Place : School administration

Topic : Teachers, Staffs and Students of SMPN 1 Siman

No	Kelas	Jumlah
1	VII	104
2	VIII	103
3	XI	118
Jumlah		325

DOCUMENTATION TRANSCRIPT

Code : 05/I/15-II/2021

Form : Photo

Date : February 15, 2021

Time : 08.30 am

Place : School administration

Topic : Infrastructures of SMPN 1 Siman

Appendix 3

Appendix 4

Appendix 5

CURRICULUM VITAE

Putri Dwi Nurmiati was born in Madiun, March 21, 1999. She was the last daughter of Mr. Suratmin and Mrs. Sunarni. She has a brother named Rohmat Setiawan. She studied in TKA Al-Amien for two years until 2005. She got the best score at the graduation. Then, she continued her study to SDN Gladak Anyar IV until 2008. At the fourth grade, she continued her study to SDN Bongsopotro 01. She graduated from there at 2010. After that, she studied at SMPN 4 Saradan. She graduated with the best score of Final examination at 2014. For the next study, she continued to MA Darul Huda, Mayak, Tonatan, Ponorogo. Here, she also studied about Islam in Darul Huda Islamic Boarding School. In addition, she took Islamic Religious Department as her focus of study. She graduated from MA Darul Huda at 2017 and reached the best score of Final Examination there. Then, she continued her study to IAIN Ponorogo at English Education Department until now.

SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PONOROGO
Terakreditasi B sesuai SK BAN PT Nomor 2619/SK/BAN-PT/Ak-SURV/PT/XI/2016
Alamat : Jl. Pramuka No.156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
Website: www.iainponorogo.ac.id E-mail: www.info@iainponorogo.ac.id

			Ponorogo, 28 Januari 2021
Nomor	:	B -0279/In.32.2/PP.00.9/01/2021	
Lampiran	:	1 (Satu) Eksemplar Proposal	
Perihal	:	PERMOHONAN IZIN UNTUK PENELITIAN INDIVIDUAL	

Kepada

Yth. Kepala SMPN 1 SIMAN

Di

    Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

N a m a	:	**PUTRI DWI NURMIATI**		
N I M	:	**210917015**		
Semester	:	**VIII (Delapan)**	Tahun Akademik	: 2020/2021
Fakultas/ Jurusan	:	**Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**		

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

> **" TEACHING TENSES AND ITS PROBLEMS ON PANDEMIC COVID-19 (A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SIMAN) "**

Perlu mengadakan penelitian secara individual yang berlokasi di :

SMPN 1 SIMAN

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya Bapak/Ibu berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan 1,

Dr. M. MIFTAHUL ULUM, M.Ag.
NIP. 19740306 200312 1 001

SURAT TELAH MELAKUKAN PENELITIAN

PEMERINTAH KABUPATEN PONOROGO
DINAS PENDIDIKAN

SMP NEGERI 1 SIMAN

Jl. Raya Siman, Ds. Demangan, Kec. Siman Tlp.(0352) 483398 Kode Pos 63471
Email : smpn1simanpo@yahoo.com Website : smpn1siman.sch.id

S I M A N

SURAT KETERANGAN

Nomor : 421.3 / 059 / 405.07 .012 / 2021

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Siman Ponorogo, menerangkan dengan sesungguhnya bahwa mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Ponorogo tersebut di bawah ini :

Nama	:	**PUTRI DWI NURMIATI**
N I M	:	210917015
Semester	:	VIII (Delapan)
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Benar-benar telah mengadakan penelitian pada tanggal 28 Januari 2021 s/d 15 Maret 2021 di SMP Negeri 1 Siman Ponorogo, untuk penulisan skripsi dengan judul:

"TEACHING TENSES AND ITS PROBLEMS ON PANDEMIC COVID-19 (A CASE STUDY AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SIMAN)"

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Ponorogo, 23 April 2021
Kepala SMPN 1 Siman,

H. SUBESRI, S.Pd, M.Pd
Pembina Utama Muda
NIP. 19630824 198503 1 005

SHOT ON POCO M3