



Nomor: 0036/41.08.S2/2014

13025556

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS TADULAKO

Izin Perguruan Tinggi : Keputusan Presiden No. 36 Tahun 1981

Dengan ini menyatakan bahwa:

MUH. RAFT'I

Nomor Stambuk : K 102 12 002

Lahir di Luwuk 12 Juni 1985

Terdaftar pada tahun 2012 sebagai Mahasiswa Baru

telah menyelesaikan dan memenuhi segala persyaratan akademik

Program Pascasarjana (S2) pada Program Studi Pendidikan Bahasa Inggris

Izin Penyelenggaraan Program Studi : SK DIKTI Nomor : 3743/D/T/2006 Tanggal 28 September 2006

Program Pascasarjana

Yudisium tujuh belas Maret dua ribu empat belas

sehingga kepadanya diberikan gelar:

MAGISTER PENDIDIKAN (M.Pd.)

beserta segala hak, wewenang dan kewajiban yang melekat pada gelar tersebut.



Direktur, *f.*

Prof. Dr. Ir. Fathurrahman, M.P.
NIP. 19621123 198803 1 004



Palu, 14 April 2014

Rektor, *el*



Prof. Dr. Ir. Muhammad Basir, S.E., M.S.
NIP. 19610202 198903 1 001



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
LEMBAGA LAYANAN PENDIDIKAN TINGGI
WILAYAH XVI**

Jl. Jend. Sudirman Kota Gorontalo, Provinsi Gorontalo

Laman : <https://lldikti16.kemdikbud.go.id>

KEPUTUSAN

MENTERI PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI REPUBLIK INDONESIA

NOMOR : 2381/LL16/KP.07.01/2022

- Menimbang** : berdasarkan Penetapan Angka Kredit Jabatan Fungsional Dosen Kepala Lembaga Layanan Pendidikan Tinggi Wilayah XVI nomor 2341/LL16/KP.07.01/2022 tanggal 6 September 2022, bahwa saudara yang namanya tersebut pada diktum Pertama keputusan ini, memenuhi syarat dan dipandang cakap untuk diangkat dalam jabatan akademik/fungsional dosen sebagai Lektor.
- Mengingat** : 1. Undang-Undang nomor 14 tahun 2005;
2. Peraturan Pemerintah nomor 37 tahun 2009;
3. Keputusan Presiden nomor 113/P tahun 2019;
4. Peraturan Menteri PAN dan RB nomor 17 tahun 2013 jo nomor 46 tahun 2013;
5. Peraturan Menteri Pendidikan dan Kebudayaan nomor 92 tahun 2014;
6. Peraturan Menteri Pendidikan dan Kebudayaan nomor 45 tahun 2019 jo nomor 9 tahun 2020;
7. Peraturan Menteri Pendidikan dan Kebudayaan nomor 34 tahun 2020;
8. Keputusan Mendikbudristek Republik Indonesia Nomor : 34621/MPK.A/KP.07.00/2022 tahun 2022.
- Memperhatikan** : Surat usul Rektor Universitas Tompotika Luwuk Banggai nomor 207a/UNTIKA/B/III/2022 tanggal 17 Maret 2022.

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Terhitung mulai tanggal 1 September 2022,
N a m a : Muh. Rafi'i, S.S, M.Pd.
N I D N : 0912068502 / 19109102509047
Tempat, Tgl Lahir : Luwuk, 12 Juni 1985
Pendidikan Terakhir : Magister (S2) Pendidikan Bahasa Inggris, 14 April 2014
Unit Kerja : Program Studi S1 Pendidikan Pancasila dan Kewarganegaraan
Universitas Tompotika Luwuk Banggai

Diangkat dalam jabatan Lektor dalam mata kuliah Bahasa Inggris I; Bahasa Inggris II, dengan angka kredit sebesar 250.

- KEDUA** : Apabila dikemudian hari terdapat kekeliruan dalam keputusan ini, akan diadakan perbaikan sebagaimana mestinya;

ASLI Keputusan ini disampaikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Ditetapkan di Gorontalo
Pada tanggal 15 September 2022
a.n. Menteri Pendidikan, Kebudayaan,
Riset dan Teknologi RI

Kepala,



Munawir Sadzali Razak, S.IP, MA
NIP 198306102006041001

Tembusan :

1. Dirjen Pendidikan Tinggi Kemendikbudristek;
2. Sekretaris Jenderal Kemendikbudristek;
3. Rektor Universitas Tompotika Luwuk Banggai;
4. Sekretaris Tim Penilai Angka Kredit Dosen.



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
LEMBAGA LAYANAN PENDIDIKAN TINGGI
WILAYAH XVI**

Jl. Jenderal Sudirman Kota Gorontalo, Provinsi Gorontalo, 96115
Laman: <https://lldikti16.kemdikbud.go.id> - Email: lldikti16_gto@kemdikbud.go.id

PENETAPAN ANGKA KREDIT JABATAN FUNGSIONAL DOSEN

NOMOR : 2341/LL16/KP.07.01/2022

Masa Penilaian : 01 Januari 2007 s.d. 31 Agustus 2022

I

KETERANGAN PERORANGAN			
1	N a m a		Muh. Rafi'i, S.S, M.Pd.
2	Status Kepegawaian		Dosen Tetap Yayasan
3	NIP / NIDN / NIDK / NUP / NO SERDOS		0912068502 / 19109102509047
4	Tempat, Tanggal Lahir		Luwuk, 12 Juni 1985
5	Jenis Kelamin		Laki-Laki
6	Pendidikan Tinggi, Prodi, Tgl Ijazah		Magister (S2) Pendidikan Bahasa Inggris, 14 April 2014
7	Pangkat Penyetaraan, Gol./Ruang, TMT		Penata Muda Tkt I, III/b, 01 November 2018
8	Jabatan Fungsional, TMT, Jumlah AK		Asisten Ahli, 01 Juni 2018, AK=150
9	Masa Kerja Jabatan	Lama	00 tahun 05 bulan
		Baru	04 tahun 04 bulan
10	Unit Kerja		LLDIKTI Wilayah XVI pada Program Studi S1 Pendidikan Pancasila dan Kewarganegaraan Universitas Tompotika Luwuk Banggai

II

PENETAPAN ANGKA KREDIT		LAMA	BARU	JUMLAH
1	UNSUR UTAMA			
A	Pendidikan			
	Mengikuti Pendidikan dan Memperoleh Gelar / Ijazah	150		150
	Melaksanakan Pendidikan dan Pengajaran	0	57,00	57,00
	Melaksanakan Penelitian	0	35,00	35,00
	Melaksanakan Pengabdian Pada Masyarakat	0	4,00	4,00
Jumlah Unsur Utama		150	96,00	246,00
2	UNSUR PENUNJANG			
Melaksanakan Penunjang Tugas Dosen		0	4,00	4
Jumlah Unsur Penunjang		0	4,00	4
Jumlah Unsur Utama dan Unsur Penunjang		150	100,00	250,00

III

Dapat diangkat dalam jabatan akademik/fungsional dosen sebagai Lektor terhitung mulai tanggal 01 September 2022 dalam Mata Kuliah Bahasa Inggris I ; Bahasa Inggris II, dan dapat dinaikkan pangkat penyetaraannya menjadi Penata, golongan ruang III/c

Yth. Muh. Rafi'i, S.S, M.Pd.
Program Studi S1 Pendidikan Pancasila dan
Kewarganegaraan Universitas Tompotika Luwuk
Banggai

Ditetapkan di : Gorontalo
Pada tanggal : 6 September 2022
Kepala LLDIKTI Wilayah XVI,



TEMBUSAN disampaikan kepada :

1. Direktur Jenderal Pendidikan Tinggi Kemendikbudristek
2. Kepala Biro SDM Kemdikbudristek
3. Sekretaris Tim Penilai Angka Kredit Dosen LLDIKTI XVI
4. Rektor Universitas Tompotika Luwuk Banggai

Munawir Sadzali Razak, S.IP., M.A
NIP. 198306102006041001

No. 0009674



190010410224

KEMENTERIAN RISET, TEKNOLOGI,
DAN PENDIDIKAN TINGGI

SERTIFIKAT PENDIDIK

Nomor Registrasi: 19109102509047

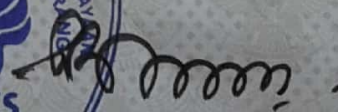
Berdasarkan Keputusan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 287/M/KPT/2016 tentang Perguruan Tinggi Penyelenggara Sertifikasi Pendidik untuk Dosen, Rektor Universitas Negeri Semarang menyatakan bahwa:

MUH RAFI'I, S.S., M.Pd.
Nomor Induk Dosen Nasional: 0912068502

Lahir di Luwuk pada tanggal dua belas bulan Juni tahun seribu sembilan ratus delapan puluh lima dosen pada Universitas Muhammadiyah Luwuk Banggai
LULUS Sertifikasi Dosen dan dinyatakan sebagai DOSEN PROFESIONAL pada bidang ilmu Pendidikan Bahasa (dan Sastra) Inggris



Semarang, 25 Oktober 2019
Rektor,


Prof. Dr. Fathur Rokhman, M.Hum.
NIP 196812151993031003

742.001041;0912068502-19109102509047-19000967404201912331446



UNIVERSITAS TOMPOTIKA LUWUK

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BANGGAI-SULAWESI TENGAH

KEPUTUSAN REKTOR UNIVERSITAS TOMPOTIKA LUWUK NOMOR : 30.a /T.01/HK.00.01/2025

TENTANG

KEBUTUHAN FORMASI JABATAN AKADEMIK DOSEN 2025-2028 UNIVERSITAS TOMPOTIKA LUWUK

REKTOR UNIVERSITAS TOMPOTIKA LUWUK

Menimbang : a. bahwa dalam rangka pemetaan jenjang jabatan fungsional akademik dosen Universitas Tompotika Luwuk , dibutuhkan Formasi jabatan Akademik dosen Universitas Tompotika Luwuk.

b. Bahwa untuk memenuhi maksud huruf (a) diatas, perlu penetapannya dengan keputusan Rektor Universitas Tompotika Luwuk.

Mengingat : 1. Undang-undang Nomor: 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

2. Undang-undang RI Nomor: 12 Tahun 2012 tentang Pendidikan Tinggi.

3. Peraturan Pemerintah RI Nomor: 4 Tahun 2014 tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi.

4. Keputusan Menteri Pendidikan Nasional Nomor: 47/D/O/2000 tanggal 25 April 2000 Tentang Perubahan Bentuk Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Tompotika Luwuk menjadi Universitas Tompotika Luwuk.

5. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tanggal 20 Desember 2000 Tentang Pedoman Pendirian Perguruan Tinggi.

6. Keputusan Menteri Hukum dan Hak Asasi Manusia RI Direktorat Jendela Administrasi Hukum Umum Nomor: AHU-7427. AH. 01. 04 tanggal 19 November 2013 Tentang Pengesahan Yayasan Pendidikan Tompotika Luwuk.

7. Akta Notaris Rusli Rahmad,SH,MH Nomor 222 tanggal 22 Juli 2013 Tentang Pendirian Yayasan Pendidikan Tompotika Luwuk.

8. Statuta Universitas Tompotika Luwuk Tahun 2020.

Memperhatikan :

MEMUTUSKAN

Menetapkan : KEPUTUSAN REKTOR UNIVERSITAS TOMPOTIKA LUWUK
TENTANG KEBUTUHAN FORMASI JABATAN AKADEMIK DOSEN
2025-2028 UNIVERSITAS TOMPOTIKA LUWUK.

- KESATU** : Menetapkan Kebutuhan Formasi Jabatan Akademik Dosen 2025-2028 Universitas Tompotika Luwuk .
- KEDUA** : Penetapan Kebutuhan ormasi Jabatan sebagaimana dimaksud pada Diktum KESATU digunakan untuk kenaikan jenjang Jabatan Akademik Dosen Universitas Tompotika Luwuk..
- KETIGA** : Keputusan ini berlaku sejak tanggal ditetapkan dan dengan ketentuan apabila dikemudian hari terdapat kekeliruan dalam penetapannya akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : L u w u k
Pada Tanggal : 31 Januari 2025

REKTOR,



TAUFIK BIDULLAH,SE,M.Si
NUPTK. 6960753654130082

Tembusan disampaikan kepada Yth:

1. Ketua Pengurus Yayasan Pendidikan Tompotika di Luwuk.
2. Ketua Pengawas Yayasan Pendidikan Tompotika
3. Arsip.

LAMPIRAN 11 : SURAT KEPUTUSAN REKTOR UNIVERSITAS TOMPOTIKA LUWUK
NOMOR : 30.a /T.01/HK.00.01/2025
TANGGAL : 31 Januari 2025
TENTANG : KEBUTUHAN FORMASI JABATAN AKADEMIK DOSEN 2025-2028 UNIVERSITAS TOMPOTIKA LUWUK.

11.PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIS

Menerangkan bahwa formasi dan kebutuhan jabatan akademik dosen Universitas Tompotika Luwuk pada Fakultas keguruan dan ilmu Pendidikan Program Studi Bahasa Dan Kebudayaan Inggris Tahun 2025-2028 adalah sebagai berikut:

Bidang Ilmu Penugasan/Kepakaran (Kebutuhan Pengembangan Keilmuan)	Formasi Jabatan Akademik 2024 – 2028			
	Asisten Ahli	Lektor	Lektor Kepala	Guru Besar
Pengembangan Pembelajaran Bahasa Inggris			1	
Penulisan Akademik dan teknologi Pembelajaran Bahasa			1	
Sosiolinguistik dan Bahasa Tujuan Khusus			1	
Kajian Literasi	1			
Pembelajaran Bahasa dan Sastra	1			
TEFL, Pemerolehan Bahasa Kedua, dan Pengajaran Grammar	1			
Kajian Budaya dan Komunikasi Interkultural	1			
Linguistik Kontrastif	1			
Semantik dan Pembelajaran Bahasa	1			
JumlahJabatanAkademik	6		3	

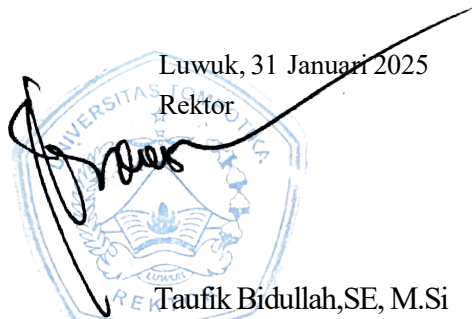
Adapun Formasi Jabatan Akademik Terisi dan Tersedia saat ini (2025) adalah sebagai berikut:

Bidang Ilmu Penugasan/Kepakaran (Kebutuhan Pengembangan Keilmuan)	Formasi Jabatan Akademik Terisi Saat Ini 2025					Jabatan Akademik Tersedia 2025				
	Belum ada Jabatan Akademik	Asisten Ahli	Lektor	Lektor Kepala	Guru Besar		Asisten Ahli	Lektor	Lektor Kepala	Guru Besar
Pengembangan Pembelajaran Bahasa Inggris			1						1	
Penulisan Akademik dan Teknologi Pembelajaran Bahasa			1						1	
Sosiolinguistik dan Bahasa Tujuan Khusus			1						1	
Kajian Literasi	1						1			

Pembelajaran Bahasa dan Sastra	1						1			
TEFL, Pemerolehan Bahasa Kedua, dan Pengajaran Grammar	1						1			
Kajian Budaya dan Komunikasi Interkultural	1						1			
Linguistik Kontrasif	1						1			
Semantik dan Pembelajaran Bahasa	1						1			
Jumlah Dosen Saat Ini	6		3			Jumlah Tersedia	6		3	

1

Demikian surat formasi jabatan akademik dosen ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Luwuk, 31 Januari 2025
 Rektor

 Taufik Bidullah, SE, M.Si
 NUPTK. 6960753654130082.

DEVELOPING SPEAKING SKILL THROUGH CLT IN AN EFL CLASSROOM: PROBLEMS, INSTRUCTIONAL MATERIALS, AND IMPLICATIONS

Muh Rafii

Muhammadiyah University of Luwuk, Luwuk Banggai, Indonesia

Abstrak

Penelitian ini berupaya menerapkan Pendekatan Pengajaran Bahasa Komunikatif (CLT) guna mengembangkan keterampilan berbicara diantara pembelajar Bahasa Inggris di tingkat Universitas. Penggunaan Pengajaran Bahasa Komunikatif (CLT), khususnya yang terkait pengembangan kemampuan berbicara mahasiswa sangat cocok digunakan di ruang kelas. Dalam Penelitian ini, data diperoleh melalui angket untuk menemukan masalah-masalah yang dihadapi oleh mahasiswa dalam berbicara Bahasa Inggris. Partisipan yang dilibatkan dalam penelitian ini sebanyak 20 mahasiswa yang mengambil jurusan Pendidikan Bahasa Inggris yang berasal dari satu kelas. Data yang diperoleh selanjutnya di analisis dengan menghitung jumlah respon yang diberikan oleh mahasiswa, kemudian dipresentasikan dalam persen. Tujuan penelitian ini adalah menyelidiki terhadap masalah-masalah yang dihadapi mahasiswa, serta mengembangkan keterampilan berbicara dengan mendesain materi pembelajaran dalam aktifitas di ruang kelas dengan mengadopsi prinsip-prinsip CLT. Bagian terakhir studi ini adalah memberikan implikasi dalam pengajaran berbicara bagi mahasiswa.

