THE MASTERY ON THE KEY TENSE MATCHING METHOD TO IMPROVE THE STUDENTS' ABILITY IN CREATING ENGLISH SENTENCES AT CLASS X STUDENTS IN MAS NURUL FALAH AIRMOLEK, INHU, RIAU

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Abstract: *The purposes of the research are to (1) introduce the method of "The Tense Key Matching" which is used to create English sentences easily to the Class X students of MAS Nurul Falah, Airmolek, INHU, Riau, (2) find out if "The Key Tense Matching" is usable to be applied in Class X of MAS Nurul Falah, Airmolek, INHU, Riau to help the students face difficulties in creating English sentences so that they can master the four language skills in the future, and (3) know if the effectiveness of "The Key Tense Matching" to the students' ability in creating English sentences will give the effect on their English learning outcomes or not. This is a quasi experimental research which uses the pre-test and post-test design. The sample consist of two group: experimental class (given treatment of the tense key matching method) and controlled class (taught through conventional method). The subject of the research is the Class X students of MAs Nurul Falah Airmolek. The data is gathered through the techinqes of observation, test, documentation, and interview. T_{test} is used to analysed the data. The result of the test shows that the tense key matching method is more effective than he conventional method when it is applied in teaching English grammar (t = 8.547 and p < 0.000).*

Key words: tense, tense keys, tense keys matching, ability

INTRODUCTION

English language learning has become a compulsory subject at schools in Indonesia for many years, started from primary schools to universities. English is actually needed in most aspects of life, especially to know scientific and technical knowledge. For, it is not strange if the sources of knowledge and information

which can be in the forms of printed or digital have been literally written in English. It also becomes reason for those who want to be success in this global era to acquire English. Unfortunately, eventhough this language has been learnt for years by Indonesian students, in fact, they still find difficulties to practice using this language in daily life.

English can be acquired easily when students have its basic knowledge: tenses. There are 16 (sixteen) English tenses which must be understood and mastered by them since the 16 tenses are the basic lesson that will bring them to master the 4 (four) language skills: Listening, Reading, Writing, and Speaking. However, though they know that these 16 tenses are basic grammar, it is not easy for them to understand it easily so that they have no courage to practice using English. And, without understanding this basic grammar in learning it, of course, it will give the students obstacles in communication fluency.

The importance of studying and applying fascinating and fun English learning strategies and methods will ease the students to understand forms, uses, and functions of each tense feature. Understanding the tense features will definitely make them master the 16 English tenses and they are expected to be able to create sentences in English easily. In addtion, teachers are also supposed to pay extra and serious attention to gain their learning targets. Most teachers now focus only on how the lesson materials are all delivered without taking into account whether their students understand the materials or not. Based on the observation carried out, it is found that there are still many students have difficulties in creating English sentences. This is caused by their very limited knowledge and understanding of the 16 English tenses.

Moreover, they feel discouraged to improve their knowledge of English because they feel bored when they have to memorise the formula of the tenses through conventional method. It is proved that although they have memorised the formula, they will not automatically be able to create sentences since they don't really understand the forms, uses, and functions of each tense. They also have low interest to improve their English ability which can be gained through joining non-formal class

outside school. The worst is that their parents often give no supports to their children to learn it.

To overcome this difficulty in mastering this basic grammar, it can be applied one method which is really useful and easy. It called "Tense Key Matching". Through this method, the students will find that understanding the 16 tenses is so easy and fast. They will know the names, formula and functions of those tenses. The astonished thing is by understanding the tense keys and how to match those keys, the students can create sentences not only in the forms of active sentence (verbal and nominal), but also in the forms of passive ones. When they have understood and mastered the 16 English tenses, they will feel helpfull to improve their English, to take exams at schools, and to join test of English like TOEFL or IELTS.

The Formulation of the Problem

Based on the background of the research described above, it is important to formulate the problems which will be studied in this research. Some problems which occur are:

1. How to teach the students to use "The Key Tense Matching" in

order that they can create sentences in English?

