



## TEACHER REINFORCEMENT TO THE STUDENTS TO UNDERSTAND THE SIX ENGLISH TENSES

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### Abstract

This thesis presents research about “Teacher Reinforcement to the Students to Understand the Six English Tenses at the Tenth Grade of Sma Islam Athirah Bone”, the students always find the difficulties in their tenses understanding. Reinforcement method is one of methods which can help the students to solve their difficulties in their tenses understanding. The problem statements of this thesis is: does the use of reinforcement effective to the student understand the six tenses at the tenth grade students of Sma Islam Athirah Bone. This research uses quantitative method with pre-experimental design. The researcher applies cluster sampling by choosing IPS class of the first year that consists of 27 students with one group pre-test and post-test design. This research employs a test based on the problem statement investigated, it is multiple choice test. Multiple choice test consists of pre-test was given to the students to know the students’ tenses understanding before applying reinforcement method and post-test is given to the students to know the students’ tenses understanding after applying reinforcement method, while the data obtains through tests are analyzed with mean score and the formula of t-test. After several meetings, this research finds out the use of reinforcement method is significantly effective in increasing the students tenses understanding. The result of this research shows : (1) the mean score obtained by the students through pre-test is 41,03 and post-test is 54,11. (2) the t-test value is higher than the t-table ( $10,05 > 2.048$ ). It means that there is a significant difference between the result of the students’ pre-test and post-test. Therefore, null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted.

**Keywords:** Reinforcement, Tenses

## INTRODUCTION

English is considered to be a foreign language more to the second language in Indonesia and thought through lesson subject in the majority of Indonesian schools. As an international subject, it needs 6 years time to be learned. Start at high school, further at university level. Students are considered to be proficient at English when they are able to communicate effectively in this foreign language (Rudiati, 2018:2). It becomes international language to unite the world. In the era of globalization, learning English is very important because English is able for linking and make easily people in the most of countries are communicated each other based on the development in the field of economic, business, education and also politic. It applies to interact to each other, peculiarly with the foreigners. In building a good communication we should understand the rules of the way to interact (Parmawati, 2018:21-25).

Learning a language means learning to use that language to communicate both in oral from (listening and speaking) and written from (reading and writing). Learning a language particularly learning English, involves four basic skills: listening skill, speaking skill, reading skill, and writing skill. They are called language skills.

Beside the language skills, English has some elements which can be taught to the students. Those elements are pronunciation, vocabulary, and grammar. In order to learn English well, both the language skills and elements of language are inter related each other.

In this research, the researcher only focuses on grammar element. It is a rule to create a sentence, it can influence the way of communication can be delivered and received. It is a rule of language which has conventional arrangement to make sentences and convey larger meaning. Some of them are tenses, passive voice, sentences, parts of speech, conditional sentences, and many more (Argawati, 2017).

The problems often encountered by students while studying English. It is boredom in studying the basics of English tenses because they use books as the media, and most of them felt difficult to memorize all of the materials that have been studied in the school. Besides that, the students fear of the grammar, so they neglect grammar. It made a lot students have low scores on English and less confident to speak English in front of the public because they failed to mastery English grammar.

Aside of grammar, tenses is also important to make and divide words based on the context and the time. Tenses simply means time, the form of verb shows the time of current event, the time changes and follows the time event, time in tenses is divided into present, past, future, and past future, while event is divided into simple, continuous, perfect, and perfect continuous. There are 6 forms of simple tenses that consist of simple, present, past, continuous, perfect, and future, by the development of knowledge and time now, they have evolved into 16 forms of tenses, 12 real tenses and 4 conditional tenses. In this subject, the researcher will focus on 6 forms of tenses, namely simple present, present continuous, present perfect, simple past, past continuous, and simple future, the researcher chooses these tenses because they are commonly met by students in English subject on high schools.

Based on the pre-observation done by the researcher on July 27th in SMA Islam Athirah. The researcher interviewed the teacher Ms. Yuli about the student ability to understand six tenses, the researcher found some problems in learning English, especially the student understanding about the tenses. They lack of tenses undestanding and their level of self-confident. These issues can be solved by giving reinforcement to the students in order to motivate and increase their self-esteem, also pushing them to understand this subject better. By using this method, the students are hoped to be able to understand 6 forms of tenses to apply them with less error.

