



Developing Ability Of The Students at Sman 1 Soe Kabupaten Timur Tengah Selatan (TTS) Nusa Tenggara Timur in Using Simple Present Tense Through Interview

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Abstract

The objective of this research was to find out the effectiveness of using interview in using the simple present tense. This research used pre experimental research method. The population of this research is first class of SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT. The total number of population is 142 students in four classes. The researcher used random sampling technique. There were 20 students as sample of the research. The writer took 5 students from each class. The instrument of the research was written test. The findings which gained through pre test and post test showed the significant development of students' ability in using simple present tense. The total mean score of the students' scores in pre test was 3.85 and post test was 6.8. The result t test shows that the " t_o " is bigger than " t_t " ($17.5 > 2.093$). This indicates that null hypothesis is rejected, therefore using interview is effective in teaching simple present tense at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT.

Keywords: *Interview, Simple Present Tense*

Introduction

Grammar is a complex skill. It consists of many main parts. A tense is one of important parts in English grammar. It is related to the time and situation expressing ideas. Furthermore, it involves both a command of certain skills and several different types of knowledge. Especially when speaking. Therefore, teachers need to give students opportunities to practice the pattern of tenses. Many students have learned English but they still cannot use it in oral production or they still cannot speak in that language well. In this case, the English teachers are insisted to be creative to design many communicative activities in the classroom. If a teacher gives a chance to the students for practicing their English, it will improve the English skill of the students automatically.

Simple present tense gives explanation to the event that's happened in the present time in the simple form (Edwin, 1994:11). The simple present tense shows the action or the activities which take place in the present. It shows the everyday action (Giles, 2004:51). Simple present tense occurs in the speech far less frequently than the present tense continuous tense. It doesn't really describe present action but sometime permanent or habitually (Allen, 1973:66). Based on the above definition, it means that simple present tense is used to express an action or an event that's happen repeatedly or to express habitual action.

Thomson and Martinet (1980:48) describe some functions of simple present tense as follows: 1. Expressing the habitual actions 2. Expressing the general truth. Arsyad (2000:23) explains the function of simple present tense as follows: To express daily activities and to express gradual action. Based on the above explanation about the functions of simple present tense, the writer concludes that simple present tense is functioned in expressing the daily action that we do or our habit in our life, also to explain the general truth.

Based on the preliminary observation that I have done, generally, the students' ability at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT in using tenses are still low. Because even they have vocabulary, they still cannot express their ideas with good tenses. In addition, most of the students are not master in using tenses since they seldom to practice their English in their life.

One way to provide the chances for students to use grammar directly is through interview activity. In interview activity, the students will have many opportunities to practice their English. Furthermore, some various topics can be used in interview activity in order to make the students interested. In addition,

interview can make the students enjoy the interactive situation and they will know their friend closer. Finally, the interview will make their relationship become better.

According to Hornby (1996:204), interview is defined as an activity of asking someone about some topics. Similar to this, Webster (1999) defines interview as asking about someone related to some information or ideas. An interview is a conversation between two or more people (the interviewer and the interviewee) where question are asked by the interviewer to obtain information from the interviewee. Interview can be divided into two rough types, interviews of assessment and interviews for information ([http. www. Wikipedia .com](http://www.Wikipedia.com)). Harold (in [www. Newsinfo.com](http://www.Newsinfo.com)) states that interview are the process of seeking information about a subject. Based on the ideas above, the writer concludes that interview is a process of getting information about something/someone.

Related to teaching process, according to Urdang (1997:56), interview is all about asking questions to people. Furthermore, Harmer and Brown (1991:77) state that in interview activity we provide the students with many opportunities for active participation in speaking English. Then Richard (2002: 67) states that it is very useful to use interview in activating our students in some activities in the classroom.

Based on the statements above, the writer defines interview as asking questions activities, which is created as tool for teaching in order to make students active and practice the material given orally. Also from above statement, Harmer has already suggested interview as method in teaching English.

Simple present tense is one of the aspects that should be given attention in tense. Simple present tense is the most frequently used in daily communication. Therefore, In this research, I will focus on the developing of students' ability in using simple present tense through interview. In this research, the researcher formulates the main research question is to what extent does the use of interviews activities develop the second year students' ability of SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT in using simple present tense?. Then, the specific objective of this research is to find out the stimulating way to improve the students' ability in using simple present tense through interview at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT.

The result of this study is expected to be useful information for all teachers who want to use interview activity in teaching simple present tense. In addition, it is also useful to all the readers who want to use interview activity in conveying their aims, especially in improving students' ability in using simple present tense. The research is restricted to the students' ability in using simple present tense in answering English questions. The students' ability improved through experiment by using interview.

Method

In conducting this research the writer applied a pre experimental research method. The aim of this method was stimulating the ability of the first year students of SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT in using simple present tense. The SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT were the population of this research. The total number of population was 120 students from 4 classes. In this research, the writer used random sampling by drawing the students were chosen randomly. The writer took 5 students each class, So the total sample were 20 students.

The instrument was written test. It consisted of 15 items of WH questions related to the using of simple present tense. For example about daily activities. The students also used role play in doing the interview. They are given some characters for example as a police, as a teacher and sometimes as students.

To collect the data, first, the writer gave written test to the students in English. it consists of 15 items of WH questions related to the using of simple present tense. For example about daily activities, personality, and family. It intended to know the students' ability in using simple present tense before treatment. The students were given 90 minutes to do the test. The writer conducted a treatment. There were 20 meetings by using interview in the classroom. The steps of treatment were as follows: a. The writer gave some patterns of questions in interview which related to the using of simple present tense. And also explain how to answer those questions with various types in every meeting b. The writer asked them to practice the interview in pairs, one student as interviewer and the other as interviewee then the writer watched them in doing the interview. c. Gave feedback about interview.