Kata Kunci: pengajaran bahasa komunikatif, pengembangan berbicara, materi ajar

Introduction

After the independence from the colonization in 1945, the constitution of Indonesia adjusts that all people must take compulsory education for nine years including six years in elementary and three years in junior high school, in which the government is in charge of it. Education system in Indonesia is divided three parts. They are elementary levels (1-6 age) counting Kindergarten, secondary levels including 3 years in Junior High School and 3 years in Senior High School, and tertiary levels such as college or university. Elementary and secondary

schools are managed by Ministry of National Education, whereas tertiary levels are under the authority of State Ministry of Research and Technology. There are also religious schools which include elementary until tertiary levels. These are managed by Ministry of Religious Affairs. All school levels have English language as a lesson or subject, except elementary levels. In Indonesia, English language has formally been taught in the curriculum since 1967, in which its status is a foreign language. It is taught as one of lessons or subjects in schools and universities. The main purpose of learning English at schools or universities are because of English language has become *lingua franca* or

international language which it is used as a means of communication, and also Indonesia faces the globalization era by expecting that English language learnt can be used to communicate.

Learning English in Indonesia and its status are foreign, or more known as *English as a Foreign Language (EFL)*. It means that English has just an opportunity to use in the context of classroom interactions, whereas in social life English is not used. People of Indonesia engage Bahasa (Indonesian language) as a means of communication among speakers from distinguished districts or provinces. Compared with India as one of *English as a Second Language (ESL)* countries having similarity to Indonesia especially such as related to experience of colonialization, sorts of culture, local languages and both having national language, English in India is used in social interaction. They have mother tongues such as Bengali, Telugu, Gujarati, Marathi, Konkani, etc. Nevertheless, the use of English language is used as a means of communication such as interacting at campus or supermarket, instead educated parents talk to their children using English. Moreover, India has also national language called Hindi. The only one difference with India that is Indonesia has no second language though having the long stories of colonialization.

Actually, there is no difference between EFL and ESL countries, because either EFL or ESL encounter the same era, that is, globalization. In the globalization era, the point is not whether English as a second or foreign language, but, the globalization has insisted all countries in this world to utilize the English language

for the sake of communicating. Willy-nilly, Indonesia must take part globally. On the other hand, the mastery of English by Indonesians to use for communicating is desirable. Ironically, English language has not been exploited yet by Indonesians in the context of social communication. The case of globalization actually has been sufficient to favor Indonesians to engage English language not only for academic purposes, but also for social interactions such as colloquial English. So, how to develop speaking English particularly in the EFL context? With respect to such situations counting in the globalization era, the use of Communicative Language Teaching (CLT) is more appropriate and applicable to develop speaking English particularly for EFL students in Indonesia.

To be able to communicate with people around the world, English speaking skill is considered to be important. Students should have a good command of communication skills in English in order to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia which 3 years at Junior High School and 3 years at Senior High School, and some elementary schools as local content lesson, Indonesians EFL students still have some difficulties in learning English regarding speaking. The fact that a lot of school graduates cannot communicate in English has become a national problem in Indonesia. English in Indonesia is considered to be a foreign language. Most of time, EFL students can only develop their speaking ability in an EFL classroom, however, they usually do not use this chance to enhance their speaking ability.

Literary Review

Developing speaking by using Communicative Language Teaching (CLT) as an approach in the EFL context like in Indonesia is appropriate, because its activities bring out benefits for the sake of providing effective guidance in developing proficiency and improving ability in speaking and communication competence. In addition, this approach can overcome some general problems of speaking perceived by EFL students as pointed out in the preceding. It can also favour EFL students to communicate because of acceptable language is the primary goal, and involve expressing opinions or notions as well as establish or maintain social relationships and friendships. It ensues because learners are expected to interact with other people, either through pair or group work. The principle of CLT is fluency in which acceptable language is the primary goal, effective communication without thinking about grammar is sought, and also meaning is paramount, in which language learning is learnt to communicate or for communicative purposes (Richards and Rodgers, 2001).

According to Harmer (1991:46-47), the reasons why people communicate are because of having intentional desire to convey something, and communicative purpose. However, the reluctance of many EFL students to speak in class has become a major factor that can influence their ability in language learning. In an EFL classroom, students are inclined to be silent. A lot of studies have been conducted to search out problems perceived by Indonesian EFL students in speaking. Most

of English learners in Indonesia had unwillingness to speak caused by lack of motivation, and English was considered to be difficult to learn (Mattarima & Hamdan, 2011). Regarding scrutinizing causes of Indonesian EFL students' anxiety in speech production, Anandari (2015) found that some inhibitions were perceived by students while speaking namely fears of not being able to convey the message well, shyness, and discomfort. In line with this, some problems related to pronunciation, fluency, grammar, and vocabulary were also faced by EFL students (Sayuri, 2016). Personality problems were also factors influencing Indonesian EFL students having problems in speaking such as not confident and afraid of practicing English (Irawati, 2016).

Moreover, in the broader context, some similar problems in speaking were also detected. Al-Jamaland Al-Jamal (2014) found low speaking proficiency in the EFL tertiary level. Zakaria (2015) also found that the teaching and learning environment did not support the students to develop their communicative abilities. Al Nakhalah (2016) revealed some difficulties such as fear of mistake, shyness, anxiety and lack of confidence. Some factors were also detected as hindrances of speaking problems. Akkakoson (2016) discovered that three factors hindering Thai EFL university students while speaking. They were lack of self-confidence, having poor English background, and neither intrinsic nor extrinsic motivation to use English. This is in line with the study conducted by Savasci (2013). It showed that several factors influencing why tertiary level students were reluctant to speak such as anxiety, fear of being

despised, teacher strategy, and culture. In line with the tertiary level context, Tercan and Dikilitas (2015) unearthed that students experienced less anxiety in non-threatening situations while speaking. In addition, receptive activity also contributed toward EFL students' problems. Seffar (2015) found that vocabulary deficiency became the main factor contributing to students' inability to speak English. Apparently, external factors also contribute to favor EFL students having hindrances in speaking. Alaraj (2016) found external problems and difficulties of EFL, namely insufficient exposure to and practice of language in real life situations, lack of seriousness and training by teachers, lack of motivation and also inappropriate textbooks. Related to text materials-based problems and curriculum in teaching, Afshar and Asakereh (2016) revealed that the lack of teaching facilities, and the curricula of education system were factors creating speaking problems.

Problems in speaking in the EFL context can cause a lot of disadvantages to EFL students. Therefore, they should be coped with, at least in an EFL classroom. That is why the research first needs to understand speaking problems in which they are constructed through investigating problems perceived by EFL students while speaking. The second part is presenting instructional materials as a part of using Communicative Language Teaching (CLT) principles for the sake of developing speaking skill in a EFL classroom. This research also postulates implications with respect to overcome problems of speaking appeared.

Method

Participants

The study involved Indonesian EFL students at the tertiary level. All of the participants were students majoring English education at the faculty of Teacher Training and Education of Muhammadiyah university of Luwuk. The university is located in central Sulawesi, Indonesia. The total involved in this study was 20 students generated from particular group of an EFL classroom. Of 20, 4 were males and 16 were females. The ages of participants ranged from 19 to 22.

Data Collection and Analysis

To investigate Indonesian EFL students' speaking problems for the sake of collecting data with regard to oral skills, the writer engaged *questionnaire* deemed that the participants were able to share or respond their problems based on their experiences while learning English in the EFL context. The questionnaire used to gather data was adopted from Jack C. Richards' version (2001), and also adapted since a few items must be adjusted to the situations EFL students had. The questionnaire was composed of speaking and listening skill, and speaking skill focusing on hindrances of inside or outside classroom activities (see appendix) including class participation, difficulties in discussion activities, understanding talks and keeping focus on listening activities, difficulties in oral presentation, wording, pronunciation, and also one open-question to specify some problems which not included within the questionnaire perceived by EFL students. Data analysis was conducted by counting number of

responds having difficulty or the EFL students' responds to the questions given, and analyzed per item then presented into percent.

Results

1.1 EFL Problems in Speaking

Speaking and Listening skills

Having analyzed the data derived from the questionnaire given toward the EFL students, the participants had difficulties regarding some activities in speaking and listening skills. The results can be shown in the table 1.

Table1: *Hindrances of speaking and listening*

Difficulties perceived by EFL students	No. of responds having difficulty	Percentage (%)
Low grades in class participation	17	85
Working in small groups during class	17	85
Working with other students outside classroom	13	65
Leading class discussions	18	90
Participation in large group discussion	20	100
Understanding talks	20	100
Understanding text and meanings	20	100

The table 1 shows that around 85% of the participants could not participate in classroom activities including willingness of the students to achieve good grades in their classroom assessment of particular subjects using English. Even, about 90% of the participants went through difficulty while leading discussions at the classroom. They had also troubles to work into small groups during class. It was about 85%. Moreover, it reached 100% of the participants when the discussions or debates were made into a large group. In addition, in the outside classroom context involving interactions among students, approximately 65% of the students found out hindrances while working with other students on out-of-class such as doing projects or assignments given. Whereas,

from the data analysis of the participants' listening in Lab activities, it was 100% that the students could not understand conversations or talks of native speakers of English. In line with this, all of the students tried very hard to comprehend text to catch meanings of the conversations or talks as well as to maintain or focus on the course of monologues or dialogues being listened to.

Speaking skill

Having analyzed the data generated from the questionnaire given, the results show that the participants perceived some difficulties in speaking activities. The results can be shown in the table 2.

Table2: *Hindrances of speaking activities*

Difficulties perceived by EFL students	No. of responds having difficulty	Percentage (%)
Difficulty in oral presentation	20	100
Trouble wording to say quickly	20	100
Afraid of making mistakes	20	100
How to say	20	100
The best way to say	20	100
Pronunciation of words	20	100
Enter discussion	16	80
Other	20	100

The table 2 shows that around 80% of the participants were in trouble to start discussions. However, at the time to render the explanations related topics discussed orally, they had difficulty. The oral presentation difficulty was 100%. All of the participants found out hindrances in wording what they wanted to say quickly enough, worried about saying something in case making a mistake in their English, not know how to say something in English. Even, they had difficulty with pronunciation of words. Those difficulties were 100% respectively. In addition, the data also specified some problems in speaking activities perceived by the students. They were lack of vocabulary, difficulty to use English structure while speaking, and difficulty to respond someone talking, students' beliefs related to whether having ability to speak well, inability to begin talks using English, nervousness to start delivering speech in front of the class, and also difficulty to speak fluently because of making translation between Bahasa (Indonesian Language) into English. The data analysis showed that 100% of the participants had the other problems in speaking.

Instructional Materials

This part provides the syllabus or instructional materials design of communicative language teaching focusing on speaking skill as the subject taught in an EFL classroom in Indonesia particularly for EFL students majoring English education as their subject. The instructional materials include text-based materials, task-based materials, and realia. Text-based materials contain textbooks designed to direct or support CLT composing such as topic of discussion, language function and also references. This also covers teaching sources or textbooks engaged for teaching speaking at a particular class. Task-based materials contain activities like role plays, simulation and group activities, and task-based communication activities which are prepared to prompt CLT classes. Teacher roles such as needs analyst, counsellor, and group process manager are also constructed within this task. Whereas, Realia is the use of authentic materials while teaching. It includes signs, pictures, magazines, advertisement, symbols, songs, and Youtube videos.

Text-based Materials

The materials design includes topic or theme, functions practiced, activities and also references. The following

instructional materials design can be applied in teaching speaking in a particular group or class for EFL students majoring English education:

Week/Unit	Theme	Functions practiced	Activities	References
II	Personal Identity, Family	Introducing, describing, and expressing feelings.	Pair work	Blundell, J., et al and Jones, Leo; Teaching sources
III	Hobby	Talking about hobbies, describing sports characteristics, discussing extreme sports.	Pair work	Blundell, J., et al and Leo Jones; Teaching sources
IV	Entertainment	Discussing movies and TV shows, taking a TV survey, Planning a TV schedule.	Small group work	Blundell, J., et al and Jones, Leo; Teaching sources
V	Food and Beverage	Talking about food, describing eating habits, planning a meal, describing traditional meals and unusual foods.	Role play	Tillit, B., & Bruder, M.N., and Jones, Leo; Teaching sources
VI	Tourism	Describing past trips, taking a vacation survey, discussing famous places, talking about things to take on a trip.	Pair work, Whole class	Blundell, J., et al and Jones, Leo; Teaching sources

A few teaching sources or some textbooks have also been identified that can be employed for teaching speaking skills as their subject for EFL undergraduate students.



Task-Based Materials

After giving some overview related to the topic discussed, the teacher can organize the activities in pair work or role plays or whole class. To break the lesson or to start the classroom activities the teacher can simply say, "Let's work pairs," "choose your partners", "please pair up". Some students will excitedly grab their best friend, while others will slump in their

seats feeling that no one will want to choose them. The classroom activities in task-based materials can be a variety of games, pair work or pair communication, role plays, simulations, exercise handbooks, cue cards, small group discussion, and students-interaction. The teacher also can take part running his/her roles. For example:



In the picture, the teacher organizes the classroom activity to be pair group. The picture shows that the role of CLT teacher is to organize the classroom for communication and communicative activities, and also to prompt students by exemplifying an effective communication, paraphrase, confirmation, and feedback. In this case, two roles are conducted, namely the role as a Counsellor and Group process manager. While discussing between two students (in pair work), they can find difficulties as the EFL students encountered on the findings such as lack of vocabulary or not know how to say in English, the teacher can give effective words or restatement (using their own words) in order to avoid a long gap while speaking. The students must be prompted

to speak without worrying their English, because acceptable English is paramount. In this activity, the teacher can jot down some problems found accidentally such as pronunciation then at the end of the class, trial and errors for the words can be done.

Realia

Using realia in communicative language teaching means that the use of authentic materials into the classroom. For example, newspaper articles, photos, maps, songs, videos, and many more. Realia means that materials are not within the textbooks used. On the other hand, the materials are not taken from the text-based materials or kind of textbooks employed for teaching speaking at the classroom. But, the materials are out of the textbooks

that brought into the classroom as supplementary materials that most of them is laid at the beginning of the class before proceeding the main topic of the meeting. Authentic materials are very interesting and stimulating. Maps can be used to describe the way from one point to another, and photos or pictures can be used for describing where things are placed, in front of, on top of or underneath something. Music or songs is also interesting to use as a realia. There are at least three reasons why music is able to be appropriate used as authentic materials: 1) music can change classroom atmosphere, prepare as starting point before coming to

the main classroom activities, 2) music can provide an opportunity to students to develop or indirectly students learn how to pronounce some words and also intonation while listening to or enjoying the music or to get new words, 3) music can show linguistic patterns to students directly, because a lot of songs in English give some examples of the use of daily conversations or so-called colloquial language. For example, "she's leaving home", and/or "she breaks down and cries to her husband" in the lyrics of *She's leaving home* by John Lennon and Paul McCartney. The practice of listening to song as a realia is below:

She's Leaving Home

By John Lennon and Paul McCartney

Write the missing words on the lines!

closing clutching leaving meeting standing stepping turning waiting

Wednesday morning at five o'clock, as the day begins,

Silently _____ her bedroom door,

_____ the note that she hoped would say more,

She goes downstairs to the kitchen _____ her handkerchief.

Quietly _____ the backdoor key,

_____ outside, she is free.

She (we gave her most of our lives)

Is leaving (Sacrificed most of our lives)

Home (We gave her everything money could buy)

She's leaving home after living alone (Byebye) for so many years.

Father snores as his wife gets into her dressing gown,

Picks up the letter that's lying there,

_____ alone at the top of the stairs,

She breaks down and cries to her husband, "Dad, our baby's gone. Why would she treat us so thoughtlessly? How could she do this to me?"

The teacher while beginning the lesson in the classroom is going to use music or song as the authentic material to be used to start the classroom. As this is warming up before proceeding to the main activities, the use of available patterns like *closing, leaving, standing, turning* in the italic form is needed, considering it as starting point. By all means, the start should make the students feel fresh and ready. As pointed out above linguistic patterns through music or songs can be learnt. The students accidentally learn gerund or *ing* form such as *stepping* outside or *standing* alone. They also accidentally learn English structure of present tense such as *she breaks down and cries to her husband*. The other authentic materials are pictures, maps, animals, and videos from Youtube.