2. Will the students who are taught through the method of "The Key Tense Matching" have higher ability in creating English sentences than those who are not taught through this method?

3. Is there any significant difference of using "The Key Tense Matching Method" to improve the students' ability in creating sentences?

The Problem of the Research

The problem of the research is "Do The Students who master the tense key matching method to create English sentences achieve better than those who learn to create English sentences with conventional method?"

The Aims of the Research

The aims of the research are to:

1. Introduce the method of "The Tense Key Matching" which is used to create English sentences easily to the Class X students of MAS Nurul Falah, Airmolek, INHU, Riau.

2. Find out if "The Key Tense Matching" is usable to be applied in Class X of MAS Nurul Falah, Airmolek, INHU, Riau to help the students face difficulties in

creating English sentences so that they can master the 4 (four) language skills in the future.

3. Know if the effectiveness of "The Key Tense Matching" to the students'ability in creating English sentences will give the effect on their English learning outcomes or not.

The Benefits Of The Research

It is believed that the research will give benefits to:

1. Students

   This research will motivate and encourage the students that understanding English is actually started from the most easy way. They just need to understand a really simple thing, that is mastering "The Tense Key Matching Method".

2. Teachers

   It can be a reference for teachers that there are many fascinating and fun teaching methods which can be applied in class. The teaching methods will later help them to teach English effeciently and effectively.

3. Institution

   It can be a reference for lecturers in delivering kowledge especially

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THEORETICAL FRAMEWORK

A. Sentence

A Sentence is a group of words which has at least 1 Subject and 1 Predicate and contains perfect meaning.According to Suherman (2014:149), there are two kinds of sentence based on the verb use: verbal sentence and nominal one. Verbal Sentence is a sentence that uses verb. Meanwhile, Nominal Sentence is a sentence which uses non-verb words (noun, adjective, and adverb). In other words, in verbal sentence, the ordinary verb used is verb only, not be. In nominal sentence, the ordinary verb used in be. Basic knowledge about Parts of Speech is a kind of very important point to be understood by learners in order that they can differentiate whether the sentence is verbal or nominal types.

Parts of Speech are devided into the following:

Parts of Speech	Definition	Examples
Verb	A verb indicates the action of the doer.	consult, propose, claim

Adjective	An adjective is a word that describes the conditin of a noun (person, thing, place).	black, awesome, brilliant
Noun	A noun is a word that names person, thing, or place.	justin, laptop, airmolek
Adverb	An adverb is a word that explains verb, adjctive and adverb itself.	quickly, very, so, really
Pronoun	Pronoun is a word which is used instead of a noun or noun phrase. This kind of part of speech has five forms of personal pronoun; subject, object, adjective possessive pronoun, possessive pronoun, reflexive pronoun.	I, her, his, its, themselves
Conjuction	Conjunction functions as a word that join words, phrases, or sentences.	but, and, or, however, because
Preposition	Prepostion is word which is put before a noun or pronoun to show place, position, time or method. (Prepositions connect a noun or pronoun to another word in a sentence.)	under, above, in, after, below, on, in front of, at behind, between, for
Interjection	Interjection is words used to express emotional states. It can stand alone.	*Oh!,Wow!, Ouch! Oops! Hey!*

A Verb is also devided into transitive and intransitive verb. A transitive verb is a verb that needs object. On the other hand, an intransitive verb is a verb that does not need any object to follow the verb. It has been explained above that the sentence that uses verb belongs to verbal sentence. Verbal

sentence will be devided into active voice and passive voice. In an active voice/sentence, the subject conducts the action of the verb. In a passive one, the subject is affected by the action of the verb. In Indonesian, passive sentence is recognised through the use of prefixes of di- and ter- which are joined with a verb.

B. Tense

In simple words, tense is a verb change based on the time and event. It is really important to know the kinds of English tense because the verb in English will change based on the time signal. Suherman (2014:156) devides the change of verb based on the time into present, past, future, and past future. For the change of verb based on the event, the verb change also belongs to 4 group; simple, continuous, perfect, and perfect continuous.