Reinforcement is one of the best ways of external motivation to help students in learning and understanding of these tenses. Reinforcement refers to a process in which consequence, a reinforcement is given following a desired behavior to increase the like hood that the behavior will occur again under similar conditions. Skinner in Wibowo (2021), reinforcement theory is one of the motivation theories; it states that reinforced behavior will be repeated, and behavior that is not reinforced is less likely to repeat. Reinforcement is divided into two called verbal and non-verbal reinforcement. Verbal reinforcement is given through words or sentences as like complementing students or congratulating them for what they have done. While, non-verbal reinforcement is given through gesture, proximity, activity, token, symbol, contact and partial.

The students who have learnt English intensively should find no problem in interacting orally to one another by using English with correct tenses. However, it is not completely true on the field, contrary with the popular believes the students in SMA Islam Athirah Bone still find some difficulties in mastering 6 forms of English tenses, based on the previous observation the number of students find it difficult to use tenses proficiently.

The 10th grade students of SMA Islam Athirah Bone are the target of this study, in SMA Islam Athirah Bone the students have little amount of interest in learning English, tenses is also on the top list. They stated that learning tenses is very difficult, in fact they do not really understand much about the form changes and the structural application, this urgent situation must be solved by giving reinforcement to the students. Therefore a study needs to conduct to know the effectiveness of giving reinforcement to students.

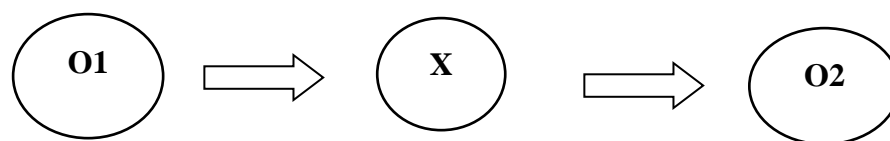
Therefore, based on the explanations above the researcher will conduct a research at the 10th grade students of SMA Islam Athirah Bone entitled: "Teacher Reinforcement to the Students to Understand the Six English Tenses"

## **METHOD**

### **Research Design**

This research applied pre-experimental design with one group pre-test and post-test design. The diagram is presented as follows:

### Pre-experimental Design



Where:

O1 = Pre-test  
 X = Treatment  
 O2 = Post-test

The design above means that before giving treatment of Reinforcement, the researcher would give pre-test to compare the result of post-test after doing treatment. The post-test was given to know the effectiveness of teacher reinforcement to understand six tenses after doing treatment. (Gay, 2006:252)

### Participants

The population of this research was the second year students Sekolah Islam Athirah Bone in academic year 2021-2022. It has 79 students of three classes or IPA1, IPA2 and IPS class. Sample is part of population that the real aspect of research and to get conclusion. It was taken by using cluster sampling, and the sample of this research was IPS class of the first year of Athirah Islamic Boarding School Bone. The number of the sample in this research was 27 students.

### Research Instrument

In collecting data, the researcher used multiple choices test by giving students papers that consist of 30 numbers then the researcher asked the students to choose the correct answer that has been taught to the students. Beside, this way also helped the students to explore and stimulate their tenses understanding.

### Procedure of Collecting Data

The procedure of collecting data of the research followed the procedure as follows:

#### 1. Pre-Test

Before giving treatment, the researcher applied a pre-test to the students. The pre-test was intended to know the students' understanding in 6 tenses before giving reinforcement as treatment.

#### 2. Treatment

After giving pre-test, the researcher taught 6 tenses by applying Reinforcement Method. The treatment was conducted six meetings and spent forty five minutes each meeting.

#### 3. Post-test

After applying the treatment, the researcher gave the posttest to students to obtain data, whether there is some progress of students' understanding of 6 tenses after having treatment or not.

### Technique of Data Analysis

In this test, the data was collected from pre-test and post-test about students' improvement, then being analyzed by using some procedures. To obtain the students' scores of both pretest and posttest. After that, the data were classified into 5 classifications by referring the scoring system (Depdiknas, 2006:38), then calculating the mean score, standard deviation, and value of t-test to identify comparison between pretest and posttest by using SPSS program

## FINDINGS

The researcher has stated in the previous chapter that the data of students' achievement was collected by using pretest and posttest. The tests, pre-test and post-test, were given to measure the students' understanding in Six English Tenses before and after the treatment.