Implications and Conclusion

The use of Communicative Language Teaching (CLT) as an approach to teach English is not only appropriate in ESL context, but also in EFL context like in Indonesia. CLT can contribute on promoting students' motivation of study because of actively playing or using games in teaching and learning process (Zhu, 2012), motivating students to be active and highly participating in speaking activity in classroom (Saputra and Wargianto, 2015), even adopting CLT through computers and websites emphasizing the authentic communicative environment can develop students' communicative competence (Liu, 2014). Not only in the context of tertiary levels, CLT apparently is also appropriate for Indonesian EFL students in the secondary levels. Ratih and Hanafi (2016) showed that there is significant effect of using CLT on favoring speaking ability of

students. CLT is suitable to improve and solve the students' speaking problems (Nurhayati, 2011). Using communicative language teaching can increase and favor students to speak actively (Efrizal, 2012).

Some speaking problems perceived by EFL students through the questionnaire such as do not know how to express their ideas in English either in small or large group discussion, limited vocabulary, afraid of making mistakes, worry about their pronunciation and also whether they speak grammatically correct or not can be coped with the implementation of CLT that can improve students' speaking ability. EFL students are motivated to speak English fluently and actively without worrying their prejudices and difficulties, because communications with less grammatical correct (accuracy) and non native English pronunciation but understandable are acceptable in CLT. The use of CLT in developing speaking skill in teaching can be one of alternative approaches engaged in the EFL context like in Indonesia. If necessary, this approach not only favors for academic purposes, but also motivates users to implement for social communication.

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Speaking Questionnaire (Jack C Richards' Version)

Name:

Student Number:

Age:

Gender: M / F

Department:

I. Speaking and Listening Skills

- | | | |
|---|------------|-----------|
| a. Receive low grades in tasks involving class participation. | Yes | No |
| b. Have difficulty working in small groups during class. | Yes | No |
| c. Have difficulty working with other students on out-of-class projects or assignments. | Yes | No |
| d. Have trouble leading class discussions. | Yes | No |
| e. Have difficulty participating in large group discussions or in debates. | Yes | No |
| f. Have difficulty understanding conversations or talks of native speakers of English in lab activity | Yes | No |
| g. Struggle understanding text to get meanings and maintaining attention in lab activity | Yes | No |

II. Speaking Skills

- | | | |
|---|------------|-----------|
| a. Have difficulty giving oral presentations. | Yes | No |
| b. Have trouble wording what you want to say quickly enough. | Yes | No |
| c. Worry about saying something in case you make a mistake in your English. | Yes | No |
| d. Not know how to say something in English. | Yes | No |
| e. Not know the best way to say something in English. | Yes | No |
| f. Have difficulty with your pronunciation of words. | Yes | No |
| g. Find it difficult to enter discussion. | Yes | No |
| h. Other (please specify): | | |

USING SCENARIO OF EVENTS IN TEACHING TENSES FOR INDONESIAN STUDENTS

Muh. Rafii, S.S., M.Pd

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Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 tahun 2014 tentang Hak Cipta, sebagaimana yang telah diatur dan diubah dari Undang-Undang nomor 19 Tahun 2002, bahwa:

Kutipan Pasal 113

- (1) Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam pasal 9 ayat (1) huruf i untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000,00 (seratus juta rupiah).
- (2) Setiap orang yang dengan tanpa hak dan/atau tanpa izin pencipta atau pemegang hak cipta melakukan pelanggaran hak ekonomi pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h, untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
- (3) Setiap orang yang dengan tanpa hak dan/atau tanpa izin pencipta atau pemegang hak melakukan pelanggaran hak ekonomi pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g, untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

PREFACE

In simple terms, tense can be understood as a situation where the verb in an activity changes. The change in the verb is due to the indication of time information. In English, activity time can be grouped into present, past, future, and future. Meanwhile, in Indonesian, activities carried out can refer to the present, the past and the future. Unfortunately, in Indonesian language activities the condition of time does not change the activity or course of action. In Indonesian, for example, the word "minum" will never change under any circumstances such as "kami **minum** teh sekarang", "kami **minum** teh kemarin", or "kami **minum** teh besok". However, this condition is different from what exists in English, in which time information immensely has a changing impact on the conditions of the activity being carried out. These two big discrepancies are what make tenses difficult to use particularly for Indonesian students. One of which is influenced by disproportionate events. This is due to the events in the tenses do not necessarily have equivalents in Indonesian's events.

Universitas Tompotika Luwuk, June 2024

Muh. Rafii, S.S., M.Pd

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WHY DO INDONESIAN LEARNERS HAVE DIFFICULTY UNDERSTANDING TENSES?

Tenses are not universal, in which lots of languages do not have tenses system at all (Dryer, 2011; Lin, 2012; Smith & Erbaugh, 2005; Shaer, 2003) belonging to Indonesian language as well. Hitherto, tenses material is constantly as mandatory topics in textbooks studied by EFL students at the secondary schools. Even, in higher education tenses are found in the syllabi for general English subjects. In the EFL context, voluminous numbers of empirical studies have been done for the sake of implementing sorts of strategies employed in teaching tenses as efforts to improve students' understanding in learning tenses (Arifin, 2016; Krisbiantoro, 2020; Sholehah & Supeno, 2022; Sorohiti & Ahna, 2018; Tambunsaribu, 2022; Nindiya et al., 2022; Wijayanto et al., 2020). This indicates that teaching tenses requires the appropriate strategy and preparation taking into account the circumstances of the students, the role of the teacher, as well as the teaching materials in order to facilitate them in learning tenses. this is based upon the essence of the position and culture of the tenses, which postulates that tenses relate to time (Celce-Murcia & Larsen-Freeman, 1999), or it can be concluded from the exercises demonstrated in the textbook that tenses are activities relating to particular times or different times (Azar, 2002). In addition, tenses denote the link between the time at which the words are spoken and the time of the situation (Declerck & Cappelle, 2006). As has been highlighted, this indicates that tenses indeed refer to the activities having the impetus on the science of time or the language of time (Dummett, 2004; Evans, 2003; Fabricius-Hansen, 2006).

Due to the differences of the time concepts between Indonesian language and English as a foreign language, teaching and learning tenses for EFL students are more challenging. The EFL students encounter a number of impediments concerning transforming the cultures, habits, or activities within the tenses into the first language (Indonesian language). The investigation done by Agustina (2013) showed that a number of students need extra effort to have ability in vocabulary and grammar, in which both vocabulary and grammar are mainly as the problems for Indonesian students. It seems that the problems faced by EFL students particularly regarding the mastery of grammar still continue. Nawira (2019) exhibited a number of challenges perceived in developing students' grammatical knowledge. Those were lack of tenses, not know how to organize the sentences to be suitable paragraphs, lack of vocabularies, including lack of self-confident.

At the same time, the obstacles faced by students were also discovered and can be categorized to be two groups. The first relates to the categorizations of grammatical errors due to inability to fully understand the pattern of English tenses embracing subject-auxiliary agreement, pronoun mistake or subject was wrong, meanwhile auxiliary verb or verb was right, auxiliary verb was correct meanwhile verb still added "es/s", auxiliary verb was incorrect in sentence, found double subject in sentence, and the sentence did not have subject or verb (Handayani, 2019). The second tends to challenges in learning English such as regarding problems in productive skills, receptive skills, lecturers' resource, learning strategy used, vocabulary mastery, motivation, exposure and also culture-related (Hibatullah, 2019). With respect to students' knowledge of grammar, particularly related to inability to implement the aspect and tenses in the right context the problems were also detected. Most students have problems with tenses such

as perfect tense, past perfect continues tense, and future perfect continues tense (Listia, 2020). Furthermore, problems claimed linguistically like spelling correction and grammar are detected in the present study, even found in the other skills such as writing. Tambunan et al. (2022) explored linguistic problems via students' writing profile. The linguistic problems especially which connect to grammar-related, the problems such as faulty subject verb-agreement, incorrect verb forms, modal verbs, and faulty tense sequence were located.

Perhaps, it is not an exaggeration that is why grammar by Thornbury (2006) is called as a “sentence-making machine”. This is due to grammar as the most challenging factors to be learnt for EFL students, this component is notable in language learning and teaching (Elturki, 2014). Actually, there are many situations reflected to grammar, namely communicative competence is a prerequisite to linguistic competence (Savignon, 1976), so-called as interlanguage (Selinker, 1974), or approximative systems (Nemser 1974), learner errors and negative transfer among students (Corder, 1981; Gas & Selinker, 1992; Richards, 1992; Odlin, 1997; Ferris, 2002; Karra, 2006), linguistic competence as the model engaged as pedagogical-motivated (Celce-Murcia et al., 1995), up to revitalized under the linguistics' influence (Hudson & Walmsley, 2005), including language performance in terms of grammaticality (Corder, 1981; Ellis & Barkhuizen, 2005; Brown 2007).

The profound discrepancies in this respect attest that tenses cannot be translated immediately into the L1 situations in consequence of the lacuna of the forms of times, as well as the differences of the traditions, habits, and activities in the Indonesian language. Whereas, at the same time, teaching and learning tenses at the EFL classrooms are constantly continuing, inasmuch as the status as the English

as a foreign language. Therefore, this study aims to delve into the use of scenario of events involving L1 point of views implemented as the strategy engaged in teaching to improve students' understanding on English tenses.



TEACHING ENGLISH GRAMMAR IN EFL CONTEXT

Grammar generally functions as a language theory that can show a process of how a language is acquired (Gerot & Wignel, 1994), or can be a way of managing sentences and creating well-structures language (Hirai et al., 2010) both for writing and communicating purposes. Moreover, grammar is able to form a language that is used to have meaning and feelings (Ur, 1991; Thornbury, 1999; Crystal, 2004). This is due to grammar owns the rules of system creating sentences that refers to so-called as grammatical knowledge or linguistic knowledge (Canale & Swain, 1980; Brown, 2000; Kroeger, 2005; Shiotsu, 2010; Richards & Schmidt, 2013) such as parts of speech, clauses, phrases, and tenses. Grammatical or linguistic competence is more ideally obtained in a more formal space, particularly in teaching.

In fact, the complexity and diversity of the work of language teaching has become much discussion during the last 30 years (Bailey & Nunan, 1996; Freeman, 2002; Hawkins, 2004; Bartels, 2005; Borg, 2006; Savignon, 2007; Burns & Richards, 2009), belonging to teaching methods including teaching and learning process, certain methods used, basic knowledge of teaching, interactions, experiences, classroom behavior, and pedagogical principles (Shulman, 1987; Lave & Wenger, 1991; Prabhu, 1990; Arends, 2004; Katz, 1996; Larsen-Freeman, 1991; Bax, 2003). Teaching grammar in the EFL setting, particularly with regard to teach English tenses, is more appropriate begun inductively. This is due to the deductive application exploits much explicit grammatical rules of the target language. For example, verb conjugations such as set of regular or irregular verbs, and other grammatical paradigms of, for instance, present tense,

past tense, and past participle should be committed to memory (Larsen-Freeman & Anderson, 2011).

In this regard, the process of teaching presumably excludes social roles, cultures, habits, and who the students are between the source and the target language. In teaching process, an inductive approach starts with some examples for the sake of the rule discovery (Thornbury, 1999). Even, most of the evidence in communicative second language teaching points to the superiority of an inductive approach to rules and generalizations (Brown, 2007). Furthermore, the rules and forms of time in tenses committed to memory have stimulated some rackets, in which the inhibitions were encountered by EFL students, even, this lasting up to the recent years (Agustina, 2013; Nawira et al., 2019; Hibatullah, 2019; Tambunan et al., 2022; Listia & Febriyanti, 2020; Handayani, 2019).

Teaching English grammar for EFL context is actually challenging. Moreover, mostly potential challenges were faced by EFL students (Akbari, 2016). This is because, universally, different languages possess parameters differently, and exclusively dependent on innate linguistic principles, particularly deciphering content or utterance from source to the target language (Brown, 2007). One of the possible approaches to deal with the difficulties encountered by EFL Learners in this regard is that by competing strategies (see Gass & Selinker, 2001; Li et al., 2007; MacWhinney & Leinbach, 1991; Bley-Vroman, 2009; MacWhinney, 2018; Kroll et al., 2010) such as language transfer, in which first language processing strategies are transferred by learners to their second language acquisition (MacWhinney, 2005). In other words, the competition strategy is able to serve as a pedagogical implication particularly in the context of teaching grammar for EFL learners. Ergo, while acquiring grammar competence, EFL learners can employ their first language communicative

intentions or meanings to decipher the target language such as interpreting meaning of tenses by first language processing.

STRATEGIES USED IN TEACHING TENSES

Several previous studies have been carried out to ferret out strategies that can improve understanding and acquisition of learning grammar. For instance, the use of posters, charts, recent magazine pictures, available slides, photographs, and other illustrations can bear on decisions in teaching grammar in a classroom (Brown, 2000). Even, in a more contemporary context, the presence of technology as an innovative media has been utilized to drive away the anxiety of learning grammar, and employed as the source of teaching grammar (Hegelheimer & Fisher, 2006). In line with this, the technological affordances provided in teaching grammar are made possible due to delve into grammar in the context of larger uses (Bikowski, 2018). Besides, in teaching grammar, the use of methods involving presentation, practice, and production also can be carried out, in which this includes some symbols, pictures, and visual narratives for the sake of enhancing students' comprehension to grammar (Russel, 2008). From this it can be seen that the students' acquisition of grammar knowledge must be approached with more than one teaching strategy. This is due to grammar teaching entangles any instructional technique drawing students' attention to some specific grammatical form (Ellis, 2006).

However, various strategies in teaching grammar especially teaching tenses-related have been tried out in the EFL context for the sake of improving students' comprehension. Dealing with the challenges of using some strategies in teaching tenses, Sorohiti & Ahna (2018) concluded that the teachers should prepare the strategies wisely. The challenges encountered are generated from the technical problems, unsuccessful responses, time constrain

to prepare the strategies, and also the process of selecting precise materials, particularly those related to games and technological engagement. In detail, Krisbiantoro (2020) investigated the effectiveness of gamification in enhancing students' mastery on tenses, in which shown that gamification is more effective. Several types of online gamifications that can be integrated into teaching tenses are:

1. Kahoot

Kahoot is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms. Kahoot is the granddaddy of the game show review games, launched in August of 2013. In a standard Kahoot game, questions are displayed to students on a projector or display. Students respond on their own devices.

2. Quizizz

Quizizz takes the excitement of a gameshow-style review game and puts the whole experience in the students' hands. With a traditional Kahoot game, everyone sees the question and possible answers on the projector and answer simultaneously. Quizizz is different because the questions and possible answers are displayed individually on student devices.

3. Quizlet Live

Quizlet's foray into the game show-style review is the best collaborative game. Instead of students answering individual questions on their individual devices, Quizlet puts students in groups. All possible answers are divided

amongst the devices of all students participating. Think of three students with 12 possible answers ... they're divided up with four on each device, so the answer may or may not be on your device. Teams race to get all answers correct in a row to win.

4. Gimkit

Gimkit (gimkit.com) is like Quizizz with power-ups. In Quizizz, students collect points cumulatively throughout the game. In Gimkit, students use their points to buy powerups in the store. Power-ups let students earn more points per question, get additional points when they hit a streak, and even lose less points when incorrect.

5. Baamboozle

Baamboozle is a good option both for in class use and remote learning as well as homework. Since students can access it from their own devices, it's possible to game and learn from almost anywhere. Baamboozle is a fun game to play with our class as a bell ringer, check in, or review lesson. Play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. It is simple to set up.

6. Factile

Factile lets you create or play jeopardy-style quiz games for our classroom. A Jeopardy game maker is an online application with which you create your own Jeopardy-style games using your questions and answers, or you select from pre-made Jeopardy-style games. Factile is the leading online Jeopardy game maker for classroom topic reviews. With Factile, you can customize the categories, the

number of questions, the scoring, the game play options, and the design of the game board. And then you can play as teams or as individuals, you can play in the classroom or hybrid, and unique to Factive, you can play in Buzzer Mode.

7. Quizalize

Quizalize is an AI tool for formative assessment that provides a fun and engaging way for teachers to collect real-time data on student progress and easily differentiate learning. It is a platform that implements impactful gamification in the classroom without compromising academic integrity. Quizalize is another quiz-based website. Teachers can create quizzes with multiple- or two-choice question sets or single-word responses.

8. Wordwall.

Wordwall is a free online tool for creating learning activities. With it, teachers can enter the topic that they would like to cover in class into the Wordwall and receive a variety of ready-made, fully customisable activities such as quizzes, word games, maze chases, and much more. Users also can create their own activities from scratch. Moreover, most activities on Wordwall can be used in both interactive and printable formats. With Wordwall we can make custom activities like quizzes, match ups, word games and more for our classroom. Wordwall activities can also be printed out directly or downloaded as a PDF file. The printables can be used along with the interactive or as stand-alone activities.

