The Effect of Learning Tenses Using Abbreviated Formulas on Students' Grammar Mastery at the Takhasus Grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri

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Abstract

The aim of this study is to investigate the effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri. The method of this study is quantitative by taking 20 students of the population, and using saturated sampling. This study was pre experimental research design conducted with one group. Before giving treatment, the writer gave pre-test. After four meetings, the writer gave the post-test. The scores of pre-test and post-test were collected from twenty essay questions, then, it was analyzed by using t-test. The findings of this study shows that learning tenses using abbreviated formulas on students' grammar mastery was effective. It is proved by the result of the calculation of paired sample t-test with the sig (2 tailed) with the result was .000, and it was < 0.05. It is considered that the null hypothesis (Ho) in this study is rejected and the alternative hypothesis (Ha) is accepted, which states that there is a significant difference between students learning tenses before and after using abbreviated formulas. It means that learning tenses using abbreviated formulas affects students' grammar mastery.

Keywords : Grammar Mastery, Abbreviated Formulas, Tenses.

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Introduction

The purpose of English learning in general is for English to be used smoothly as a medium of communication, both verbally and in writing and also, of course, to master four language skills (listening, reading, writing, speaking).

Grammar mastery is the ability to produce sentences correctly by combining words component to use in communication. By grammar mastery, a learner will be able to produce good utterances or sentences. Mastery of grammar is the knowledge of an English learner in take a grammar test. A student has a difference in grammar mastery than other students because they have different knowledge and understandings depend on what they have. The mastery of students' grammar can be measured with how the students arrange sentences into good sentences based on the rule of English grammar. One problem that can be found is that many student have difficulty understanding the tenses that are commonly taught at school, so the students find it difficult to understand. In this case, the indicators studied in this research is a mastery of English grammar, which includes about tenses.

> Tenses is part of the grammar, which focuses on verbal grammatical differentiation to express a difference in time or length of action or circumstance. Tenses is a verb from that indicates or can indicate a relationship between the time the action in adverb occur and the time the verb is uttered. In addition, verb can give an indication duration of the verbs action and when or if it completed.[3]

Tenses is verb form of time to indicate the time of when the accidents happened.[4] Tenses is a form of verb in English to indicate the time (present, future, or past) of an action or event. Tenses in English are divided into 3 times, namely Present tense (present), Past tense (past), Future tense (future). Each will be further divided into 4 tenses namely Simple, Continuous, Perfect, and Perfect continuous. From both times and events combined to form 16 tenses. However, of the 16 tenses, it's not all used in everyday conversation. So here, a researcher used only 12 tenses because only that basic tenses are used often in everyday life by using abbreviated formulas to make it easier to understand the tenses formula well.

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[3] Anonym, http://spanish.about.com/cs/verbs/g/tanseslog.htm*Acessed* on juni 13 th 2013

[4] Masruddin, *A Teaching Book and Exercise(Eror Analysis)*,Palopo,2009, P.33

The abbreviated formulas is the fast strategy to make it easier for students to learn tenses and understand how to make fast and correct sentences. The abbreviated formulas is made from series of very interesting and highly memorizing sentence so that students no longer have any difficulty memorizing the tenses of positive, negative, and interrogative sentences.

Then, the internal factor consists of three factors. They are physical factor, psychological factor, and tiredness factor. The first internal factor, physical factor, it means the students' health. Students' health will influence their learning. Their learning will be disturbed when they are not healthy. On the other hand, they will learn well when they are in good condition. They will have spirit to learn the lesson. Then, the psychological factor consists of seven factors minimally. They are intelligence, attention, aptitude, motivation, maturity, and readiness.

Relating to the background above, the researcher interest to conduct the research tittle is *"**The Effect of Learning Tenses Using Abbreviated Formulas on Students' Grammar Mastery at the Takhasus Grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri***.

Concerning to the problem above, the objective of the study is to investigate the effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

After conducting this research, the researcher extremely hopes that readers would receive a lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effect of learning tenses using abbreviated formulas on students' grammar mastery.

Table 1 Abbreviated Formulas on Tenses

Tenses	Abbreviated Formulas
Simple Present	(+) S+V(s/es)+O (-) S+do/does + not +V.1+ O (?) do/does + S +V1+O +?