### The frequency distribution and percentage of the students' score in the pre-test and post-test

After the researcher got the result of the students' score, then he calculated their percentage in increasing students' tenses understanding by using reinforcement method. It was used to know how many students who got percentage excellent, good, fairly good, fair and poor. To obtain the percentage of the students' letter grade, the researcher applied them into the following formula:

$$p = \frac{fq}{n} \times 100\%$$

The result showed the difference between the pre-test and post-test. It can be seen in the table below:

**Table 1**  
**The frequency distribution and percentage of students' pre-test score**

Classification	Score	Frequency	Percentage
Excellent	80-100	-	-
Good	66-79	3	11,11%
Fairly Good	56-65	1	3,70%
Fair	46-55	6	22,22%
Poor	0-45	17	62,96%
<b>Total</b>		<b>27</b>	<b>100%</b>

Table 1 shows about the frequency distribution and percentage of students' score on tenses In pre-test, 0 students were classified as excellent. There were (11,11%) or 3 students got a good score, (3,70%) or 1 students got fairly good score, (22,22 %) or 6 students got fair score, and (62,96%) or 17 students got poor score.

**Table 2**  
**The frequency distribution and percentage of students' post-test score**

Classification	Score	Frequency	Percentage
Excellent	80-100	2	7,40%
Good	66-79	3	11,11%
Fairly Good	56-65	8	29,62%
Fair	46-55	7	25,92%
Poor	0-45	7	25,92%
<b>Total</b>		<b>27</b>	<b>100%</b>

Table 2 shows about the frequency distribution and percentage of students' score on tenses. After giving treatment at the experimental group, the score had increased in post-test. The number of students who got excellent, fairly good, and fair score significantly increased to (0%) or 0 students, to (11,11%) or 3 students, to (3,70%) or 1 students to (29,62%) or 8 students, and to (22,22%) or 6 students to (25,92%) or 7 students. Meanwhile, the number of students who got good score are still the same to (11,11%) or 3 students to (11,11%) or 3 students, and the number of students who got the poor score had decreased from (62,96%) or 17 students in pretest to (25,92%) or 7 students in post-test.

### Mean Score and Standard Deviation

After classifying the tenses understanding, the next are the mean score and the standard deviation in the pre-test and post-test which could be shown in the following table:

**Table 3**  
**Mean Score Standard Deviation of the Students in Pre-test and Post-test**

	Pre-test	Post-test
Mean score	<b>41,03</b>	<b>54,11</b>
Standard Deviation	<b>15,88</b>	<b>15,29</b>

Table 3 shows the statistical summary of the students' mean score and the standard deviation both in pre-test and post-test. The mean score of the result of the students' post-test was higher than the mean score of pre-test, while the standard deviation in pre-test was higher than in post-test. Thus, it could be said that the use of reinforcement method is effective in generating students' idea in understanding six English tenses.

### Significant Test

In other, to know whether the mean score was different from the two tests (pre-test and post-test), the researcher used the T-table. The following table shows the result of the T-test calculating bellow:

**Table 4**  
**The t-test of students' achievement**

Variable	t-test	t-table
$X_2 - X_1$	<b>10,05</b>	<b>2.056</b>

The table 3.4 shows that the level of significance (p) 0.05 and  $df$  26, the value of the t-test (10,05) was higher than t-table 2.056. It meant that there was significant difference between the result of the students' pretest and posttest achievement after giving the treatment by using four reinforcement method in teaching six English tenses.

### Test the Hypothesis

To find out the degree of freedom ( $df$ ), the researcher used the following formula:

$$\begin{aligned} df &= N-1 \text{ (N = Number of students)} \\ df &= 27 - 1 \\ df &= 26 \end{aligned}$$

For the level of significance (p) 0,05.and  $df$  26, the value of the t-test (10,05) was higher than t-table 2.056. It means that  $H_0$  is rejected and  $H_1$  is accepted. So the researcher concluded that there was significant difference between the result of the students' pre-test and pos-test ability after applying reinforcement method in teaching six English tenses.