Besides these strategies, this study actually slowly shows that teaching tenses for EFL students are seemingly a bit of stubbornness. In other words, tenses should be familiarized with the various approaches. For instance,

teachers prepare an explicit fashion by giving students rules and exercises, but at the same time, they teach grammar implicitly as well (Celce-Murcia & Larsen-Freeman, 1999). In line with this, the coincident portrait also ensues such as tit for tat of the use of deductive and inductive strategy engaged for the sake of favoring students' motivation to tenses. Arifin (2016) provided some conclusions of investigating the methods employed in teaching tenses. One of them is both deductive and inductive can facilitate students to learn grammar especially tenses. Inductive approaches are commonly found in course books, and form part of a general strategy to engage learners in what they learn. For example, learners listen to a conversation that includes examples of the use of the third conditional. The teacher checks that the students understand the meaning of its use through checking learners' comprehension of the listening text, and only after this focuses on the form, using the examples from the text to elicit rules about the form, its use and its pronunciation. In other words, an inductive approach in teaching language starts with examples and asks learners to find rules. Conversely, deductive approach starts by giving learners rules, then examples, then practice.

In addition, the use of problems solving is able to included and implemented to teach tenses. Tambunsaribu (2022) recently had demonstrated the implementation of metacognitive strategy employed, in which the study presumably discloses the predisposition of increasing students' understanding by learning from the problems made. According to Oxford (2003), metacognitive strategies are employed for managing the learning process overall. This includes identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy.

Even, metacognitive strategies are considered as the strong predictors of L2 proficiency.

Concurrently, Sholehah & Supeno (2022) pointed out the utilizing of error recognition as the teaching strategy to improve students' ability in tenses as well. The use of error recognition as a technique in lean teaching in this study has several advantages. Error recognition in teaching and learning can be meaningful. It can be self-regulated learning. Students can do important work. Error recognition techniques in the teaching-learning process allow students to collaborate. Students can think critically and creatively. Students can reach high standards of achievement. Authentic assessment is possible. Teachers can relate lesson material to real-life situations. Their experiences motivate them to achieve high academic standards, complete authentic assessment tasks, and accept the advice of their instructors. Language learning can be better and more interesting if teachers implement their own rules using the best methods to help students use language. Error recognition techniques in teaching and learning can help teachers engage students in critical thinking. They can also give students opportunities to use language in oral and non-verbal ways. In the implementation, teachers are considered facilitators, organizers of the teaching, learning, and assessment process, role models, learning mentors, content experts, and knowledge distributors. Activities that can be implemented in error recognition techniques include problem-solving tasks.

SCENARIO OF EVENTS AS A STRATEGY IN TEACHING

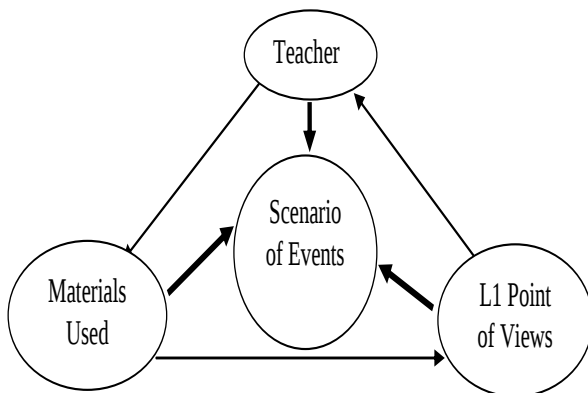
Concerning drawing students' attention to some specific grammatical form, teaching grammar implicates any instructional technique (Ellis, 2006). In the context of the EFL classroom, the atmosphere can be possibly discrete. Students may be able to do rules such as verb conjugations and grammatical structures and exercises in the formal instruction based on the textbooks, yet in turn tenses cannot firmly be employed in the real implementations both orally and in writing or to decide which tense should be engaged. This is due to cultures and habits in tenses are not available in the target language. It can be simply concluded that the problem in this regard generates from the processing transfer of second or foreign language to the target language. Moreover, in the case of second language found by many researchers through empirical studies, students having low level constantly rely on the mother tongue (Coder, 1983). Language transfer can be defined as "the impact has caused by the similarities and differences between the target language and any other language which has been acquired" (Lado, 1994, p. 125). In this regard, the source language (mother tongue /first language/L1) is not positioned as the distraction to students to deal with the second or foreign language (target language). In contrast, L1 transfer is employed to promote students' achievement of language learning. In other words, with respect to teaching tenses in EFL context, L1 transfer is utilized as the pedagogical implication.

The scenario of events actually pervade habits, activities, and cultures from the L1 perspective familiarized with the EFL students engaged to bridge them to gain an understanding of the tenses usage. This actually adapts the

principles of competing strategies or language transfer in order to prompt the increase of students' understanding to the target language. The scenario of events in this respect is more likely to the cognitive functions. In students' cognitive learning processes, some primary factors are salient to echo in their language learning success. They overwhelm meaningful learning, teacher's methods, teaching materials, language teachers, classroom atmosphere, language culture, and others (Brown, 2000).

In terms of favoring students' understanding in the use of tenses, scenario of events employed in teaching plays collaborations among the role of the teacher (Arends, 2004; Harmer, 1998; Harmer, 2001), materials-selected (Rubin, 1994; Brown, 2007; Grossman & Thompson, 2008; Cunningsworth, 1995; Harmer, 2003; McGrath, 2006), and the first language habits or students' cultural background (Lazar, 2009; Byram & Grundy 2002; Gay, 2000). The cyclical collaborations among the role of the teacher, teaching materials, and L1 point of views are the teacher provides the teaching materials, in which the selected materials have been designed by taking into account L1 processing of the students. In this respect, understandable habits by EFL students are incorporated by the teacher into the teaching process. In short, figure 1 displays the relationships among the role of the teacher, teaching materials, and L1 point of views constructed for the sake of forming the scenario of events engaged in teaching tenses.

Figure 1. The Collaborations that construct the scenario of events used to teach tenses



Predominantly the Syllabi of general English subjects that available for tertiary level EFL students at the most universities in Indonesia encompass at least 12 (twelve) tenses. Azar (2002, p. 6-7) flaunts the summary chart of tenses including simple present, present progressive (continues), simple past, past progressive, simple future, future progressive, present perfect, present perfect progressive, past perfect, past perfect progressive, future perfect, and future perfect progressive (see also Celce-Murcia & Larsen-Freeman, 1999, p. 110). In learning tenses, appropriate ways provided by teachers are entailed by students in order to escape from the wrong ways when compiling and applying tenses (Witchukriangkai, 2011; Wang, 2012). Hence, it is believed that the processing involving L1 point of views integrated into the scenario of events can motivate EFL students having tenses usage comprehension, due to profound differences of tenses between the source (Indonesian language) and the target language (English as a foreign language). Hereinafter, in the classroom activities, the teaching of tenses for every topic or tense provided to students are conducted by conveying some events, stories or activities designed to be a scenario

illustrating real lives (regular or permanent activities or events) based on the context of L1 perspectives or habits. Those are delivered in Indonesian language. In other words, EFL students at first are acquainted with the meaning, what actually a tense is, and how to use it by understanding from illustrated stories, cases or activities than dealing with grammatical rules. It means that they engage L1 situations, habits, conditions or activities to be converted into tenses structures, cultures or activities in order that tenses are lenient to decipher. Thus, this study ultimately postulates whether the use of scenario of events improves the understanding of tenses towards the EFL students in teaching?

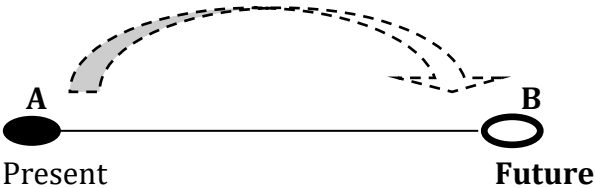
The cyclical collaborations engaged to favor scenario of events centered at the role of the teacher, particularly compiling pictures of events reflecting to situations leading to tenses to be more understandable. The events provided by the teacher immensely depict the tenses. In other words, understanding the tense via events, in which in what situation the tense used, is more prominent to do prior to understanding the structures. For example, to understand the activities like *Alisa has lived in Jakarta for ten years* (present perfect tense), and *Alisa had lived in Jakarta for ten years before she moved to Makassar* (past perfect tense) needs pictures of events to decipher the periods of time between present and past.

With respect to the strategy engaged motivate EFL Indonesian students understanding English tenses integrated in teaching, the following tables are event scenarios created to describe the basic principles of time of occurrence of tenses to give students prior knowledge regarding tenses in English.

Table 1. the Scenario of Present

The sequence of Events	Types of Tenses (A)
A  Present Kita berada di kehidupan saat ini (A). Berbagai aktivitas atau kegiatan dilakukan di waktu sekarang seperti belajar, makan, menonton, berlari dan lain-lain. Berbagai kejadian atau peristiwa juga terjadi saat ini baik yang terjadi secara alami ataupun yang disengaja untuk dilakukan. Misalnya, berangkat kerja hari ini, sedang belajar, matahari terbit, baru saja menyaksikan pertandingan sepak bola, Tim Voli putrid menjuarai pertandingan, dan sebagainya. Aktivitas atau kejadian pada waktu ini dimulai saat ini dan berakhir pada saat ini juga. (We are in the present life (A). Various activities or activities are carried out at this time such as studying, eating, watching, running and so on. Various incidents or occurrences are also occurring at this time, whether they occur naturally or are deliberately carried out. For example, going to work today, studying, the sun is rising, just watched a soccer match, the women's volleyball team wins the match, and so on. Activities or events at this time start now and end now).	1. Present tense 2. Present continues tense 3. Present perfect tense 4. Present perfect continues tense

Table 2. the Scenario of Future

The sequence of Events	Types of Tenses (B)
 A B PresentFuture	
Di kehidupan saat ini (A), kita barangkali memiliki keinginan atau kegiatan atau aktivitas yang akan terlaksana atau direncanakan akan dilakukan. Kejadian atau aktivitas tersebut direncanakan atau akan dilakukan pada periode mendatang (B) apakah besok, dua hari kemudian, minggu depan, hari sabtu yang akan datang, bulan depan, atau mungkin tahun tahun depan. Pada saat seseorang berbicara (A), periode waktunya adalah saat ini atau sekarang ini (present). Sedangkan, kejadian yang dibicarakan atau direncanakan tersebut (B) adalah periode waktu mendatang (future), dan kejadian atau aktivitas tersebut belum terjadi. Jika terjadi terjadi nantinya akan menjadi masa sekarang, dan jika telah terjadi atau dilakukan akan menjadi masa lalu. (In today's life (A), we may have desire or activities that will be carried out or are planned to be carried out. The event or activity is planned or will be	5. Future tense 6. Future continues tense 7. Future perfect tense 8. Future perfect continues tense

carried out in the future (B) whether tomorrow, two days later, next week, next Saturday, next month, or perhaps next year. When someone speaks (A), the time is at the present time or now (present). Meanwhile, the event discussed or planned (B) is in the future time period (future), and the event or activity has not yet occurred. If it happens it will become the present, and if it has happened or been done it will become the past).	
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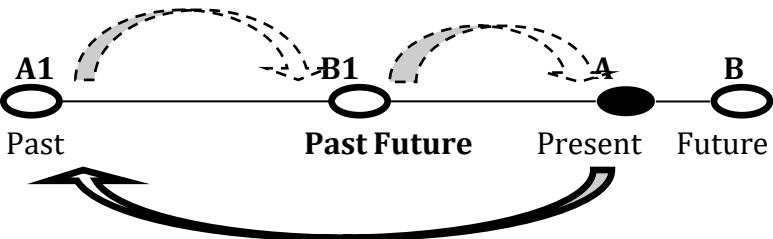
Table 3. The Scenario of Past

The sequence of Events	Types of Tenses (A1)
Sekarang kita berada di kehidupan saat ini (A). Tetapi, sebelumnya kita telah melewati beberapa kejadian atau beberapa aktivitas telah kita lakukan (A1). Kejadian atau aktivitas tersebut mungkin saja terjadi atau dilakukan tadi malam, 2 (dua) jam yang lalu, pada hari Sabtu yang lalu, minggu lalu, kemarin, bulan lalu, 3 (tiga) bulan yang lalu atau bahkan dilakukan tahun yang lalu. Semua kejadian atau aktivitas	9. Past tense 10. Past continues tense 11. Past perfect tense 12. Past perfect continues tense

tersebut saat ini tidak bisa dilihat secara fisik lagi. Akan tetapi, kejadian atau aktivitas tersebut masih tersimpan dalam ingatan kita sebagian mungkin menjadi kenangan, yang hanya bisa kita ceritakan apa, bagaimana atau kapan kejadian atau aktivitas itu terjadi. Kejadian atau aktivitas pada A1 ada kejadian atau aktivitas yang benar-benar terjadi atau dilakukan.

(Now we are in the present life (A). However, previously we have gone through several events or we have carried out several activities (A1). The incidents or activities may have occurred or been carried out last night, 2 (two) hours ago, last Saturday, last week, yesterday, last month, 3 (three) months ago or even occurred a year ago. Currently, all these events or activities cannot be seen physically anymore. However, these events or activities are still stored in our memories, some of which may become memories, of which we can only tell what, how or when the event or activity occurred. Events or activities in A1 are events or activities that actually happened or were carried out).

Table 4. the Scenario of Past Future

The sequence of Events	Types of Tenses (A1)
	
Ketika kita berada di kehidupan yang lalu (A1), beberapa kejadian atau aktivitas direncanakan hendak dilakukan. Namun, sampai tiba waktunya (A), kejadian atau aktivitas yang direncanakan tersebut tidak dilakukan atau tidak terjadi (B1). Bahkan, pada saat kita sudah tiba di kehidupan saat ini (A) pun kejadian atau aktivitas tersebut tidak benar-benar terjadi atau dilakukan. Dengan kata lain, kejadian atau aktivitas tersebut belum sempat menjadi masa lalu berupa peristiwa fisik, tetapi hanya berupa harapan dalam bentuk kata-kata. Misalnya, pada bulan Februari 2023 (A1), Salsa, menghubungi sahabatnya, Faldi, yang ada di kota Makassar bahwa libur semester ganjil nanti tepatnya bulan Juli tahun 2023 (B1), Ia akan berangkat ke Makassar untuk liburan dan sekaligus reuni dengan Faldi dan	13. Past future tense 14. Past future continues tense 15. Past future perfect tense 16. Past future perfect continues tense

teman-teman yang lainnya. Bulan Juli pun tiba, waktu berlalu. Bahkan, hingga selesai perkuliahan di semester ganjil di tahun 2023 Salsa pun tak kunjung datang ke Makassar. Salsa membatalkan untuk berangkat ke Makassar, karena harus menemani Ibunya di Rumah Sakit. Saat ini sudah berada di tahun 2024 (A). Salsa tidak sengaja mengakses Facebook dan melihat foto-foto kejadian atau aktivitas reuni pada bulan Juli tahun 2023 lalu, Ia berkata “seandainya saya berangkat ke Makassar bulan Juli lalu, saya akan bertemu dengan teman-teman di acara reuni ini” (B1). Salsa pun berharap sambil berkata “pokoknya, reuni berikutnya saya harus hadir” (B).

(When we were in the past life (A1), several events or activities were planned to be carried out. However, until the time arrives (A), the planned event or activity is not carried out or does not occur (B1). In fact, when we arrive in the current life (A) these events or activities do not actually happen or are carried out. In other words, the event or activity has not yet become the past in the form of a physical event, but is only a hope in the form of words. For example, in February 2023 (A1), Salsa, contacted her friend, Faldi, who was in the city of Makassar that the odd semester holiday would be in July 2023 (B1), she would go to Makassar for a holiday and

at the same time a reunion with Faldi and the other friends. July has arrived, time flies. In fact, until he finished studying in the odd semester in 2023, Salsa never came to Makassar. Salsa canceled going to Makassar, because she had to accompany her mother to the hospital. Currently it is 2024 (A). Salsa accidentally accesses Facebook and sees photos of reunion events or activities in July 2023, she says "if I had gone to Makassar last July, I would have met my friends at this reunion event" (B1). Salsa is hopeful while saying "anyway, I have to attend the next reunion" (B).	
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Actually, scenario of events created plays a role in providing a perception or image of an event to bridge the differences in the concept of time or event between Indonesian and English. This is to facilitate students understanding a tense. Apart from that, the scenario of events is engaged to clarify the differences in time between tenses, for example the activities that have been carried out (perfect) and the activities that are still ongoing (perfect continues). The difficulty in understanding these two concepts of time in tenses can be made easier to understand by using the scenario of events. For instance, past perfect events in the sentence: *Yesterday, Vina had studied English for two hours before Nisa came*, and past perfect continues tense in the sentence: *Yesterday, Vina had been studying English for two hours before Nisa came*. To understand the discrepancy between these two sentences, the following scenario of events is created.