	Ayu Dewi Suhita Dong Kayak Bedes Yu : you De : they Wi : we Su : She H : He Ita : it DOng (do/does) BedES (s/es)
Present Continuous	(+) S+ is, am, are +V.ing + O (-) S + is, am, are + not + V.ing + O (?) is, am, are + S +V.ing +O + ? ***Ayu Dewi Suhita Aras-arasen Jogging*** Yu : you De : they Wi : we Su : She H : He Ita : it Aras-arasen : am, are, is Jogging : verb ing
Present Perfect	(+) S+ have, has + V.3 +O (-) S + have, has + V.3 + O (?) have, has + S +V.3 + O + ? ***Ayu Dewi Suhita Harus Haval Verb 3*** Yu : you De : they Wi : we Su : She H : He Ita : it Harus : has (she, he it) Haval : have (I, you, they, we) Verb 3 : V.3
Present Perfect Continuous	(+) S + have, has + been + V.ing + O (-) S + have, has + not + been + V.ing + O (?) have, has + S + been + V.ing + O ***Dewi Suhita Harus Haval Benda Yang Dipakai Jogging*** Yu : you

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	De : they Wi : we Su : She H : He Ita : it Harus : has (she, he, it) Haval : have (I, you, they, we) Benda : been Jogging : V.ing
Simple Past	(+) S + V.2 + O (-) S + did + not + V.1 + O (?) did + S + V.1 + O + ? ***Kamu Ber2 Medid Banget*** Ber2 : Verb.2 meDid : Did
Past Continuous	(+) S + was, were + V.ing + O (-) S + was, were + not + V.ing + O (?) was, were + S + V.ing + O + ? ***Ayu Dewi Suhita Wes Weruh Jogging kemaren*** Wes : was (I, she, he, it) Weruh : were (you, they, we} Jogging : V.ing
Past Perfect	(+) S + had + V.3 + O (-) S + had + not + V.3 + O (?) Had + S + V.3 + O + ? ***Ayu Dewi Suhita Sudah Had 3x*** Had : aux Had 3x : Verb.3
t Perfect Continuous	(+) S + Had + Been + V.ing + O (-) S + Had + not + been + V.ing + O (?) Had + s + been + V.ing + O ***Ayu Dewi Suhita Sudah Had Terus Bunting*** Yu : you De : they Wi : we Su : she Hi : he Ita : it Sudah Had : Had Bunting : Been + V.ing
Simple Future	(+) S + Shall/will + V.1 + O

	(-) s + shall/will + not + V.1 + O (?) S + Shall/will + not + V.1 + O? *Ayu Dewi Suhita Ada di Kanwill Jatim 1* Kanwil : Will 1 : Verb 1
uture Continuous	(+) S + Shall/will + be +V.ing + O (-) s + shall/will +not + be + + V.ing + O (?) Shall/will + s + be + V.ing + O + ? *Ayu Dewi Suhita Akan Berusaha Jogging* Yu : you De : they Wi : we Su : she Hi : he Ita : it Akan : will Berusaha : be Jogging : verb.ing
Future Perfect	(+) S + Shall/will + have +V.3 + O (-) s + shall/will+not + have + V.3+O (?) Shall/will + s + have + V.3 + O + ? *Ayu Dewi Suhita Akan Haval Verb.3* Yu : you De : they Wi : we Su : she Hi : he Ita : it Akan : will Haval : have Verb.3
re Perfect Continuous	(+) S + Shall/will + have + been + V.ing + O (-) s + shall/will +not + have +been + V.ing + O (?) Shall/will + s + have + been + V.ing + O + ? *Ayu Dewi Suhita Akan Haval Benda Untuk Jogging* Yu : you De : they Wi : we Su : she Hi : he

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	Akan : will Haval : have Benda : been Jogging : verb.ing

This research served two practical significances in learning English, and ways of teaching are: 1) after this research, the researcher extremely expected that all of students can improve their understanding related to mastery of grammar and interested in learning tenses; and 2) the researcher also hoped that this research could help teacher to improve students' grammar mastery especially on tenses using effective strategy in learning in order to identify the problems faced by students in the learning process.

In line with the identification of the problems, to make the research more concentrated and focused, however, the researcher limits the problem primarily because the researcher used learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

In this study, the researcher assumes there is an effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School. So, after using abbreviated formulas would make it easier for the students to understand immediately how to apply the formula to the correct sentence.