## DISCUSSION

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through tenses test by using reinforcement method both pre-test and post-test. The description of the data collected through the test as explained in the previous section shows that the students' tenses understanding improved significantly. It was supported by the score rate of the result of the students' pre-test and post-test of experimental group.

The students' achievement in tenses before giving treatments by using reinforcement method was good. It was proved by the result of pre-test before treatments that 0 students were in excellent classification. The data showed that from 27 students, 0 (0%) students were in excellent classification, 3 (11,11%) students were in good classification, 1 (3,70%) students were in fairly good classification, 6 (22,22%) students were in fair classification and 17(62,96%) students were in poor classification. Then, most of the students' score in pre-test were poor classification.

After giving the pre-test, the researcher gave the treatment, it was conducted six meetings, every meeting the researcher explained the materials and gave the example to the students. After that the researcher asked them to change the tenses of the sentence, then the researcher gave them verbal and non-verbal reinforcement. In the last meeting the researcher evaluated all the materials before giving post-test.

The materials of the treatment, the researcher applied Reinforcement method in teaching six English tenses. The students did not feel difficult to learn in the six tenses and they could understand the six tenses. The step by step approach helped students in cohesiveness, coherence and tenses understanding. The verbal and non-verbal reinforcement helped the students to learn tenses easier also boost their self-confident.

The students could conceptualize, understand, and structure the tenses forms, kinds, and the functions of six tenses successfully for six meetings. It was fun, it was a creative process and natural way to organize the student's thought; it prevented the student from including irrelevant content; and the last the direction for tenses understanding in Reinforcement Method was made as clearly as possible, so that the students are capable to understand and apply it well.

Different by the result of pre-test, there was a development in students' score in post-test. After giving treatments that there were 3 (11,11%) students were in excellent classification, 3 (11,11%) students were in good classification, 8 (29,62%) student were in fairly good classification, 7 (25,92%) students were in fair classification, and 7 (25,92%) students were in poor classification.

It was also supported by the means score of the students' pre-test and post-test. The mean score of the students' pre-test was 41,03. It was poor classification. It means that the level of students' achievement before giving treatment was poor. Whereas, the mean score of the students' post-test was 54,11. It was fair classification. It means that the level of students' achievement after giving treatments was fair. Thus, the students' achievement developed from poor to fair classification. The level of students' achievement increased one level. Based on the difference between the mean score of the students pre-test and post-test, it can be said that the students' ability in understanding six tenses was developing.

To know the effectiveness of reinforcement method in increasing students' tenses understanding, the researcher used the formula of Cohen's effect size and comparing between t-test value and t-table. The result of effect size was 1, 96 and it was moderate ( $0,2 < 0,72 < 0,8$ ), the result of t-test which was 10,05 and t-table was 2,056. It showed the t-test was higher than t-table.

Based on the criteria of Cohen's effect size and the result of t-test and t-table, the implementation of four reinforcement method in increasing students' six tenses understanding was moderately effective.

The finding showed that Reinforcement Method contributed in improving students' understanding in six English tenses. The effectiveness of Reinforcement Method was affected by some factors. Firstly, the use of Reinforcement Method stimulated the students' confidants and

motivations to understand tenses. Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviors from occurring. In this case, the teacher used verbal and non-verbal reinforcement as this kind of tools. Meanwhile, the researcher also found some explanations about verbal reinforcement from ET. At the end students were able to understand Six English Tenses.

Secondly, reinforcement has a good influence on students in the form of a positive attitude towards the student learning process and aims as follows: increasing student attention during lessons, increasing learning motivation, increasing learning activities and fostering productive student behavior (Usman, 2003). The findings in students' post test showed that the students were able to understand the essences of six English tenses which had been thought previously.

## CONCLUSION

Based on the result of analysis in the previous chapter, the researcher concludes that reinforcement method gave the positive effect in increasing students' tenses understanding. It is seen the effect size was 1,96, it was moderate ( $0,2 < 0,72 < 0,8$ ) and the students' prior knowledge of tenses is still low, it is provided in the data that most of the students mean score in pre-test was 41,03 and it increased after applying reinforcement method. The students' mean score in post-test was 54,11.

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