PAST PERFECT	USING SCENARIO OF EVENTS
<i>Yesterday, Vina had studied English for two hours before Nisa came.</i>	A: Kemarin itu ada kejadian apa bu? B: Kamu tahu Vina, kan? Anak Ibu yang nomor 2. Nah, kemarin, di rumah, kebetulan Vina itu lagi belajar Bahasa Inggris. Ia mau meningkatkan kemampuan berbicara Bahasa Inggris. Makanya, hampir setiap hari Vina latihan SPEAKING di rumah. Seingat Ibu, Vina Belajarnya mulai pukul 4 sore. A: Berapa lama Vina belajarnya bu, kemarin? B: Vina belajarnya selama 2 jam. Nah, setelah 2 jam Vina langsung bantu Ibu di dapur. Jadi, selama 2 jam belajar Vina itu tidak mau diganggu. Pokoknya siapa pun yang datang, Vina tetap fokus belajar. Ia benar-benar tidak mau diganggu. Nah, tepat setelah Vina selesai belajar, temannya datang, si Nisa. A: Kejadiannya yang mana lebih dulu terjadi, bu? B: Jadi, kejadian yang lebih dulu terjadi itu Vina belajar. Vina belajar selama 2 jam. Setelah belajar, Ia langsung ke dapur membantu Ibu. Kebetulan, Ibu lagi mau membuat salad buah kesukaan Vina. Tepat setelah Vina keluar kamar menuju dapur, Nisa datang ke rumah. Jadi, Vina ke ruang depan dulu membuka pintu buat Nisa. Kemudian, Vina dan Nisa keduanya langsung ke dapur bantu Ibu menyiapkan salad buanya. A: Saya mengerti sekarang, bu. Kemarin kan ada 2 (dua) kejadian. Pertama, Vina belajar Bahasa Inggris selama 2 jam.

	Kedua, Nisa, temannya Vina datang ke rumah. Jadi, kejadian yang pertama itu yang disebut kalimat Past Perfect Tense, ya bu? B: Benar sekali. Tapi, ingat ya. Saat kejadian kedua terjadi, yaitu Nisa datang ke rumah. Kejadian pertama sudah selesai dilakukan.
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PAST PERFECT CONTINUES TENSE	USING SCENARIO OF EVENTS
<i>Yesterday, Vina had been studying English for two hours before Nisa came.</i>	A: Kemarin itu ada kejadian apa bu? B: Kamu tahu Vina, kan? Anak Ibu yang nomor 2. Nah, kemarin, di rumah, kebetulan Vina itu lagi belajar Bahasa Inggris. Ia mau meningkatkan kemampuan berbicara Bahasa Inggris. Makanya, hampir setiap hari Vina latihan SPEAKING di rumah. Seingat Ibu, Vina Belajarnya mulai pukul 4 sore. A: Berapa lama Vina belajarnya bu, kemarin? B: biasanya Vina belajarnya selama 2 jam. Nah, setelah 2 jam Vina rencananya mau bantu Ibu di dapur. Vina itu kalau lagi belajar tidak mau diganggu. Pokoknya siapa pun yang datang, Vina tetap fokus belajar sampai jam belajarnya selesai. Ia benar-benar tidak mau diganggu. Tapi, kemarin, saat Vina lagi tengah belajar, ternyata temannya Vina datang, si Nisa. A: Maksud ibu pada saat Nisa datang, Vina belum selesai belajar ya? B: Iya benar. Jadi, saat Vina sudah

	belajar hingga 2 jam Ia masih tetap terus belajar. Tidak tahu kenapa, mungkin ada yang Ia ingin sedikit perdalam. Kemudian, pukul 6 sore Nisa datang. Tapi, Vina masih tetap melanjutkan belajarnya. Ia masih tetap terus belajar hingga pukul 6.30 sore hari. Sedangkan Nisa datang ke rumah pukul 6 sore. Setelah itu, mereka langsung ke dapur membantu Ibu. Kebetulan, Ibu lagi membuat salad buah kesukaan Vina. A: Saya mengerti sekarang, bu. Kemarin kan ada 2 (dua) kejadian. Pertama, Vina belajar Bahasa Inggris selama 2 jam. Kedua, Nisa, temannya Vina datang ke rumah. Jadi, kejadian yang pertama itu yang disebut kalimat Past Perfect Continues Tense, ya bu? B: Benar. Akan tetapi, yang perlu diingat. Saat kejadian kedua terjadi, dalam hal ini Nisa datang, kejadian pertama itu belum selesai dan masih terus berlanjut. Jadi, saat Nisa datang ke rumah pukul 6 sore, Vina masih tetap belajar. Yang berarti bahwa, <i>Past Perfect Tense</i> itu kejadian yang lebih dulu terjadi masih terus berlanjut sebelum kejadian lain terjadi.
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THE USE OF THE STRATEGY IN TEACHING

This activity was conducted to postulate the implication of teaching tenses for EFL students at the classroom. It aimed at exposing the students' understanding of English tenses usage. How did the use of scenario of events integrate into teaching and learning for EFL students to improve the understanding of tenses? The first classroom activities were carried out for six meetings. In the planning phase, teaching materials engaged and integrated into the sequences of classroom activities was constructed. These materials were concerned with the problems emerged when evaluating the students by filling out the sheet in which they submit their complaints regarding the use of English tenses that immensely perceived. The problems identified were difficulty to decide when exactly tenses are used, full of formulas, matching the event between English and Indonesian such as *telah sedang* (Indonesian language) and *perfect continues* (English), and also inability to understand the concept of time within the daily activities in which tenses have 16 different events based on the time of occurrence.

The scenario of events was engineered to deal with the problems the students had. It contained the detailed descriptions of activities or incidents or events for each tense belonging to the time markers. In the second phase, the implementation was committed in the process of teaching and learning at the classroom. The topics were taught respectively based on the syllabus of lecture materials namely groups of present, past and future. In the observation phase, field notes were undertaken to discern the students' understanding with respect to the use of tenses, whether the students conceive or not based on the

particular events what tenses should be engaged. This was conducted for whole meetings in the teaching process in which each meeting involved two kinds of tenses. In the reflection phase, the class was given tests or questions to delve how the students can highlight which tenses to employ in accordance with their detailed descriptions of activities or events provided in conjunction with the tenses themselves. The tenses teaching materials prepared amounted to 12 events that include present tense, present continues tense, present perfect tense, present perfect continues tense, past tense, past continues tense, past perfect tense, past perfect continues tense, future tense, future continues tense, future perfect tense, and future perfect continues tense.

Hereafter, the second activities were committed for six meetings. In the planning phase, the revised plan was conferred as the reflection on the first classroom activities. In this regard, the scenario of events was compiled more detailed reflecting the time or when the events ensued, and ended up by supplementing the case examples portraying life activities-related for each tense. In this stage, the understanding of tenses was based on when the events or activities ensued by using the illustrations. In other words, the students elicited an understanding of the engage of tenses emanated from the simulations of events, in which each tense was adhered by a long description of event belonging to the case examples. In the implementation phase, the students involved in the second classroom activities were the same ones as in the first. The revised materials were dealt with integrating into the process of teaching and learning at the classroom after mid-term evaluation. In this phase, the observation absolutely was carried out, in which it was made concurrently with the implementation activities. This functions to find out whether the implementation of the classroom action was appropriate with the revised plan.

How does the use of scenario of events improve the understanding of tenses towards the EFL students in teaching and learning?

In Indonesian cases, thus, undoubtedly, the scenario of events engaged functions as the selected materials initially designed in order to favor the students holding awareness to understand tenses. This study emphasized that the selected or designed materials are able to deal with tenses in EFL setting. The materials engaged were using science approach such as mathematic English (Shofiyuddin & Andriyani, 2019), cooperative such as peer teaching, and relationship between students and teacher (Megawati, 2019; Sumardi, 2021), interactive multimedia or android based (Purwanto et al., 2022). It can be seen that tenses cannot be consumed immediately. This is due to the differences in the concept of time that is not known in the EFL context. In line with this, the scholarly studies also showed that even some amused strategies were employed to deal with tenses, for example, the engagement of game (Handoko, 2018), comic (Rachminingsih & Hanif, 2020; Wijayanto et al., 2020), teaching using video (Unsiyah et al., 2016), and song (Melalolin et al., 2020). With respect to the use of the selected or designed materials in this regard, using scenario of events in teaching for the sake of favoring the students possess the understanding of tenses, there at least three potential components contained therein that have been experienced by the students during classroom activities. They are authentication, visualization, and motivation.

This study denotes that scenario of events used represents the authenticity of awareness and understanding towards tenses based on the EFL point of view. In the context of EFL, tenses are difficult to dilute and apply to Indonesian language, both in writing and in communication. This is due

to the pattern and structure of tenses is different from Indonesian. One of them is the application of 12 or 16 events based on time information. Thus, the presence of the scenario of events really provides an equivalent for parsing 12 or 16 events in tenses that can be easily fluidized and understood in the Indonesian context. Based on the circulation from the students in the reflection of the first classroom activities, it was obtained a number of students' perceptions. Almost all tenses are considered profound to deal with them in that tenses try to capture the time in verbs. In fact, not only time, but also different time frames or concepts. There are at least three prominent obstacles perceived by the students to deal with. They are time concept, verbs, and naming of tenses such as future perfect continues which is not so familiar with them.

By integrating scenario of events as the designed materials incorporated into the teaching activity, actually it is capable of eradicating those three inhibitions abovementioned. This is due to the scenario of events cope them with providing equivalent in the form of activities or events contrived as the substitution of time concepts, in which they are not located in Indonesian. However, the scenario of events can be regarded as the authentic materials in that having a similarity that is utilizing real world problems to be explored in ways that are relevant to students. In line with this, materials and activities in authentic learning are designed to imitate the real situations (Herod, 2002). Even, authentic materials are more active, interesting, and stimulating (Lee, 1995; Peacock, 1997; Shei, 2001). The overall of scenario of events designed and engaged are the pictures of real situations. Concerning authentic materials, the authenticity contained within the scenario of events functions to prepare the students' understanding through real world situations in terms of Indonesian perspective in order to understand sorts of

tenses' events. On the other hand, scenario of events is employed to bridge the understanding towards events in tenses by using events in Indonesia, in which those authentically are generated from the pictures of real situations what the EFL students are familiar with.

This study also exhibits that scenario of events implemented overwhelms visual illustrations. Furthermore, this is steadily so-called as a part of contextual works leading the students to acquire real pictures of activities or events. Indirectly, the students understanding tenses using scenario of events have a visualization (imagining something) concerning activities associating with when tenses should be engaged. They coped with the lacuna of the time concept that was not owned by Indonesian language, in which the concept of time had no impact on changing verbs. For instance, in Indoneisian language: *kami berbicara dengannya hari ini*, *kami berbicara dengannya kemarin*, and *kami berbicara dengannya besok*. However, this regard is certainly different from English language having changes in verbs based on time needs. Those sentences abovementioned in English language are respectively *we talk to him today*, *we talked to him yesterday*, and *we will talk to him tomorrow*. The situation then displays that the word *berbicara* means *talk* (present), *talked* (past), and *will talk* (future) as in English, in which this shows that the times such as *today* (hari ini), *yesterday* (kemarin), and *tomorrow* (besok) as in Indonesian language do not impact on the verb of *berbicara*. This keeps with the empirical study found that the problems of tenses were derived from the differences of structure between in English and in Indonesian language (Dini at al., 2021).

Moreover, in most cases, the problems faced with respect to the use of tenses, perceived by the students in the implementation phase in cycle 1 as well, were inability to understand English material regarding tenses (Rusdin,



2022), inability to distinguish verb changes (Handayani et al., 2022), and difficulty in applying tenses in a real context (Listia & Febriyanti, 2020). From this, it can be seen that the visualization element within the scenario of events as in the planning phase particularly in cycle 2 stabilizes the discrepancy of the time concept from both languages. Ultimately, the students in this respect possess the understanding of what a particular tense should be engaged. By all means, this situation eradicates problems encountered regarding using tenses.

In addition, by visualization the students will arrive at an understanding in which when a particular situation or activity comes, it needs a certain tense. For example, the past perfect tense. By using scenario of events the students understand that when there are two activities happening in the past, then the one that ensued first is the past perfect tense. In other words, the activity carried out before something else happened in the past. This regard is due to the visualization has assisted to relate the materials taught at the classroom to real world situations. In fact, the visualization empowering contextual works had been involved in teaching grammar especially tenses (Syafryadin, 2021), and it also increased students' conceptual understanding of grammatical items, and classroom atmosphere (Jumrah & Azizah, 2021).

Even, the well-established relationship between visual strategies involving such as written text, pictures, chart, video, and other visual things and teaching and learning activities in the EFL context had provided a lot of empirical evidence to deal with the grammar or tenses (Milati, 2021; Krisbiantoro, 2020). From what obtained in the results as in the implementation phase, it can be regarded that the visualization element contained in the scenario of events is what favors the students to possess an understanding of using tenses. The visualization formed is a

manifestation of the good relationship between the students and the teacher. This seems that the role of the teacher initiating the classroom interactions leading to acquire the visualization to bridge the students having the competence to understand tenses ultimately is unquestionable. Even, more than that, the teachers' role in the classroom interactions can promote communicative and strategic competencies of the students (Nourdad & Hosseini, 2022).

This study also elicits that scenario of activities designed were able to arouse the students hold predispositions to motivate themselves in learning. It means that the students' will and enthusiasm contributed on the achievements. For instance, in the results of cycle 2, the materials immensely generated the students' improvement towards the understanding of tenses such as present perfect tense, past perfect tense, and future perfect tense as well. This is in consonance with the previous studies highlighting the relationship between motivation and tenses, for example, past tense and self-motivation (Romansyah, 2021), learning motivation and present tense (Nindiya et al., 2022). Moreover, in general the other scholarly evidence also showed that students' motivation correlated with learning grammar (Qomariyah, 2019). Furthermore, scenario of events provided as in cycle 1 and 2 in the planning actually was engineered as the instructional strategy. This is so-called as the method implemented in the teaching process too. This is due to the method by which the students are taught can predispose towards the students' motivation in learning (Harmer, 2001). Circumstantially, the scenario of events engaged as a means of teaching strategy motivates the students to understand when truly a tense should be used, regardless of memorization of the formulas.

The study has revealed that the sequences of activities or events illustrated or storied by using Indonesian versions (L1 perspectives) can be used as a strategy in teaching English tenses including present tense, present continues (progressive) tense, present perfect tense, present perfect continues (progressive) tense, past tense, past continues (progressive) tense, past perfect tense, past perfect continues (progressive) tense, future tense, future continues (progressive) tense, future perfect tense, and future perfect continues (progressive) tense as well in the case of EFL students. The study assumes that teaching English tenses for EFL students is more challenging due to considering certain factors out of the ordinary as using formal approaches in general, which indicates that the teaching tenses for EFL students is endemic.

In other words, the classroom activities may not boost them to demonstrate the tenses respectively following the flows as in the textbooks without figuring out the meaning, how to use or implement them into the real practices within Indonesian language (L1 activities). The presences of the teacher' roles, materials-related, and L1 perspectives compiled into the strategy so-called as the scenario of events in this regard show that the teaching tenses in the context of EFL necessarily embroils multi-strategy to approach it. Ultimately, the study denotes that the strategy of scenario of events exploiting the perspectives in the L1 activities (Indonesian language) employed in teaching has improved the students' understanding of the tenses usage.

Albeit this study engender rewarding insights with reference to teaching English grammar particularly tenses-related for Indonesian EFL students, which briefly enrich the pedagogical implications or strategies engaged at the classroom activities, in some regards, it constantly possesses a number of limitations. After all, this study is not yet to provide empirical evidence by which it can then be widely implemented in teaching English tenses. In other words, this study is still transferable that the strategy is merely engaged to EFL students having identical cases and situations. However, the prolific insights generated from this study have just touched on the cognitive-related as the preliminary findings. In other words, this study is still mono-research, focusing on the understanding achievement. Accordingly, subsequent studies for future improvement through profound and comprehensive studies may be conducted to delve and develop methods or strategies that can be utilized by English teachers to teach tenses for EFL students.

The following are the implications that can be postulated in teaching TENSES for Indonesian EFL students. The main notion in this respect is how to make students understand when tenses should be used rather than emphasizing memorizing formulas. Noted that, the scenario of events designed to deal with the tenses can be different among the teachers, but still have the same understanding goal.

In the classroom activities:

I. Teaching the Concepts of Tenses

The teacher designed the basic concepts of tenses formation using the scenario approach as the strategy, then given to the students in order to address the tenses globally before

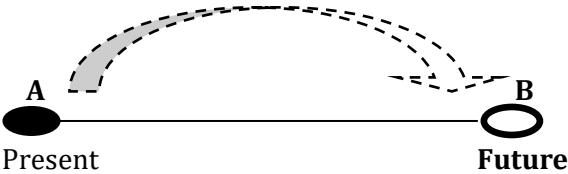
going to each of the 12 tenses. This understanding used the perspective in Indonesian language habits. With respect to the strategy engaged, the following tables are event scenarios created to describe the basic principles of time of occurrence of tenses to give students prior knowledge regarding tenses in English.