Research Method

Research design used in this study was pre experimental research design conducted with one group pre-test and post-test. Experimental research is a research, which aimed to know there is, or not the effect of the variable studied.[5]

Table 2 Pre Experimental Research Design

Pre-test	Treatment	Post-test

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[5] Suharsimi Arikanto, Manajemen Penelitian, p.272

O_1	X	O_2

Note :

O_1 : Pre-test

X   : Treatment

O_2 : Post-test

This research design was pretested before being given treatment, so that the results of the treatment can be known more accurately, because it can be compared with the situation before being given treatment. This research was conducted to explain more that there was an effect or not the use of abbreviated formulas on students' grammar mastery at the Takhasus grade.

According to Arikunto, population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study.[6] The population of this research is the Takhasus grade students of Mazro'atul Lughoh Islamic Boarding School Pare Kediri, which consisted of one class. The total number of population was 20 students.

In taking the sample of this research, the researcher used saturated sampling. Sample is a part of population that has same characteristics.[7] According to Ary, Sample is a group selected from population for observation in a research.[8] It was choosen because those samples have the purpose, make the writer easier in collect the data. Furthermore, the researcher focused at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri as the experimental group.

To collect the data, the researcher use of some procedures:

1.   **Pre-test**

Before giving the treatment, the researcher gave a pre-test. Pre-test given to

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[6] Suharsimi Arikunto, *procedure penelitian: suatu pendekatan praktek*, (Jakarta: PT.Rineka Cipta,2000), P. 108

[7] Suharsimi Arikunto, *Metode Penelitian Kualitatif*, (Jakarta: Bumi Aksara, 2006).

[8] Donald Ary, *introduction to research in education eight*, united state : Wadsworth (engange Learning, 2010) p.649.

measure the students' grammar mastery on tenses before the treatment. The researcher gave the test that contains of 20 items and consists of 1 kind. The kind was essays. The pre-test was held on Friday, March 11, 2022.

2.   Treatment

To collect the data, the researcher gave treatment on the tenses by using abbreviated formulas. The treatment of the research was conduct in four meetings in which each meeting needs 60 minutes. The treatment was held on Saturday until Tuesday, March 12-15, 2022.

a) The Researcher gave students learning about tenses using abbreviated formulas.

b) After that, the researcher divided the total number of students in the class into 3 groups. Each group has five people. From each group will be given 10 minutes to memorize and understand tenses by using abbreviated formulas together according to the group.

c) Then the researcher provided 20 cards containing tenses using abbreviated formulas and the card would be distributed to each group. Each group will get five cards. Then, each person in the group would get one card with instructions, they must made sentences in the positive, negative, and interrogative forms according to the abbreviated formulas they got on the card.

d) Finally, the group that got the highest score will be the winner.

3.   Post-test

To collect the data, the researcher used of some procedures:

Post-test was carry out in the last meeting. The test items in the post-test have the same as those in pre-test. The post-test have done to see final score and to know the different of the students' score before got the treatment and after they got the treatment. The post-test was held on Wednesday, March 16, 2022.

Table 3 Data of Validity

No. Item	Pearson Correlation	Sig. Value	Conclusion	Interpretation
Item 1	0.635	0.003	Valid	High

Item 2	0.659	0.002	Valid	High
Item 3	0.896	0.000	Valid	Very High
Item 4	0.409	0.073	Valid	Enough
Item 5	0.561	0.010	Valid	Enough
Item 6	0.417	0.068	Valid	Enough
Item 7	0.659	0.002	Valid	High
Item 9	0.898	0.000	Valid	Very High
Item 11	0.939	0.000	Valid	Very High
Item 13	0.939	0.000	Valid	Very High
Item 14	0.898	0.000	Valid	Very High
Item 15	0.898	0.000	Valid	Very High
Item 16	0.000	0.000	Valid	Very Low
Item 17	0.000	0.000	Valid	Very Low
Item 18	0.000	0.000	Valid	Very Low
Item 19	0.000	0.000	Valid	Very Low
Item 20	0.000	0.000	Valid	Very Low

In this study, there were 17 items essay that has been valid. The number question of validities are 1, 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20. The validity of the test is calculated using IBM SPSS STATISTICS versions. 25 aplication. The following are the results of validity testing.