1. The changes of time and event.

Time	Event
1. present	1.simple
2. past	2.continuous
3. future	3.perfect
4.past future	4.perfect continuous

From the changes of time and event, **16** tenses can be made.

2. Tense Understanding in simple ways (in *Bahasa*):

Present   : *dulu, sekarang, nanti*
Past   : *terjadi dan selesai pada waktu tertentu di masa lalu*
Future   : *akan*
Continuous: *sedang*
Perfect   : *sudah/telah/belum*

3. Tense types based on the changes of time and event

A. Present

Time	Event	
Present	1.simple	» Present Simple
	2.continuous	» Present Continuous
	3.perfect	» Present Perfect
	4.perfect continuous	» Present Prefect Continuous

1. Present simple   :
   Kegiatan yang pada masa lalu, sekarang, dan nanti sama.
2. Present continuous   :
   Kegiatan yang sedang berlangsung sekarang.
3. Present perfect   :
   Kegiatan yang sudah/telah/belum terjadi sampai sekarang.
4. Present perfect continuous   :
   Kegiatan yang sudah/telah/belum sedang berlangsung sampai sekarang.

B. Past

Time	Event	
Past	1.simple	»Past Simple
	2.continuous	»Past Continuous
	3.perfect	»Past Perfect
	4.perfect continuous	»Past Perfect Continuous

1. Past simple: *Kegiatan yang terjadi dan selesai pada waktu tertentu di masa lalu.*
2. Past continuous: *Kegiatan sedang berlangsung di masa lalu.*
3. Past perfect: *Kegiatan yang sudah/telah/belum terjadi di masa lalu.*

4. Past perfect continuous: *Kegiatan yang sudah/telah/belum sedang berlangsung di masa lalu*

C. Future

If there is no word precedes the word "future", it means that the future is in the Present form.

Time	Event	
Future	1.simple	» Present Future Simple
	2.continuous	» Present Future Continuous
	3.perfect	» Present Future Perfect
	4.perfect continuous	» Present Future Perfect Continuous

1. Present future simple : *Kegiatan yang akan terjadi di masa depan.*
2. Present future continuous: *Kegiatan yang akan sedang berlangsung di masa depan.*
3. Present future perfect : *Kegiatan yang akan sudah/telah/belum terjadi di masa depan.*
4. Present future perfect continuous : *Kegiatan yang akan sudah/telah/belum sedang berlangsung di masa depan.*

D. Past Future

Time	Event	
Past Future	1.simple	» Past Future Simple
	2.continuous	» Past Future Continuous
	3.perfect	» Past Future Perfect
	4.perfect continuous	» Past Future Prefect Continuous

1. Past future simple : *Kegiatan yang akan terjadi di masa lalu*
2. Past future continuous : *Kegiatan yang akan sedang berlangsung di masa lalu*
3. Past future perfect : *Kegiatan yang akan sudah/telah/belum terjadi di masa lalu.*
4. Past future perfect continuous : *Kegiatan yang akan sudah/telah/belum sedang berlangsung di masa lalu.*

4. Key Tenses

> 1. Present   : V_1(-s/-es)
> 2. Past   : V_2
> 3. Continuous: be + V_{-ing}
> 4. Future   : will + B_i
> 5. Perfect   : have + V_3
> 6. Nominal   : be + 3C
> 7. Passive   : be + V_3
> 8. Modal   : modal aux + B_i
> C = Complement (adjective, noun, adverb)

5. Tense formula

Tense formula can be written based on the tense keys which are the combination of time and event changes. The formula will be devided into Verbal Sentence (Active and Passive) and Nominal Sentence.

Example of Tense Key Matching Method of creating Active Sentences

VERBAL

There are 16 formula of active sentence in English. One of the easiest way to know the formula of these 16 sentences, the combination of the changes of time and event is really needed.

PRESENT

1. <u>Simple Present</u> is used to express habits and general truth.

Simple   Present
O   + V1(-s/-es)
S + V1 (-s/-es)   + C

2. <u>Present Continuous</u> is used to express an activity that is in progress at the moment of speaking.