Table 1. the Scenario of Present

The sequence of Events	Types of Tenses (A)
A  Present Kita berada di kehidupan saat ini (A). Berbagai aktivitas atau kegiatan dilakukan di waktu sekarang seperti belajar, makan, menonton, berlari dan lain-lain. Berbagai kejadian atau peristiwa juga terjadi saat ini baik yang terjadi secara alami ataupun yang disengaja untuk dilakukan. Misalnya, berangkat kerja hari ini, sedang belajar, matahari terbit, baru saja menyaksikan pertandingan sepak bola, Tim Voli putrid menjuarai pertandingan, dan sebagainya. Aktivitas atau kejadian pada waktu ini dimulai saat ini dan berakhir pada saat ini juga. (We are in the present life (A). Various activities or activities are carried out at this time such as studying, eating, watching, running and so on. Various incidents or occurrences are also	The tenses include: 1. Present tense 2. Present continues tense 3. Present perfect tense 4. Present perfect continues tense

occurring at this time, whether they occur naturally or are deliberately carried out. For example, going to work today, studying, the sun is rising, just watched a soccer match, the women's volleyball team wins the match, and so on. Activities or events at this time start now and end now).	
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Table 2. the Scenario of Future

The sequence of Events	Types of Tenses (B)
	
Di kehidupan saat ini (A), kita barangkali memiliki keinginan atau kegiatan atau aktivitas yang akan terlaksana atau direncanakan akan dilakukan. Kejadian atau aktivitas tersebut direncanakan atau akan dilakukan pada periode mendatang (B) apakah besok, dua hari kemudian, minggu depan, hari sabtu yang akan datang, bulan depan, atau mungkin tahun tahun depan. Pada saat seseorang berbicara (A), periode waktunya adalah saat ini atau sekarang ini (present). Sedangkan, kejadian yang dibicarakan atau direncanakan tersebut (B) adalah periode waktu mendatang (future), dan kejadian atau aktivitas tersebut belum terjadi. Jika	The tenses include: 1. Future tense 2. Future continues tense 3. Future perfect tense 4. Future perfect continues tense

terjadi terjadi nantinya akan menjadi masa sekarang, dan jika telah terjadi atau dilakukan akan menjadi masa lalu.

(In today's life (A), we may have desire or activities that will be carried out or are planned to be carried out. The event or activity is planned or will be carried out in the future (B) whether tomorrow, two days later, next week, next Saturday, next month, or perhaps next year. When someone speaks (A), the time is at the present time or now (present). Meanwhile, the event discussed or planned (B) is in the future time period (future), and the event or activity has not yet occurred. If it happens it will become the present, and if it has happened or been done it will become the past).

Table 3. The Scenario of Past

The sequence of Events	Types of Tenses (A1)
Sekarang kita berada di kehidupan saat ini (A). Tetapi, sebelumnya kita telah melewati beberapa kejadian atau beberapa aktivitas telah kita lakukan (A1). Kejadian atau aktivitas tersebut mungkin saja terjadi atau dilakukan tadi malam, 2 (dua) jam yang lalu, pada hari Sabtu yang lalu, minggu lalu, kemarin, bulan lalu, 3 (tiga) bulan yang lalu atau bahkan dilakukan tahun yang lalu. Semua kejadian atau aktivitas tersebut saat ini tidak bisa dilihat secara fisik lagi. Akan tetapi, kejadian atau aktivitas tersebut masih tersimpan dalam ingatan kita sebagian mungkin menjadi kenangan, yang hanya bisa kita ceritakan apa, bagaimana atau kapan kejadian atau aktivitas itu terjadi. Kejadian atau aktivitas pada A1 ada kejadian atau aktivitas yang benar-benar terjadi atau dilakukan. (Now we are in the present life (A). However, previously we have gone through several events or we have carried out several activities (A1). The incidents or activities may have occurred or been carried out last	The tenses include: 1. Past tense 2. Past continues tense 3. Past perfect tense 4. Past perfect continues tense

night, 2 (two) hours ago, last Saturday, last week, yesterday, last month, 3 (three) months ago or even occurred a year ago. Currently, all these events or activities cannot be seen physically anymore. However, these events or activities are still stored in our memories, some of which may become memories, of which we can only tell what, how or when the event or activity occurred. Events or activities in A1 are events or activities that actually happened or were carried out).	
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Table 4. the Scenario of Past Future

The sequence of Events	Types of Tenses (A1)
Ketika kita berada di kehidupan yang lalu (A1), beberapa kejadian atau aktivitas direncanakan hendak dilakukan. Namun, sampai tiba waktunya (A), kejadian atau aktivitas yang direncanakan tersebut tidak dilakukan atau tidak terjadi (B1). Bahkan, pada saat kita sudah tiba di kehidupan saat ini (A) pun kejadian atau aktivitas tersebut tidak benar-	The tenses include: 1. Past future tense 2. Past future continues tense 3. Past future perfect tense 4. Past future perfect continues tense

benar terjadi atau dilakukan. Dengan kata lain, kejadian atau aktivitas tersebut belum sempat menjadi masa lalu berupa peristiwa fisik, tetapi hanya berupa harapan dalam bentuk kata-kata. Misalnya, pada bulan Februari 2023 (A1), Salsa, menghubungi sahabatnya, Faldi, yang ada di kota Makassar bahwa libur semester ganjil nanti tepatnya bulan Juli tahun 2023 (B1), Ia akan berangkat ke Makassar untuk liburan dan sekaligus reuni dengan Faldi dan teman-teman yang lainnya. Bulan Juli pun tiba, waktu berlalu. Bahkan, hingga selesai perkuliahan di semester ganjil di tahun 2023 Salsa pun tak kunjung datang ke Makassar. Salsa membatalkan untuk berangkat ke Makassar, karena harus menemani Ibunya di Rumah Sakit. Saat ini sudah berada di tahun 2024 (A). Salsa tidak sengaja mengakses Facebook dan melihat foto-foto kejadian atau aktivitas reuni pada bulan Juli tahun 2023 lalu, Ia berkata “seandainya saya berangkat ke Makassar bulan Juli lalu, saya akan bertemu dengan teman-teman di acara reuni ini” (B1). Salsa pun berharap sambil berkata “pokoknya, reuni berikutnya saya harus hadir” (B).

(When we were in the past life (A1), several events or activities were planned to be carried out. However, until the time arrives (A), the planned event or activity is not carried out or

does not occur (B1). In fact, when we arrive in the current life (A) these events or activities do not actually happen or are carried out. In other words, the event or activity has not yet become the past in the form of a physical event, but is only a hope in the form of words. For example, in February 2023 (A1), Salsa, contacted her friend, Faldi, who was in the city of Makassar that the odd semester holiday would be in July 2023 (B1), she would go to Makassar for a holiday and at the same time a reunion with Faldi and the other friends. July has arrived, time flies. In fact, until he finished studying in the odd semester in 2023, Salsa never came to Makassar. Salsa canceled going to Makassar, because she had to accompany her mother to the hospital. Currently it is 2024 (A). Salsa accidentally accesses Facebook and sees photos of reunion events or activities in July 2023, she says "if I had gone to Makassar last July, I would have met my friends at this reunion event" (B1). Salsa is hopeful while saying "anyway, I have to attend the next reunion" (B).

II. Teaching the Tenses

1. Present Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Present tense menyatakan suatu kejadian atau perbuatan sebagai kebiasaan, kegiatan yang dilakukan berulang-ulang, rutinitas. Suatu kejadian yang lazim terjadi atau kebenaran umum misalnya matahari terbit dari timur. Suatu perbuatan atau tindakan yang direncanakan dilakukan dalam waktu dekat. Suatu perbuatan yang menunjukkan sifat atau keadaan seseorang saat ini misalnya Lia berbahasa Inggris dengan lancar. Juga, suatu perbuatan yang menyatakan keadaan yang terjadi saat ini misalnya pembawa acara dalam suatu seminar, rapat atau acara penganugerahan, komentator dalam pertandingan sepak bola, balapan motor, dan acara olahraga lainnya.

Present Tense states an event or action as a habit, an activity that is carried out repeatedly, a routine. An event that commonly occurs or a general truth, for example the sun rises from the east. An act or action that is planned to be carried out in the near future. An action that shows a person's current character or condition, for example Lia speaks English fluently. Also, an action that expresses a current situation, for example a presenter at a seminar, meeting or awards ceremony, commentator at a football match, motorbike race and other sporting events.

Kami datang ke sini tanpa membawa tiket
We come here without bringing tickets

Tiara tidak mengunjungi perpustakaan
Tiara does not visit the library

Apakah kamu paham apa yang saya sampaikan?
Do you understand what I say?

Apakah Nita membeli mobil baru?
Does Nita buy a new car?

Mereka bercakap dengan cukup ramah
They speak friendly

Mereka tidak pergi ke pantai hari ini
They do not go to the beach today

Saya menonton TV setiap malam selepas belajar
I watch TV every night after studying

Dino dan Ramli selalu datang terlambat setiap senin
Dino and Ramli usually come late every Monday

Kami kadang-kadang bertemu di kampus
We sometimes meet at campus

Saya dan Ayahku selalu mengobrol setiap pagi
I and my father always talk every morning

Dani mengambil bolanya dan mengoperkan ke Putra
Dani takes the ball, and gives to Putra

Tiara datang terlambat hari ini
Tiara comes late today

Ini ulang tahunku. Vika memberiku sebuah kado
This is my birthday. Vika gives me a present.
Pemenangnya jatuh pada nomor 25
The winner goes to number 25

Lihat itu. Airnya mengalir dengan cepat.
Look at that! The water runs fast.

2. Present Continues Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Present continues tense sebagai bentuk waktu yang menyatakan suatu kejadian, peristiwa, aktifitas yang sedang berlangsung saat ini. Misalnya ibu sedang memasak atau Ia sedang menulis buku yang rencananya akan diterbitkan tahun ini.

Present continues tense is a form of time that expresses an event, occurrence, activity that is currently taking place. For example, mother is cooking or she is writing a book which is planned to be published this year.

Saya sedang belajar bahasa Inggris sekarang
I am studying English now

Tina sedang menonton TV dengan adik perempuannya
Tina is watching TV with her little sister

Mereka sedang bermain sepak bola sekarang ini
They are playing football right now

Rina dan Alif saat ini tengah menyelesaikan tugas sekolah di ruma Rina
Rina and Alif are finishing their homework at Rina's house

Siswa itu sedang tidur saat kelas berlangsung
The student is sleeping during the class

Saat ini saya tidak sedang mengerjakan proyek
Right now I am not doing my project

Tiara tidak sedang membantu ibunya di dapur
Tiara is not helping her mother in the kitchen

Kita semua tidak sedang membawa pakaian untuk persiapan dua hari

We all are not bringing dresses for two days

Vita berencana menyelesaikan gelar sarjananya tahun ini.

Makanya, ia lagi mempersiapkan laporan penelitiannya

Vita plans to be a bachelor this year. So, she is preparing her research report

Para siswa itu sedang mengunjungi museum bersama guru mereka

The students are visiting museum with their teacher

Saya lagi bahagia saat ini

I am being happy right now

Saat ini ia lagi di rumah

She is being at home

Kami sedang tertarik belajar bahasa Inggris

We are being interested in studying English

Pak Ilham sedang sibuk sekarang ini

Mr. Ilham is being busy at present

Mereka sedang di perpustakaan

They are being in the library

Terima kasih. Tapi, sekarang saya tidak sedang lapar

Thank you. But, I am not being hungry

3. Present Perfect Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Present perfect tense sebagai bentuk waktu yang menyatakan suatu tindakan, kejadian, aktifitas yang baru saja terjadi atau sudah terjadi atau sudah dilakukan. Misalnya, "sudah makan?" "sudah belajar?" "apakah mereka sudah lulus?" informasi yang dibutuhkan apakah sesuatu itu baru saja atau sudah dilakukan atau belum dilakukan.

Present perfect tense is a form of time that expresses an action, event, activity that has just happened or has already happened or has been done. For example, "have you eaten?" "Have you studied?" "Have they graduated?" The information needed is whether something has just been done or has not been done.

Mereka sudah membaca novel-novel baru itu
They have read those new novels

Saya sudah menonton pilem itu beberapa kali
I have seen that film several times

Mataharinya sudah terbit
The sun has risen

Dirna barusaja menutup pintu
Dirna has closed the door

Kayla sudah bercakap bahasa Inggris dengan baik
Kayla has spoken English well
Kami barusaja makan malam
We have had dinner

Apakah kamu sudah menghubungi pamanmu?
Have you called your uncle?

Mereka belum mengerjakan proyek mereka
They have not done their project

Toni belum mengahbiskan uangnya
Toni has not spent his money

Apakah ia menonton konsernya?
Has she watched the concert?

Ayahku sudah pergi ke kantornya sejak pagi
My father has gone to his office since morning

Apakah kamu semua sudah makan siang?
Have you had lunch already?

Saya baru saja membeli computer baru
I have bought a new computer already

Kami belum sarapan
We have not had breakfast yet

Ia belum sadarkan diri sejak sore
He has not been conscious since afternoon

Raisa sudah menjadi seorang penyanyi terkenal
Raisa has been a popular singer

Nisa dan Rini sudah berada di perpustakaan sejak pagi
Nisa and Rini have been in the library since morning

Dua temanku sudah menjadi tentara
Two of my friends have been soldiers

Sudah lapar?
Have you been hungry?

4. Present Perfect Continues Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Present perfect continues tense sebagai bentuk waktu yang menyatakan suatu tindakan, kejadian atau aktifitas yang sudah terjadi atau sudah dilakukan. Namun, kejadian atau aktifitas tersebut masih berlangsung atau saat ini masih dilakukan. Misalnya, pada aktifitas “Tiwi has been studying English for twenty minutes” yang berarti bahwa “kegiatan belajar bahasa Inggris yang dilakukan oleh Tiwi sudah berlangsung selama 20 menit. Akan tetapi, kegiatan belajar tersebut belum berhenti atau masih terus dilakukan. Tiwi masih tetap belajar bahasa Inggris meskipun sudah lewat 20 menit. Kegiatan belajar akan berhenti pada jam yang ditentukan oleh Tiwi. Mungkin, pada menit yang ke-50 temannya datang ke rumah. Lalu, karena melihat temannya datang, Tiwi akhirnya menyudahi belajarnya. Jadi, hingga menit ke-20, seseorang masih menyaksikan Tiwi belajar bahasa Inggris dan aktifitas belajarnya tidak berhenti.

Present perfect continues tense is a form of time that expresses an action, event or activity that has occurred or has been carried out. However, these events or activities are still taking place or are currently being carried out. For example, in the activity "Tiwi has been studying English for twenty minutes" which means that "the English learning activity carried out by Tiwi has been going on for 20 minutes. However, these learning activities have not stopped or are still continuing. Tiwi is still learning English even though 20 minutes have passed. Learning activities will stop at the time determined by Tiwi. Maybe, in the 50th minute his friend came home. Then, because he saw his friend coming, Tiwi finally finished studying. So, until the 20th minute, someone is still watching Tiwi learn English and her learning activities don't stop.

"they have been living in Makassar since 2010", yang berarti bahwa Mereka sudah tinggal di Makassar mulai tahun 2010. Tahun 2010 menunjukkan kapan mereka mulai berada di Makassar. Saat ini sudah memasuki tahun 2023. Mereka pun hingga saat ini masih tinggal di kota Makassar, dan belum berencana pindah ke kota lain. Keberadaan mereka di kota Makassar masih terus berlangsung sampai sekarang. Ketika teman atau keluarga mereka berkunjung ke Makassar, maka teman atau keluarga mereka dapat menjumpai mereka di kota Makassar. Hal ini karena, mereka masih berada di kota Makassar.

"they have been living in Makassar since 2010", which means that they have been living in Makassar since 2010. The year 2010 shows when they started living in Makassar. We have now entered 2023. Currently, they still live in the city of Makassar, and have no plans to move to another city. Their presence in the city of Makassar still continues today. When their friends or family visit Makassar, their friends or family can meet them in Makassar city. This is because they are still in the city of Makassar.

Kami sudah menonton TV selama 2 jam
We have been watching TV for two hours

Karina sudah duduk di perpustakaan sejak pukul 10
Karina has been in the library since ten o'clock

Pamanku sudah tidak bekerja di kantor pos sejak tahun 2013
My uncle has not been working at the post office since 2013

Saya sudah tidak belajar bagaimana menulis sebuah paragraph dalam bahasa Inggris selama 1 minggu
I have not been studying how to write an English paragraph for two weeks

Sudah 2 jam hujan turun
It has been raining for two hours

Saya sudah belajar bercakap bahasa Inggris selama 2 bulan
I have been studying to speak English for two months

Saya sudah tidak melihatnya selama tiga hari
I have not been seeing him for three days

Apakah mereka sudah bermain sepak bola selama satu jam?
Have they been playing football for one hour?

Kami sudah mempelajari tarian tradisional selama 5 hari
We have been learning a traditional dance for five days

Apa ia sudah tidur siang selama 15 menit?
Has he been taking a nap for 15 minutes?

5. Past Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Past tense sebagai bentuk waktu yang menyatakan suatu kejadian, peristiwa, atau aktifitas yang telah terjadi atau suatu perbuatan yang telah dilakukan. Kegiatan atau peristiwa yang telah terjadi tersebut tidak ada kaitan lagi dengan kejadian saat ini. Dengan kata lain, bentuk waktu ini hanya menerangkan bahwa kejadian atau kegiatan tersebut telah terjadi, atau hanya memberi informasi, atau menceritakan kejadian di masa lalu atau yang telah terjadi.