Table 4 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.964	17

The statistics results for the examination of reliability are up 0.964 and t.table with df = N-2 are found at 0.4438 and therefore at 0.964 > r.table (0.4438), then the question that has been tested is considered RELIABLE.

In the analysis the data, data analysis method was a method to process data findings into research. The analysis procedures are as follows:

a.   Scoring technique

The total number of questions that had been valid to be brought to pre-test and post-test were 17 from 20. For every matter, there are two answers. If all

answers are correct, then 17x2 = 34. To get 100 score, then (34 x 3)-2 = 100.

b.   T-test

In this research, the researcher used statistical analysis because the result of the data was numerical form. The researcher used T-test to analyze the data by comparing with the first data (pre-test) and the second data (posttest) to know whether there was significant different score of the students before being taught by using abbreviated formulas and after being taught by using abbreviated formulas toward students' grammar mastery to the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri. If the result of post-test was higher than score of pre-test, it means that learning tenses using abbreviated formulas was effective. To get the achievement of grammar mastery test, the researcher gave the student a test after got treatment by using abbreviated formulas. The researcher used Paired sample T-test since the data are normal. In this research, the researcher used analysis compare means-paired sample T-test by SPSS 25.0 because the researcher used one group experiment using two test, there are pre-test (without treatment) and post-test (using treatment). After that, the researcher compared the mean from the result of pretest and post-test. All the data collected were accounted by using SPSS 25.0 for windows, in this case was paired sample T-test.

Findings and Discussion

Findings

Based on the data obtained from pre-test and post-test, the lowest score of the students in the pre-test was 0, and the highest was 100, while the lowest score of the students in post-test was 31, and the highest was 100.

Table 5 Calculation of the Average Scores Using SPSS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	44.6500	20	28.29595	6.32717
	Post Test	78.5500	20	22.95642	5.13321

Then the calculation of the data had conducted in which resulted the average (mean) score of the experiment group. The mean score of Pre-test was 44.6 with

standard deviation was 28.295. Meanwhile, the mean score of Post-test 78.5 with standard deviation was 22.956.

The researcher assumed there was an effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri. But before that she wanted to explain the procedure to the interpretation of t-value.

Hypothesis is formal statement about expected relationship between two or more variables that can be tested through an experiment.

Hypothesis constitutes a temporal answer or a weak answer where the truth remains to be proved. However, the alternative hypothesis (Ha) should be change into null hypothesis first. In testing hypothesis, Ha must be changed into Ho[9].

To test the hypothesis, t-test used was with the level of significance 0.05 (5%).

1) Formulating the null hypothesis (Ho): there is no significant mean difference between variable X and variable Y

2) Formulating the alternative hypothesis (Ha): there is a significant mean difference between variable X and Y.

For further information. The writer followed assumptions below:

1) If p < .05, null hypothesis (Ho) is rejected.

2) If p > .05, null hypothesis (Ha) is accepted.

Hypothesis is that the students' grammar mastery improves after being taught by using abbreviated formulas strategy in learning tenses.

1) The null hypothesis (Ho): There is no effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

2) The alternative hypothesis (Ha): There is effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

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[9] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p.

Table 6 Calculation of Paired Sample T-test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	pretest – posttest	-33.90000	18.70801	4.18324	-42.65562	-25.14438	-8. 104	19	.000

Based on the result of the calculation of paired sample t-test with the sign (2 tailed) or *p* value with the result was .000, it was < 0.05. So, the null hypothesis is rejected, and there is a significant difference between before and after students are taught tenses using abbreviated formulason on their grammar mastery. It means learning tenses using abbreviated formulas affects the students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

Discussion

In this part is intended to discuss the result of the research. All data collected from the research instrument. The data was categorized quantitative data because the data was numerical data, and the data was obtained from pre-test and post-test. At the beginning of activity, the test was conducted in Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

The pre-test and post test was given to 20 students of the Takhasus grade of the the sample. The writer prepared 20 items of essay questions for 12 tenses. It has purpose to know whether there was significant different score of the students before being taught by using abbreviated formulas and after being taught by using abbreviated formulas toward students' grammar mastery. Then, the test items were evaluated to get good items that were tested in the test. It can be seen from the result of validity and reliability of the tests. After knowing the result of validity and reliability test, it can be seen that the result showed that the instrument was valid and reliable. The number of the result of items validity test that was valid 17 items from 20 items. The result of validity test showed the items were valid. Based on the result of reliability test was 0.742 and t.table with df = n-2 are found at 0.4438

and therefore at 0.964 > are r.table 0.4438, so counted reliable because was very high. Thus, it can be used for test.