Past   Continuous
V1 (-s/-es) + be + V-ing
S + am,is,are) + V-ing + C

PAST

3. <u>Past *Perfect* is</u> used to express an activity that was completed before another activity or time in the past.

Past   Perfect
V_2 + Have/Has + V_3
S +Had   + V_3 + C

FUTURE

4. <u>Present Future Perfect</u> Continuous emphasizes the duration of an activity that will be in progress before another time or event in the future.

Present   Future   Perfect   Continuous
V1(-s/-es) +will+Bi + have/has+V3+be+V-ing
S +   will + have + been + V-ing+ C

PAST FUTURE

5. Past Future expresses an activity that would be *completed before another time or event in the past.*

Past   Future
V2   + will + Bi
S + would   + Bi + C

Nominal

Nominal sentence is a sentence that does not use verb, but adjective, noun, and adverb. The main characteristics of nominal sentence is that it uses be before adjective, noun, or adverb. The bes used depends on the type of the sentences. Usually, nominal sentence has no forms of continuous (there are only **8** types of sentence in nominal).

Forms of Be

Type	Be	Subject
V_1(-s/-es)	am is are	I He, She, It You, We, They
V_2	was were	I, He, She, It You, We, They
V_3	Been	All subjects
V-ing	Being	All subjects
B_i	Be	All subjects
To infinitive	to be	All Subjects

Nominal Sentence Formula:

1. Present Nominal

Present + Nominal
V_1(-s/-es) + be + 3C
S + was, were + 3C + C

2. Present Future Nominal

Present   Future   Nominal
V1(-s/-es) +   will +Bi   + be + 3C
S +   will   +   be   + 3C
+C

3. Past Future Nominal

Present   Future   Nominal
V2   +   will + Bi   + be + 3C
S + would   +   be   + 3C +C

4. Past Future Perfect Nominal

Past   Future   Perfect   Nominal
V2   + will + Bi + have/has + V3+ be+3C
S +   would + have   + been + 3C
+ C

PASSIVE

Passive Sentence is connected with the form of a verb used when the subject is affected by the action of the verb. In Bahasa, passive sentence is recognised through the use of prefixes of di- and ter- which are joined with a verb. Main Characteristics of Passive Sentence:

1. Only the sentence with transitive verb that can be changed into passive. (hanya berlaku pada kalimat yang memakai kata kerja transitif, yaitu kata kerja yang memerlukan objek).

2. Tense key = be + V_3

   Active   becomes   Pasive
   Subject   ⟶   Object
   Object   ⟶   Subject

3. Only 2 (two) forms of continuous used in Passive (Present Continuous and Past Continuous). In other words, only 10 sentence types in passive exist.

Passive Formula

1. Present Perfect Passive

Present   Perfect   Passive
V1(-s/-es) +   have/has +   v3 + be + V3
S +   has/have   +   been   +
V3

2. Simple Past Passive

Simple   Past   Passive
  O   +   V2 +   be + V3
  S   +   was,were   + V3 + C

3. Present Future Passive

Present   Future   Passive
V1(-s/-es) +   will +   Bi + be + V3
S +   will   +   be   + V3   + C

4. Past Future Passive

Past   Future   Passive

V1(-s/-es) +   will +   Bi + be + V3
S +   would   +   be   + V3 + C

RESEARCH METHOD

Research Design

This research is conducted in a quasi experimental research. According to Latief (2014:94), "Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable". In research, there two groups of sample: experimental class (given treatment of tense key matching method) and control class (conventional method).

The Location and Time of the Research

This research was conducted at MAS Nurul Falah Airmolek, INHU, Riau. The research was conducted in the odd semester Academic Year 2019/2020. The time of the research is around July – September 2019.