Past tense is a form of time that expresses an event, event, or activity that has occurred or an action that has been carried out. The activity or event that has occurred is no longer related to the current event. In other words, this tense only explains that the event or activity has occurred, or only

provides information, or tells about events in the past or that have occurred.

“my father lived in Jakarta for two years” artinya, saat ini ayahku tidak tinggal lagi di Jakarta. Saat ini, misalnya sudah masuk tahun ketiga atau keempat, maka kalimat dia atas memberikan informasi bahwa ayahku pernah tinggal di Jakarta selama dua tahun. Namun, saat ini sudah tidak tinggal lagi di Jakarta.

“my father lived in Jakarta for two years” means, currently my father no longer lives in Jakarta. Currently, for example, he is in his third or fourth year, so the sentence above provides information that my father has lived in Jakarta for two years. However, currently he no longer lives in Jakarta.

kemarin	yesterday
tadi malam	last night
jumat lalu	last friday
minggu lalu	last week
bulan lalu	last month
tahun lalu	last year
tadi pagi	this morning
dua hari lalu	two days ago
dua minggu lalu	two weeks ago
lima tahun lalu	five years ago
empat bulan lalu	four months ago
tiga minggu lalu	three weeks ago
satu jam yang lalu	one hour ago
beberapa tahun lalu	several years ago
beberapa hari lalu	several days ago
dua jam yang lalu	two hours ago
sepanjang hari kemarin	all day yesterday
pada pukul 5 kemarin	at 5 pm yesterday
pada masa silam	in the past
pada tahun 2005	in 2005

Saya berjalan kaki ke sekolah kemarin
I walked to school yesterday

Minggu lalu ulang tahunnya Tiwi. Ia mendapat baxak hadiah dari keluarga dan temannya.
Last week it was Tiwi's birthday. She got many presents from her family and friends.

Pamanku dan keluarganya telah tinggal di Palu selama 5 tahun, tetapi saat ini mereka tinggal di Makassar.
My uncle and his family lived in Palu for 5 years, but now they are living in Makassar.

Tina membeli novel baru dua hari yang lalu
Tina bought a new novel two days ago

Ia tidak membeli sebuah hadiah tadi malam
He did not buy a present last night

Tadi malam ketika saya menjatuhkan gelasku, kopinya tumpah ke pangkuanku
Last night when I dropped my cup, the coffee spilled on my lap

Apakah semua siswa pergi ke perpustakaan kemarin?
Did all students go to the library yesterday?

Saya benar-benar menikmati liburanku bulan Desember lalu
I really enjoyed my vacation last December

6. Past Continues Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Kejadian tadi malam:

Tiwi menelpon Nisa pada pukul 7

Keesokan harinya:

Tiwi: Nisa, tadi malam saya menghubungi, tapi panggilan telponnya tidak dijawab. **Kamu sedang apa tadi malam?**

Nisa: Tadi malam, saat kamu menelpon, **saya sedang belajar.**

Present continues tense adalah suatu kondisi yang menerangkan suatu peristiwa sedang terjadi atau sedang dikerjakan atau sedang berlangsung dimasa lampau.

What happened last night:

Tiwi called Nisa at 7 o'clock

The next day:

Tiwi: Nisa, last night I called, but the phone call was not answered. **What were you doing last night?**

Nisa: Last night, when you called, **I was studying.**

Present continuous tense is a condition that explains an event is happening or is being done or is taking place in the past.

Saya sedang membantu Ibu pada pukul 9 pagi kemarin
I was helping my mother at 9 am yesterday

Tadi malam mereka sedang belajar bahasa Inggris di rumahku
Last night they were studying English at my home

Pada pukul 8 tadi malam, Tiara sedang nonton TV bersama adik perempuannya

At eight pm last night, Tiara was watching TV with her little sister

Apakah Rio membawa motornya pada saat ke sekolah kemarin?

Was Rio bringing his motorcycle on the way to school yesterday

Kami tidak sedang berbincang pada saat mata pelajaran matematika tadi pagi

We were not talking at math class this morning

Kami tidak mengajak Dina kemarin karena Ia sedang sibuk

We did not invite Dina yesterday, because she was being busy

Di atas panggung tadi malam, Ia sedang menjadi seorang tentara

On the stage last week, he was being a soldier

Mereka sedang berada di pantai Kilo Lima minggu lalu

They were being in Kilo Lima beach last Sunday

Sementara seluruh anggota keluarga sedang asyiknya menonton TV tadi malam, pamanku datang ke rumah.

While all members of my family were watching TV last night, my uncle came to my house

Saat lagi sedang asyiknya belajar tadi malam, tiba-tiba lampu padam.

While I was studying English last night, the light went out

Ketika mulai turun hujan kemarin, saya sedang berjalan kaki

When it began to rain yesterday, I was walking

Pada pukul 8 tadi malam, saya sedang sibuk menyelesaikan projekku ketika Tiara menghubungiku

At 8 pm last night, I was being busy to finish my project when Tiara called me

Tahu tidak, kami sedang ada di warung ketika guru memulai pelajarannya satu jam yang lalu

Did you know, we were being in the cafeteria when the teacher started the class one hour ago

7. Past Perfect Tense

The teacher provides an understanding of when this tense occurs. The teacher does:

Past perfect tense sebagai bentuk kejadian yang menyatakan suatu peristiwa, aktifitas, kegiatan sudah terjadi atau sudah dilakukan di masa lampau sebelum kejadian yang lain terjadi. Misalnya, "saya sudah tinggal di Luwuk selama 3 tahun, sebelum pindah ke Palu". Ada 2 kejadian yang terjadi di masa lalu. Pertama: saya sudah tinggal di Luwuk selama 3 tahun. Kedua: saya pindah ke Palu. Past perfect tense adalah kejadian yang lebih dulu terjadi sebelum kejadian yang lain terjadi. Maka, kejadian: **saya sudah tinggal di Luwuk selama 3 tahun** adalah kejadian past perfect tense.

*The past perfect tense is a form of event which states that an event, activity, action has occurred or been carried out in the past before another event occurred. For example, "I had lived in Luwuk for 3 years, before I moved to Palu". There were 2 incidents that happened in the past. First: I had lived in Luwuk for 3 years. Second: I moved to Palu. Past perfect tense is an event that occurred before another event occurred. So, the incident: **I had lived in Luwuk for 3 years** is a past perfect tense event.*

Setelah sudah mempelajari bab dua, saya mulai mempelajari bab tiga

After I had already studied chapter two, I began to study chapter three

Kemarin Anisa sudah menyelesaikan ujiannya sebelum guru datang

Anisa had finished the exam before the teacher came

Tadi malam semua karyawan sudah bekerja lembur

Last night all the workers had worked overtime

Setelah ia sudah membeli mobil itu, ia menghubungi agen asuransi

After she had bought the car, she phoned the insurance agent

Kemarin sore sebelum bermain gem, mereka sudah memasak beberapa mie instan

Yesterday afternoon, before playing the game, they had cooked some noodles

Orang tuaku belum makan ketika kami pulang ke rumah

My parents had not eaten when we came home last night

Ia pergi ke kantor pos setelah menyiapkan paket kirimannya

He went to the post office after he had finished preparing the package

Tadi malam mereka sudah ada disana lebih dulu dari Rio

Last night they had been there before Rio

Perang terhadap penjajahan sudah berhenti di Indonesia menjelang tahun 1946

The war of colonialism had stopped in Indonesia by 1946

Sebelum Darni benar-benar makan roti itu, ia terlebih dulu sudah minum air

Before Darni really ate the bread, he had drunk the water

8. Past Perfect Continues Tense

Actually, scenario of events created plays a role in providing a perception or image of an event to bridge the differences in the concept of time or event between Indonesian and English. This is to facilitate students understanding a tense. Apart from that, the scenario of events is engaged to clarify the differences in time between tenses, for example the activities that have been carried out (perfect) and the activities that are still ongoing (perfect continues). The difficulty in understanding these two concepts of time in tenses can be made easier to understand by using the scenario of events. For instance, past perfect events in the sentence: *Yesterday, Vina had studied English for two hours before Nisa came*, and past perfect continues tense in the sentence: *Yesterday, Vina had been studying English for two hours before Nisa came*. To understand the discrepancy between these two sentences, the following scenario of events is created.

PAST PERFECT	USING SCENARIO OF EVENTS
<i>Yesterday, Vina had studied English for two hours before Nisa came.</i>	A: Kemarin itu ada kejadian apa bu? B: Kamu tahu Vina, kan? Anak Ibu yang nomor 2. Nah, kemarin, di rumah, kebetulan Vina itu lagi belajar Bahasa Inggris. Ia mau meningkatkan kemampuan berbicara Bahasa Inggris. Makanya, hampir setiap hari Vina latihan SPEAKING di rumah. Seingat Ibu, Vina Belajarnya mulai pukul 4 sore. A: Berapa lama Vina belajarnya bu, kemarin? B: Vina belajarnya selama 2 jam. Nah, setelah 2 jam Vina langsung bantu Ibu di dapur. Jadi, selama 2 jam belajar Vina itu tidak mau diganggu. Pokoknya siapa

	pun yang datang, Vina tetap fokus belajar. Ia benar-benar tidak mau diganggu. Nah, tepat setelah Vina selesai belajar, temannya datang, si Nisa. A: Kejadiannya yang mana lebih dulu terjadi, bu? B: Jadi, kejadian yang lebih dulu terjadi itu Vina belajar. Vina belajar selama 2 jam. Setelah belajar, Ia langsung ke dapur membantu Ibu. Kebetulan, Ibu lagi mau membuat salad buah kesukaan Vina. Tepat setelah Vina keluar kamar menuju dapur, Nisa datang ke rumah. Jadi, Vina ke ruang depan dulu membuka pintu buat Nisa. Kemudian, Vina dan Nisa keduanya langsung ke dapur bantu Ibu menyiapkan salad buanya. A: Saya mengerti sekarang, bu. Kemarin kan ada 2 (dua) kejadian. Pertama, Vina belajar Bahasa Inggris selama 2 jam. Kedua, Nisa, temannya Vina datang ke rumah. Jadi, kejadian yang pertama itu yang disebut kalimat Past Perfect Tense, ya bu? B: Benar sekali. Tapi, ingat ya. Saat kejadian kedua terjadi, yaitu Nisa datang ke rumah. Kejadian pertama sudah selesai dilakukan.
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PAST PERFECT CONTINUES TENSE	USING SCENARIO OF EVENTS
<i>Yesterday, Vina had been studying English for two hours before Nisa came.</i>	A: Kemarin itu ada kejadian apa bu? B: Kamu tahu Vina, kan? Anak Ibu yang nomor 2. Nah, kemarin, di rumah, kebetulan Vina itu lagi belajar Bahasa Inggris. Ia mau meningkatkan kemampuan berbicara Bahasa Inggris. Makanya, hampir setiap hari Vina latihan SPEAKING di rumah. Seingat Ibu, Vina Belajarnya mulai pukul 4 sore. A: Berapa lama Vina belajarnya bu, kemarin? B: biasanya Vina belajarnya selama 2 jam. Nah, setelah 2 jam Vina rencananya mau bantu Ibu di dapur. Vina itu kalau lagi belajar tidak mau diganggu. Pokoknya siapa pun yang datang, Vina tetap fokus belajar sampai jam belajarnya selesai. Ia benar-benar tidak mau diganggu. Tapi, kemarin, saat Vina lagi tengah belajar, ternyata temannya Vina datang, si Nisa. A: Maksud ibu pada saat Nisa datang, Vina belum selesai belajar ya? B: Iya benar. Jadi, saat Vina sudah belajar hingga 2 jam Ia masih tetap terus belajar. Tidak tahu kenapa, mungkin ada yang Ia ingin sedikit perdalam. Kemudian, pukul 6 sore Nisa datang. Tapi, Vina masih tetap melanjutkan belajarnya. Ia masih tetap terus belajar hingga pukul 6.30 sore hari. Sedangkan Nisa datang ke rumah pukul 6 sore. Setelah itu, mereka langsung ke dapur membantu Ibu.

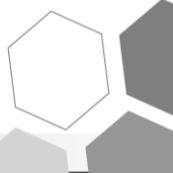
	Kebetulan, Ibu lagi membuat salad buah kesukaan Vina. A: Saya mengerti sekarang, bu. Kemarin kan ada 2 (dua) kejadian. Pertama, Vina belajar Bahasa Inggris selama 2 jam. Kedua, Nisa, temannya Vina datang ke rumah. Jadi, kejadian yang pertama itu yang disebut kalimat Past Perfect Continues Tense, ya bu? B: Benar. Akan tetapi, yang perlu diingat. Saat kejadian kedua terjadi, dalam hal ini Nisa datang, kejadian pertama itu belum selesai dan masih terus berlanjut. Jadi, saat Nisa datang ke rumah pukul 6 sore, Vina masih tetap belajar. Yang berarti bahwa, <i>Past Perfect Tense</i> itu kejadian yang lebih dulu terjadi masih terus berlanjut sebelum kejadian lain terjadi.
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REGULAR VERBS

REGULAR VERBS:

The second verb form (VII), and the third verb form (VIII) in regular verbs only add "ed".

There is air pressure that comes out, similar to someone spitting, immediately after pronouncing the second and third verbs in this regular verb, for example when saying the words "lived", "called", studied, etc. You can ask your English teacher or instructor if you still don't understand. The author deliberately uses the symbol/sign "x" (not letters) solely to indicate the presence of air pressure coming out of these regular verbs.

The ending "ed" attached to the second verb (past), and the third verb (past participle) in regular verbs that end in the sound or letter D/T will sound "ɪd".

VI	VII	VIII
divide	divided	divided
<i>di'vaid</i>	<i>di'vaidɪd</i>	<i>di'vaidɪd</i>
correct	corrected	corrected
<i>kə'rekt</i>	<i>kə'rektɪd</i>	<i>kə'rektɪd</i>
need	needed	needed
<i>ni:d</i>	<i>ni:ɪd</i>	<i>ni:ɪd</i>
recite	recited	recited
<i>ri'sait</i>	<i>ri'saitɪd</i>	<i>ri'saitɪd</i>
want	wanted	wanted
<i>wɒnt</i>	<i>wɒntɪd</i>	<i>wɒntɪd</i>

A

V I	V II	V III	Arti
accept ək'sept	accepted ək'septɪd	accepted ək'septɪd	menerima
act ækt	acted æktɪd	acted æktɪd	bertindak
accompany ə'kʌmpəni	accompanied ə'kʌmpənɪd	accompanied ə'kʌmpənɪd	menemani
add æd	added ædɪd	added ædɪd	menambah
admire əd'maɪə	admired əd'maɪəd	admired əd'maɪəd	mengagumi
Agree ə'gri:	agreed ə'gri:xd	agreed ə'gri:xd	setuju
advise əd'vaɪz	advised əd'vaɪzxd	advised əd'vaɪzxd	menasehati
allow ə'lau	allowed ə'laʊd	allowed ə'laʊd	mengizinkan
announce ə'naʊns	announced ə'naʊnsxd	announced ə'naʊnsxd	mengumum kan
answer a:nsə	answered a:nsəxd	answered a:nsəxd	menjawab
apologize ə'pɒlədʒaɪz	apologized ə'pɒlədʒaɪzxd	apologized ə'pɒlədʒaɪzxd	mohon maaf
appear ə'pɪə	appeared ə'pɪəd	appeared ə'pɪəd	muncul
apply ə'pai	applied ə'paɪd	applied ə'paɪd	menerapkan
appreciate ə'pri:ʃiɪt	appreciated ə'pri:ʃiɪtɪd	appreciated ə'pri:ʃiɪtɪd	menghargai
approve ə'pru:v	approved ə'pru:vxd	approved ə'pru:vxd	menyetujui
arrange ə'reɪndʒ	arranged ə'reɪndʒx	arranged ə'reɪndʒx	menyusun



arrive ə'raiv	arrived ə'raivxd	arrived ə'raivxd	tiba
ask a:sk	asked a:skxd	asked a:skxd	bertanya
attack ə'tæk	attacked ə'tækxd	attacked ə'tækxd	menyerang
Attend ə'tend	attended ə'tendɪd	attended ə'tendɪd	menghadiri
avoid ə'void	avoided ə'voidɪd	avoided ə'voidɪd	menghindari

B

believe br'li:v	believed br'li:vxd	believed br'li:vxd	percaya
blame bleɪm	blamed bleɪmxd	blamed bleɪmxd	menyalahkan
boil boil	boiled boilxd	boiled boilxd	merebus
borrow bɔrou	borrowed bɔrouxd	borrowed bɔrouxd	meminjam
brush brʌʃ	brushed brʌʃxd	brushed brʌʃxd	menyikat
bury beri	buried berɪxd	buried berɪxd	menguburkan