Based on the results of the finding from the pre-test, the writer was found the result of the research. The results of the pre-test showed the students'grammar mastery in learning tenses at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School were low. It happened because learning tenses on students' grammar mastery requires a deeper understanding of creating a sentence. The findings support Nunan argues that tenses will be mastered if the students are able to memorize, understand, and apply the tenses rules in their communicative activities. Therefore, it is certain that memorizing is important to do since there are many technical terms and complicated formulas in tenses that might be strange for most students whose mother tongue does not have tenses system. While understanding is the main goal by which students can apply the tenses rules in communication orally or in written.

Based on the result of the finding of post-test, the data showed the students' grammar mastery in learning tenses at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School were improved. It was caused by using abbreviated formulas strategy in learning tenses of grammar mastery. The findings support Hutagalung, concluded that the take and give strategy was very important and suitable to increase the students tenses mastery, and speaking achievement of students. There is a significant effect of take and give strategy on students tenses mastery. It based on the result of pre-test and post-test where students' mean score improved from 44.65 in pre-test to 78. 55 in post-test.

Based on the result of the calcutaion of paired sample t-test with the sign (2 tailed) the result was .000, it was < 0.05. It can be concluded that there is a substantial difference between students' study results in pre-test and post-test data. So from these results we can conclude also that through the new strategies of learning tenses can increase the students' learning.

By seeing the result of the data calculation in the previous chapter, it was showed that the alternative hypothesis (Ha) was consequently accepted, it means that there is effect of learning tenses using abbreviated formulas on students'

grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri. In other words, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that there is effect of learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri.

The findings support by Khairunnisah, show that Students' Tenses mastery is an important competence to support the major English skills, listening, speaking, reading, and writing. Besides, the tenses mastery is also important to have other grammar materials that need Tenses mastery as the basic knowledge.

Based on the test result that had been done, it can be described that learning tenses using abbreviated formulas on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri is very effective in attracting students' attention, especially in understanding to make a sentence on the 12 tenses.

Conclusion and Suggestions

Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer finally comes forward the conclusion:

1) Based on the data, it can be concluded that learning tenses on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri *before* using abbreviated formulas were low, because most of the students score were under the minimum score criteria.

2) Based on the data, it can be concluded that learning tenses on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri *after* using abbreviated formulas were good, because most of the students got higher score above the minimum score criteria.

Learning tenses using abbreviated formulas was effective on students' grammar mastery at the Takhasus grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri, it was based on the result of the calculation of paired sample

t-test with the sign (2 tailed) the result was .000, it was < 0.05. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

Suggestions

Based on those findings above, here the writer wants to try to give the solution of those findings that have been problems in teaching English by giving these following suggestions that are addressed underneath:

For The Students

1) The students should have some efforts to learn tenses by using abbreviated formulas on grammar mastery because when the students use this strategy, they can be easier and more effective to study and can help the students to make the sentence correctly.

2) The students should be more pay attention to the teacher.

3) The students should be on time when come to class

For the teacher

1) The teacher have to make variety strategy in teaching learning process. As the strategy, abbreviated formulas suggested to be used by English teacher to apply in their teaching in grammar mastery.

2) The study is suggested that the teacher can be more active and pay more attention to their students in learning English, which concern to get high target in teaching English especially in grammar mastery.

3) The teacher should be creative in making the class interesting because some of the student sometimes are sleepy.

4) The teacher should always improve his or her skills and knowledge in exploring the class.

For other researchers

1) The researcher recommended the other researchers to develop their strategy or different language skill and different material that using abbreviated formulas can improve students' ability in grammar mastery but at different level of students.

2) To the other researchers who are interested for advance research, they can use this research to enrich the references about teaching tenses on grammar.

Mastery through using abbreviated formulas especially in Senior High School.

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