This research is conducted in a normal atmosphere of Class X MAS Nurul Falah Airmolek, INHU, Riau. The class X in this school are devided into two classes (X_1 and X_2). Each class contains 36 students (the total number of the Class X is 72 students). In this research, the writer used two classes to be samples, namely experimental group and control group. The experimental group is taught by using a particular treatment (The Tense Key Matching Method) to improve their ability in creating English sentences, while the control group was only given a pre-test and post-test without particular treatment as it is given to experimental group. These groups are given different methods of teaching, but both experimental and control groups were tested with the same test. Based on Sukardi (2010), the design of this research can be illustrated as follows:

Table 3.1 Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Post test
Experiment	Y1	X	Y2
Control	Y1	-	Y2

Y1 : Pre-test for experimental group and control group.
X   : Receiving particular treatment.
-   : Without particular treatment.
Y2 : Post-test for experimental group and control group.

After giving a particular treatment to the experimental group by using The Tense Key Matching Method, the scores between experimental and control groups will be analyzed by statistical analysis. It aims to know whether there is or there is no the significant difference between variable X and variable Y

after the tests (pre-test and post-test) are given to both.

E. The Subject of the Research

The subject of this research is all registered Class X students of MAS Nurul Falah Airmolek, INHU, Riau, Academic Year 2018/2019.

E. The Population and the Sample of the Research

1. Population

The population of this research is class X students of MAS Nurul Falah in academic year 2019/2020. The Class X contains 72 students who are devided into two classes.

Table 3.2 The Total Population

No	Class	Total
1	X_1	36
2	X_2	36
Total		72

2. Sample

Based on the total number above, according to Arikunto (2010:134), the population is small and under 100 participants. The writer took all of students to be sample (total sampling).

E. The Procedures Of The Research

Some procedures which are involved in this research can be described in the followings:

1. The population of the research which was defined was all the registered Class X students of MAS Nurul Falah Airmolek, INHU, Riau.

2. One class (X_1) became the experimental group, and the other class (X_2) was put into the control group.

3. Experimental treatment was given to the experimental group and the control treatment would be for the control group.

4. The results of the treatments of both group were then assessed.

5. The difference between the average score of both group would be computed.

The Techniques of Data Collection

The data in this research will be gathered through some techniques. The techniques are:

1. Observation

Sugiyono (2014:193) says that the observation is needed to carry out to observe the first condition of English teaching-learning process at Class X of MaS Nurul Falah Airmolek, INHU, Riau. The condition will be recorded, analysed, and summarised and the result of the observation will become the background of the research. The observation focuses on the teaching methods used by the teacher, class

atmosphere, students' activity during the teaching-learning process.

2. Test

Mardapi (2008:67) in Sugiyono (2014:193) explains that a test is used to measure the ability level or to expose certain aspects of the ones who are tested. The tests will give information about the students' ability in creating English sentences before and after the treatment is given.

3. Validity and Reliability of the Test

a. Validity

The validity of the observation instrument was based on the suggestion and advice given by the experts to improve the validity of the insrument so that it can be used as a means of data collection. The validity is accordance with the Nitto rule (the value is ≥ 0.3).

b. Reliability

Reliability is a necessary characteristic of good test. In other words, Sugiyono (2014:198) says that reliability refers to extend to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.

It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. The reliability of the test in this research is measured with Nunnanly and Kaplan theory: reliability coeficiency is ≥ 0.70.

4. Documentation

Documentaton is one of the data gathering techniques by using notes taken during the process of data gathering and also book references which are related to the problem in this research

5. Interview

Interview in this research is a kind of unstructured interview that is used just to find out the general problems found during English teaching-learning process takes place. The interview can be used to recognise the students' ability level in creating English Sentences.

The Techniques of Data Analysis

In order to find out whether there is significant difference of using The Tense Key Matching Method toward the students' ability in creating English sentences, the data should be analyzed by statistical method. The technique of data analysis in this research came into 2 phases. The first phase was through the test of normality, homogenity, and linearity.