C

call kɔ:l	called kɔ:ld	called kɔ:ld	memanggil
cancel kænsəl	cancelled kænsəld	cancelled kænsəld	membatalkan
cause kɔ:z	caused kɔ:zxd	caused kɔ:zxd	menyebabkan

change tʃeɪndʒ	changed tʃeɪndʒx	changed tʃeɪndʒx	mengubah
clean kli:n	cleaned kli:nxd	cleaned kli:nxd	membersihkan
climb klaim	climbed klaimxd	climbed klaimxd	mendaki
close klous	closed klousxd	closed klousxd	menutup
collect kə'lekt	collected kə'lektɪd	collected kə'lektɪd	mengumpulkan
compare kəm'pæər	compared kəm'pæərx	compared kəm'pæərx	membanding kan
complain kəm'pleɪn	complained kəm'pleɪnxd	complained kəm'pleɪnxd	mengeluh
complete kəm'pli:t	completed kəm'pli:tɪd	completed kəm'pli:tɪd	menyelesaikan
consider kən'sɪde	considered kən'sɪdex	considered kən'sɪdex	memikirkan
consult kən'sʌlt	consulted kən'sʌltɪd	consulted kən'sʌltɪd	berkonsultasi
continue kən'tɪnyu:	continued kən'tɪnyu:xd	continued kən'tɪnyu:xd	melanjutkan
cook kuk	cooked kukxd	cooked kukxd	memasak
correct kə'rekt	corrected kə'rektɪd	corrected kə'rektɪd	mengoreksi
cure kyuər	cured kyuərx	cured kyuərx	menyembuh kan



D

dance da:ns	danced da:nsxd	danced da:nsxd	menari
decide dr'said	decided dr'saidɪd	decided dr'saidɪd	memutuskan
decrease dr'kri:s	decreased dr'kri:sxd	decreased dr'kri:sxd	mengurangi
delay dr'leɪ	delayed dr'leɪxd	delayed dr'leɪxd	menunda
deliver dr'lvər	delivered dr'lvərxɪd	delivered dr'lvərxɪd	menyampaikan
depend dr'pend	depended dr'pendɪd	depended dr'pendɪd	bergantung
describe dɪs'kraɪb	described dɪs'kraɪbxd	described dɪs'kraɪbxd	menggambarkan
destroy dɪs'troɪ	destroyed dɪs'troɪxd	destroyed dɪs'troɪxd	menghancurkan
die daɪ	died ded	died ded	mati, meninggal
disappear dɪsə'pɪə	disappeared dɪsə'pɪərxɪd	disappeared dɪsə'pɪərxɪd	menghilang
discover dɪs'kʌvə	discovered dɪs'kʌvərxɪd	discovered dɪs'kʌvərxɪd	menemukan
discuss dɪskəs	discussed dɪskəsxd	discussed dɪskəsxd	berdiskusi
disturb dr'stɜ:b	disturbed dr'stɜ:bxɪd	disturbed dr'stɜ:bxɪd	mengganggu
divide dr'vaɪd	devided dr'vaɪdɪd	devided dr'vaɪdɪd	membagi
dry draɪ	dried draɪxd	dried draɪxd	mengeringkan

E

encourage m'kariɟ	encouraged m'kariɟx	encouraged m'kariɟx	memberi semangat
end endɪd	ended endɪd	ended endɪd	mengakhiri
enjoy m'dʒoɪ	enjoyed m'dʒoɪxd	enjoyed m'dʒoɪxd	menikmati
enter entə	entered entərx	entered entərx	memasuki
establish ɪ'stæblɪʃ	established ɪ'stæblɪʃxd	established ɪ'stæblɪʃxd	mendirikan
expect ɪks'pekt	expected ɪks'pektɪd	expected ɪks'pektɪd	mengharapkan
explain ɪks'pleɪn	explained ɪks'pleɪnxd	explained ɪks'pleɪnxd	menjelaskan
express ɪk'spres	expressed ɪk'spresxd	expressed ɪk'spresxd	mengungkapkan

F

fail feɪl	failed feɪlxd	failed feɪlxd	gagal, lalai
fill fɪl	filled fɪlxd	filled fɪlxd	mengisi
finish fɪnɪʃ	finished fɪnɪʃxd	finished fɪnɪʃxd	menyelesaikan
float flaʊt	floated flaʊtɪd	floated flaʊtɪd	mengapung
fire faɪə	fired faɪərx	fired faɪərx	memecat, pecat
fix fɪks	fixed fɪksxd	fixed fɪksxd	memperbaiki



follow fɒləu	followed fɒləuɪd	followed fɒləuɪd	mengikuti
force fɔ:s	forced fɔ:sɪd	forced fɔ:sɪd	memaksa
fulfil fʊl'fɪl	fulfilled fʊl'fɪlɪd	fulfilled fʊl'fɪlɪd	memenuhi

G

gain geɪn	gained geɪnɪd	gained geɪnɪd	memperoleh
gather gæðər	gathered gæðərɪd	gathered gæðərɪd	mengumpulkan
glue glu:	glued glu:ɪd	glued glu:ɪd	merekatkan
guide gaɪd	guided gaɪdɪd	guided gaɪdɪd	menuntun

H

harm hɑ:m	harmed hɑ:mɪd	harmed hɑ:mɪd	membahayakan
hate heit	hated heitɪd	hated heitɪd	membenci
heal hi:l	healed hi:lɪd	healed hi:lɪd	menyembuhkan
help help	helped helpɪd	helped helpɪd	menolong
hope houp	hoped houpxɪd	hoped houpxɪd	berharap
hug hʌg	hugged hʌgɪd	hugged hʌgɪd	memeluk
hunt hʌnt	hunted hʌntɪd	hunted hʌntɪd	berburu

I

imagine ɪ'mædʒɪn	imagined ɪ'mædʒɪnxd	imagined ɪ'mædʒɪnxd	membayangkan
improve ɪm'pru:v	improved ɪm'pru:vxd	improved ɪm'pru:vxd	meningkatkan
increase ɪn'kri:s	increased ɪn'kri:sxd	increased ɪn'kri:sxd	memperluas
influence ɪnfluəns	influenced ɪnfluənsxd	influenced ɪnfluənsxd	mempengaruhi
intend ɪn'tend	intended ɪn'tendɪd	intended ɪn'tendɪd	bermaksud
introduce ɪntrə'dyu:z	introduced ɪntrə'dyu:zxd	introduced ɪntrə'dyu:zxd	memperkenalkan
invite ɪn'vait	invited ɪn'vaitɪd	invited ɪn'vaitɪd	mengundang
iron aɪərn	ironed aɪərnxd	ironed aɪərnxd	menyetrika

J

Join dʒɔɪn	joined dʒɔɪnxd	joined dʒɔɪnxd	mengikuti
jump dʒʌmp	jumped dʒʌmpxd	jumped dʒʌmpxd	melompat



K

kick kɪk	kicked kɪkxd	kicked kɪkxd	menendang
kill kɪl	killed kɪlxd	killed kɪlxd	membunuh
kiss kɪs	kissed kɪsxd	kissed kɪsxd	mencium
knock nɒk	knocked nɒkxd	knocked nɒkxd	mengetuk

L

laugh la:f	laughed la:fxd	laughed la:fxd	ketawa
lift lɪft	lifted lɪftɪd	lifted lɪftɪd	mengangkat
like laɪk	liked laɪkxd	liked laɪkxd	menyukai
listen lɪsən	listened lɪsənxɪd	listened lɪsənxɪd	mendengar kan
live lɪv	lived lɪvxd	lived lɪvxd	tinggal, hidup
load ləʊd	loaded ləʊdɪd	loaded ləʊdɪd	memuat
lock lɒk	locked lɒkxd	locked lɒkxd	mengunci
look lʊk	looked lʊkxd	looked lʊkxd	kelihatannya
look at lʊk ət	looked at lʊkxd ət	looked at lʊkxd ət	melihat
look for lʊk	looked for lʊkxd fɔ:	looked for lʊkxd fɔ:	mencari

love lʌv	loved lʌvxd	loved lʌvxd	mencintai
lower ləuər	lowered ləuərxd	lowered ləuərxd	menurunkan

M

mail meɪl	mailed meɪlxd	mailed meɪlxd	mengirimkan
mention menʃən	mentioned menʃənxd	mentioned menʃənxd	menyebutkan
miss mɪs	missed mɪsxd	missed mɪsxd	kehilangan
mix mɪks	mixed mɪksxd	mixed mɪksxd	mencampur

N

name neɪm	named neɪmxd	named neɪmxd	menamai
need ni:d	needed ni:ɪd	needed ni:ɪd	membutuhkan
nod nɒd	nodded nɒɪd	nodded nɒɪd	mengganggu



O

obey ou'bei	obeyed ou'beixd	obeyed ou'beixd	mematuhi
observe əb'zɜ:v	observed əb'zɜ:vxd	observed əb'zɜ:vxd	mengamati
offer ɔ:fə	offered ɔ:fərxd	offered ɔ:fərxd	menawarkan
open oupən	opened oupənxd	opened oupənxd	membuka
order ɔ:dər	ordered ɔ:dərxd	ordered ɔ:dərxd	memesan

P

pack pæk	packed pækxd	packed pækxd	membungkus
paint peint	painted peintɪd	painted peintɪd	melukis, mencat
park pa:k	parked pa:kxd	parked pa:kxd	memarkir
pass pa:s	passed pa:sxd	passed pa:sxd	memberikan
peel pi:l	peeled pi:lxd	peeled pi:lxd	mengupas
persuade pə'sweɪd	persuaded pə'sweɪdɪd	persuaded pə'sweɪdɪd	membujuk
Pick pɪk	picked pɪkɪd	picked pɪkɪd	memetik
place peɪs	placed peɪsxd	placed peɪsxd	menempatkan
plan plæn	planned plænxd	planned plænxd	merencanakan

plant pla:nt	planted pla:ntɪd	planted pla:ntɪd	menanam
play pleɪ	played pleɪd	played pleɪd	bermain
point point	pointed pointɪd	pointed pointɪd	menunjuk
postpone pə'spəʊn	postponed pə'spəʊnxd	postponed pə'spəʊnxd	menunda
practice præktɪs	practiced præktɪsxd	practiced præktɪsxd	berlatih
prefer prɪ'fɜ:r	preferred prɪ'fɜ:rxɪd	preferred prɪ'fɜ:rxɪd	lebih suka
prepare prɪ'peə	prepared prɪ'peərxɪd	prepared prɪ'peərxɪd	mempersiap kan
present prezənt	presented prezəntɪd	presented prezəntɪd	menyajikan
pretend prɪ'tend	pretended prɪ'tendɪd	pretended prɪ'tendɪd	berpura-pura
promise prɒmɪs	promised prɒmɪsxd	promised prɒmɪsxd	berjanji
pronounce prə'naʊns	pronounced prə'naʊnsxd	pronounced prə'naʊnsxd	mengucapkan
protect prə'tekt	protected prə'tektɪd	protected prə'tektɪd	melindungi
prove pru:v	proved pru:vxd	proved pru:vxd	membuktikan
provide prə'vaɪd	provided prə'vaɪdɪd	provided prə'vaɪdɪd	melengkapi
publish pʌblɪʃ	published pʌblɪʃxd	published pʌblɪʃxd	menerbitkan
pull pul	pulled pulxd	pulled pulxd	menarik
pump pʌmp	pumped pʌmpxd	pumped pʌmpxd	memompa



Q

quarrel kwɔrəl	quarreled kwɔrələxd	quarreled kwɔrələxd	bertengkar
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R

rain rein	rained reinxd	rained reinxd	hujan
Raise reiz	raised reizxd	raised reizxd	mengangkat
reach ri:tʃ	reached ri:tʃxd	reached ri:tʃxd	menggapai
receive rɪ'si:v	received rɪ'si:vxd	received rɪ'si:vxd	menerima
refuse rɪ'fyu:z	refused rɪ'fyu:zxd	refused rɪ'fyu:zxd	menolak
remember rɪ'membə	remembered rɪ'membərxd	remembered rɪ'membərxd	mengingat
remind rɪ'maɪnd	reminded rɪ'maɪndɪd	reminded rɪ'maɪndɪd	mengingatkan
remove rɪ'mu:v	removed rɪ'mu:vxd	removed rɪ'mu:vxd	memindahkan
repeat rɪ'pi:t	repeated rɪ'pi:tɪd	repeated rɪ'pi:tɪd	mengulangi
reply rɪ'plai	replied rɪ'plaixd	replied rɪ'plaixd	menjawab
report rɪ'pɔ:t	reported rɪ'pɔ:tɪd	reported rɪ'pɔ:tɪd	melaporkan
rest rest	rested restɪd	rested restɪd	beristirahat
return rɪ't3:n	returned rɪ't3:nxd	returned rɪ't3:nxd	Mengembali kan

rule ru:l	ruled ru:lxd	ruled ru:lxd	memerintah
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S

sail seil	sailed seilxd	sailed seilxd	berlayar
save seiv	saved seivxd	saved seivxd	menabung
serve s3:v	served s3:vxd	served s3:vxd	melayani
share feər	shared feərxd	shared feərxd	membagi
shop ʃɒp	shopped ʃɒpxd	shopped ʃɒpxd	berbelanja
shout ʃaut	shouted ʃautɪd	shouted ʃautɪd	berteriak keras
show ʃou	showed ʃouxɪd	showed ʃouxɪd	menunjukkan
slap slæp	slapped slæpxd	slapped slæpxd	menampar
smile smaɪl	smiled smaɪlxd	smiled smaɪlxd	senyum
smoke smouk	smoked smoukxd	smoked smoukxd	merokok
solve sɒlv	solved sɒlvxd	solved sɒlvxd	menyelesaikan
start sta:t	started sta:tɪd	started sta:tɪd	mulai
stay steɪ	stayed steɪxd	stayed steɪxd	tinggal
stop stɒp	stopped stɒpxd	stopped stɒpxd	berhenti



study stʌdi	studied stʌdiɪd	studied stʌdiɪd	belajar
succeed sək'si:d	succeeded sək'si:diɪd	succeeded sək'si:diɪd	berhasil
suffer sʌfər	suffered sʌfərɪd	suffered sʌfərɪd	menderita
suggest sə'dʒest	suggested sə'dʒestɪd	suggested sə'dʒestɪd	menyarankan
suppose sə'pəuz	supposed sə'pəuzɪd	supposed sə'pəuzɪd	menduga
swallow swɒləu	swallowed swɒləuɪd	swallowed swɒləuɪd	menelan

T

talk tɔ:k	talked tɔ:kɪd	talked tɔ:kɪd	berbicara
taste teist	tasted teistɪd	tasted teistɪd	mencicipi
test test	tested testɪd	tested testɪd	menguji
tie tai	tied taɪɪd	tied taɪɪd	mengikat
touch tʌtʃ	touched tʌtʃɪd	touched tʌtʃɪd	menyentuh
translate tra:nsleit	translated tra:nsleitɪd	translated tra:nsleitɪd	menerjemahkan
travel trævəl	traveled trævəlɪd	traveled trævəlɪd	bepergian
treat tri:t	treated tri:tɪd	treated tri:tɪd	memperlakukan
tremble trembəl	trembled trembəlɪd	trembled trembəlɪd	gemetar

trust trʌst	trusted trʌstɪd	trusted trʌstɪd	mempercayai
try traɪ	tried traɪd	tried traɪd	mencoba
type taɪp	typed taɪpt	typed taɪpt	mengetik

U

use ju:z	used ju:zd	used ju:zd	menggunakan
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V

visit vɪzɪt	visited vɪzɪtɪd	visited vɪzɪtɪd	mengunjungi
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W

wait weɪt	waited weɪtɪd	waited weɪtɪd	menunggu
walk wɔ:k	walked wɔ:k	walked wɔ:k	berjalan
want wɒnt	wanted wɒntɪd	wanted wɒntɪd	ingin, mau
wash wɒʃ	washed wɒʃt	washed wɒʃt	mencuci
watch wɒtʃ	watched wɒtʃt	watched wɒtʃt	menonton
water wɔ:tə	watered wɔ:tər	watered wɔ:tər	menyiram
weigh weɪ	weighed weɪd	weighed weɪd	beratnya



whisper wɪspə	whispered wɪspərɪxd	whispered wɪspərɪxd	berbisik
whistle wɪsəl	whistled wɪsəlɪx	whistled wɪsəlɪxd	bersiul
wipe waɪp	wiped waɪpɪxd	wiped waɪpɪxd	menyeka, melap
wish wɪʃ	wished wɪʃɪxd	wished wɪʃɪxd	mengharapkan
wonder wʌndə	wondered wʌndərɪxd	wondered wʌndərɪxd	ingin tahu
work wɜ:k	worked wɜ:kɪxd	worked wɜ:kɪxd	bekerja
worship wɜ:ʃɪp	worshiped wɜ:ʃɪpɪxd	worshiped wɜ:ʃɪpɪxd	menyembah
wrap ræp	wrapped ræpɪxd	wrapped ræpɪxd	membungkus

Due to the differences of the time concepts between Indonesian language and English as a foreign language, teaching and learning tenses for EFL students are more challenging. The EFL students encounter a number of impediments concerning transforming the cultures, habits, or activities within the tenses into the first language. Thus, innovative strategies in teaching Tenses for Indonesian learners need to be presented.