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In analysing data, the writer did the procedures below :

1. Scoring correct answer of students of both pre and post test.

Students' correct answer

Score = _____ x 10

Total number

Then, the students' score were classified:

To understand the level of the student' score the following classification used:

- a. Excellent = 9.5 – 10 is classified as excellent
- b. Very Good = 8.6 – 9.5 is classified as very good
- c. Good = 7.6 – 8.5 is classified as good
- d. Fairly Good = 6.6 – 7.5 is classified as fairly good
- e. Fairly = 5.6 – 6.5 is classified as fairly
- f. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
- g. Poor = 0 – 3.5 is classified as poor

(Depdikbud in Kisra Rahmawati Upa', 2006)

- 2. Looking for D (Difference) between score variable I (x) pre test and score variable II (y) post test

$$D = X - Y$$

(Sudjono, 2000:289)

- 3. Looking for mean from difference, by using the following formula

$$\frac{\sum D}{N}$$

(N = Total Number of Sample).

(Sudjono, 2000:290)

- 4. Looking for standard deviation from difference (SD_D).

$$SD_D = \frac{M_D}{SE_{MD}}$$

(Sudjono, 2000:290)

- 5. Looking for error standard from mean of difference, by using the following formula :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

(Sudjono,

2000:291)

- 6. Looking for "t_o", by using the following formula

$$t_o = \frac{M_D}{SE_{MD}}$$

Where : M_D = Mean of Difference

SE_{MD} = Error standard from MD

(Sudjono, 2000 :291)

7. Criteria of hypothesis acceptability

- $t_o \geq t_t$: Reject null hypothesis
- $t_o < t_t$: Receive null hypothesis

(Subana, 2001 :

178)

Hypothesis

- H_0 : There is no significance difference between the rest result of the pretest and posttest of students' ability in using simple present tense through interview.
- H_1 : There is a significance difference between the test result of the pretest and posttest of students' ability in using simple present tense through interview.

Results

The students' scores in pre test and Post test.

TN O	STUDENTS	THE RESULTS OF :	
		PRE-TEST (X)	POST-TEST (Y)
1	01	3	7
2	02	4	6
3	03	5	8
4	04	4	7
5	05	2	5
6	06	3	6
7	07	5	8
8	08	6	8
9	09	4	7
10	10	5	8
11	11	4	6
12	12	3	5
13	13	3	6
14	14	2	7
15	15	4	8
16	16	5	8
17	17	5	7

18	18	3	6
19	19	4	7
20	20	3	6
Total		77	136
Mean		3.85	6.8

Table 1 : the students' score in both pretest and post test.

Table 1 shows the scores of students in pre test and post test. It also shows the mean score, which is different between the pre test and the post test..In pre test, the mean score is 3.85 in Poor classification and in post test, the mean score is greatly increase becomes 6.8 in Good classification.

The next table shows about the classification of students' score.

Classification	Scores	Pre Test	Post Test
Excellent	(9.6 - 10)	0	0
Very Good	(8.6 - 9.5)	0	0
Good	(7.6 - 8.5)	0	6
Fairly Good	(6.6 - 7.5)	0	6
Fairly	(5.6 - 6.5)	1	6
Fairly Poor	(3.6 - 5.5)	11	2
Poor	(0 - 3.5)	8	0

Table 2: the students' score classification.

Based on the comparison table above, we can see that in Pre Test, most of students got score in **fairly poor** classification namely 11 students and 8 got **poor**. This fact implies that most of the student had low ability in vocabulary before the treatment. Only 1 student got **fairly**. No one got good even just fairly good.

In the post test, there was a significant increase of students' score. There were 6 students got **good** score, 6 students got **fairly good** and 6 students got **fairly**. Only 2 students got **fairly poor** and no one in **poor level**. This implies that the students were encouraged to understand how to use simple present tense in answering English question.

The statistic counting supports the fact about the effectiveness of using interview. " t_o " is bigger than " t_t " ($17.5 > 2.093$). This indicates that null hypothesis is reject, therefore using interview is effective in teaching simple present tense at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT.

Discussion

Based on the result of data analysis, the writer found out that using interview is effective significantly in increasing students' ability in using simple present tense. Therefore, using interview is an appropriate method to teach English especially to master simple present tense in English. In this case, it can increase their ability in grammar.

The result of test shows that mean score between the pre test and the post test were significantly different. In pre test mean score is 3.85 (fairly

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Poor) and in post test mean score is greatly increase becomes 6.8 (fairly Good).

From the researcher experience, in English grammar teaching process using interview story are interesting, the students enjoy getting the pattern, also the situation of classroom is attractive because they make communication one another through interview.

Conclusion

Interview is effective way in improving vocabulary of the SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT. It can be proven by the result of students in pre test and post test. Moreover, interview is an appropriate method to teach English in junior school because the students like to interact one another while learning. Furthermore, it can make classroom situation attractive, interesting and make the students enjoy getting the pattern of simple present tense, also the students relax during the treatment process.

The writer would like to put forward some suggestions as follows:

1. An English teacher especially in junior school, in teaching grammar should give an appropriate method to the students, which can make them relax, enjoy getting the material and make the classroom situation is attractive.
2. To achieve the goal of teaching, the teacher should not just give the pattern directly but through their interaction.

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