The second phase was the further analysis by using Anakova analysis.

a. Normality Test

The test was analised by using Kolmogorov Smirnov Z with the help of computer software. If the result was insignificant on the level of 5% (p $\geq$ 0.05), the data was distributed normally.

b. Homogenity Test

The test was given to find out if the sample is taken from the same variance of population and the sample did not show significant differences. The test was counted with F_{test} statistics (Levene's Test for Equality of Variance). If F_{count} is not significant (5% or $\geq$ 0.05), the data was considered homogen.

c. Linearity Test

The test is counted with the help of computer software. If $F_{count} < F_{table}$ (p > 0.05), the variable X and variable Y was linear. If p $\leq$ 0.05, the variable X and variable Y is not linear. When the data was distributed normally and the variance was homogen, the next phase was the hyphothesis test.

Statistical hypothesis:

$H_o = t_o <$ t table
$H_a = t_o >$ t table

Criteria of the hypotheses:

1. H_o is accepted if $t_o <$ t table or it can be said that there is no significant difference of using "The Tense Key Matching Method" toward the students' ability of creating English sentences.

2. H_a is accepted if $t_o >$ t table or there is difference of using The Tense Key Matching Method toward the students' ability of creating English sentences.

THE RESULT OF THE RESEARCH
Data Analysis

Two kinds of analysis were carried out in this research; pre-test analysis and post-test analysis. In the beginning of the research, the writers made the research instrument which were examined in the pre-test and post-test activity. In the first meeting, the students were given a test (considered as pre-test). The next step is that the writers gave treatment to the students. In this step, they first designed the teaching material to make sure the students understand the material well. During the treatments, they delivered the designed teaching material in the forms of power point file and paper sheet to the students to

ease them create sentences by mastering the tense key matching.

The writers observed the students' activities in class to identify the problems students faced in creating sentences and found out the causes of the problems. The students were also asked to do exercise to create sentences by matching the tense keys. By doing these, the writers could plan the evaluation to measure how far the taught material could be accepted by the students. Below is shown the result of the research based on the pre-test and post-test analysis.

a. Pre-test Analysis

Table 1.
Test Analysis of The Pre-Test

Data Source	Mean		T_{count}	p	Explanation
	Experiment	Controlled			
The Tense Key Matching Method	10.32	9.73	0.653	0.516	insignificant
The Students' Ability in Creating Sentences	9.86	12.10	-1.144	0,257	insignificant

The table shows that there was no significant differences between the experimental class (the tense key matching method applying) and the controlled class (conventional class).

b. Post Test Analysis

Table 2.
Test Analysis of The Post-Test

Data Source	Mean		T_{count}	p	Explanation
	Experiment	Controlled			
The Tense Key Matching Method	12.28	15.42	5.745	0.000	significant
The Students' Ability in Creating Sentences	3.95	4.04	5,251	0.000	significant

The table shows that the significant difference can be seen on the students' ability in creating English sentences between the exprimental class and the controlled one.

c. Gain Score Data Analysis (Pre-test to Post-Test)

Table 2.
Test Analysis of The Post-Test

Data Source	Mean		T_{count}	p	Explanation
	Experiment	Controlled			
The Tense Key Matching Meth	16.49	16.35	8.547	0.000	significant

od					
The Students' Ability in Creating Sentences	25.14	21.74	7.487	0.000	significant

From the table, it can be concluded that there is significant differences to the students' ability in creating sentences between the experimental class and the controlled one (p < 0.05) The students who were given the treatment of the tense key matching method gained better score when they were asked to create sentences. It means that their ability in creating sentences is improved.In other words, from the result, H$_a$ is accepted.

CONCLUSION AND SUGGESTION
Conclusion

It can be concluded that The Tense Key Matching Method which is applied in teaching grammar is more effective to improved the students' ability in creating sentences than the conventional method. The students who were given the treatment (The tense key natching method) gain higher significant score (t = 7.487, and p = 0.000)

Suggestion

The writer would love to share some suggestions as the followings:

1. When the tense key matching method is applied in teaching English grammar sentences , the method functions more effectively in improving the students' ability in creating English sentences. It is a recommended method to be used for other students, too.

2. Teachers and lecturers need to consider using this method in teaching English grammar as a one of the teaching methods because the students give positive responses during the teaching learning process takes time.

3. Teachers and Lecturers are also required to find out and apply other teaching method to have better understanding of the lesson material.

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