CHAPTER I

INTRODUCTION

A. Background of Study

Tenses comprehension is the ability to understand sentences and know the structure of sentences correctly. The ability to use tense is very important in learning the structure of language in spoken and written forms. According to Mart, the accuracy of tenses in language acquisition plays an important role in understanding reading, speaking, and writing performances.[1] Because tenses can be used to express an event, situation, or place at a certain time, sentence construction can be categorized as grammatically correct if the tenses used are appropriate. Therefore, tenses are one of the components that must be understood by a student to increase accuracy in making sentences.

Despite the importance of understanding tenses, there are still many students who have difficulty understanding tenses in the form of written and spoken sentences, and some of them struggle to make appropriate sentences according to tenses. Besides that, some students also have difficulty distinguishing simple present, simple past, present

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[1] Cagrı Tugrul Mart, "Teaching Grammar in Context, Why and How?", *Manufactured in Finland,* Vol. 3, No. 1 (January, 2013), 125.

perfect, and future sentences, as well as difficulty recalling the tenses material they have learned considering the many tenses concepts learned.[2] Therefore, it is very important to identify and overcome this limitation to improve students' understanding of tenses. The teacher focuses more on students playing an active role in the learning process so as to facilitate understanding of tenses by using sources from books and internet-based electronics that are carried out independently so that the teacher's role is only to direct and guide, and the teacher can provide tenses material by creating interesting and effective learning strategies that can improve students' understanding of tenses.

To improve accuracy in making sentences, the use of the self-organized learning environment method is a solution to improving the ability to understand tenses. According to Prawiradilaga in sholichah explains that the ability to understand tenses by means of independent learning must adapt to advances in open learning theory and technology, to improve the quality of student learning through the fulfillment of good, relevant, and varied learning resources through

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[2] Murnia Suri, "Teaching of Tenses Materials Through The Students to Students Method and Teacher to Students Method", *Journal of Education Science,* Vol. 6, No. 1 (April, 2020), 53–59.

internet networks.[3] Therefore, the self-organized learning environment method provides a learning process with support sourced from books and internet-based electronic media, which is now more interesting to use in teaching to improve English learning skills, especially the ability to understand tenses. This method involves the use of various sources of material, such as books, e-books, YouTube, Google Chrome, etc., with the aim of increasing students' understanding and skills regarding grammar in the form of spoken or written sentences. Ali Farhan AbuSeileek's research revealed that the ability of students' tenses to use the self-organized learning environment method increased dramatically. It can be seen that the use of computers in language teaching has more advantages than traditional teaching (reading, writing, and speaking). For example, computers provide an opportunity not available in a traditional student classroom; students can receive immediate feedback on their answers and correct their mistakes from the system.[4] Therefore, learning strategies using self-organized learning environments, which consist of using book sources and internet-based

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[3] Ana Fatwatusholehah, "Self-Organised Learning Environment (SOLE) Learning In Completing Assignments In SMP Negeri 9 Semarang", *Study Program English,* Vol. 3, No. 1, (June, 2019), 67.

[4] Ali Farhan Abuseileek, "The Effect Of Self Organized Learning Environment and Computer-Based Grammar Instruction On The Acquisition Of Verb Tenses in an EFL Context", *The JALT call journal,* Vol. 2, No. 1 (May, 2007), 59-60.

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electronic tools to explore material independently, can be an effective way to improve the ability to understand tenses and strengthen the memory of material for the benefit of students' understanding of tenses.

The research conducted by Murnia Suri is entitled "Teaching tenses material through student-to-student methods and teacher-to-student methods. Teaching tenses materials through student-to-student methods and teacher-to-student methods" revealed that, based on several studies related to grammar, many students have difficulty mastering tenses because there are many theories about tenses material that must be mastered even though they have learned it from the basic level. In addition, in the teaching and learning process, the teacher teaches conventional theory and teaches students to listen.[5] Another study was conducted by Rina Listia and entitled " Problems in the language learning process at the EFL level when using tenses are something new in learning Grammar". There are problems related to difficulties in applying aspects and tenses in the right context, first language interference, and a lack of habit to practice abilities.nd low student confidence in using language. It is suggested that language

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[5] Murnia Suri, "Teaching of Tenses Materials Through The Students to Students Method and Teacher to Students Method", *Journal of Education Science,* Vol. 6, No. 1, (April, 2020), 55.

teachers, especially English language teachers, focus their language teaching not only on the form but also on the function and meaning of tenses.[6]

Although there have been many studies discussing the influence and difficulties of using various teacrolhing methods on improving tenses, Most of the research does not use the self-organized learning environment method, while other studies use the self-organized learning environment method and only focus on developing students' confidence in learning English. not focused on tenses learning; therefore, there is a research gap regarding the use of the self-organized learning environment method on students' tenses abilities among junior high schools. This study aims to fill this gap by the effectiveness of students' tenses ability using a self-organized learning environment method in eighth grade of SMPN 2 Pandeglang. Eighth Grade junior high school students are at a critical stage in their development. Judging from the increase in social interaction and cognitive abilities, this stage is marked by the way students make sentences that are not in accordance with the past, present, perfect, and future, both orally and in

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[6] Rina Listia,*"EFL Learners' Problems in Using Tenses an Insight for Grammar Teachin*g", IJET Indonesian Journal of English Teaching,* Vol. 2, No. 1 (July, 2020), 86–95.

writing, and have not been able to change the verbs used. Therefore, it is important to investigate different teaching methods, such as the self-learning environment method. In addition, junior high school students are also experiencing a transition from a more teacher-centered learning approach to a more student-centered approach, where they are expected to be more responsible for their own learning. This transition can be facilitated by using a variety of applications that encourage active engagement and participation to provide opportunities for students to explore their understanding of tenses; thus, investigating the effectiveness of this method can provide valuable insights into how to support and enhance student learning experiences.

One of the potential challenges that may arise in conducting learning to improve understanding of tenses by using the self-organized learning environment method in eighth grade of SMPN 2 Pandeglang is the possibility that students will experience difficulties in concentrating and seeking their own understanding. To overcome these challenges, guidance may be needed. and directions to students about strategies for understanding easy and effective tenses of material. Previous research conducted by Malik Al Zakwani and Caroline Walker-Gleaves, entitled "The Influence of Self-Organized Learning

Environments (SOLE) on EFL Students in a College in Oman," is an activity to enhance the English language experience for foreign language learners (EFL) using the self-learning environment method at the University of Oman. With the aim of finding out whether the method of self-organized learning environments can influence EFL in Oman in developing students' confidence in learning English,[7] While there are similarities with this research, which also investigates the effectiveness of the self-organized learning environment method in learning English for EFL learners, this research focuses on students' understanding of tenses because, so far, students have started to develop metacognitive skills, which allow them to reflect and recall their understanding. This is important to improve understanding of tenses because students are able to understand and remember independently and carry out the steps of practice directly or indirectly in the form of sentences. Besides that, This study uses a quasi-experimental research design to determine the effectiveness of understanding tenses through exploration using the self-organized learning environment method. Based on the explanation above, the

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[7]Malik Al-Zakwani and Caroline Walker Gleaves, "The Influence of Self-Organized Learning Environments (SOLE) on EFL Students in a College in Oman." *Journal of Information Technologies and Lifelong Learning JITLL,* Vol. 2, No. 2 (December, 2022), 97-98.

researcher will conduct a study entitled "The Effectiveness of Students' Tenses Ability Using A Self- Organized Learning Environment Method": An Experimental Research for Eighth Grade of SMPN 2 Pandeglang.

B. Identification of Problems

The following are some things related to the background of this research:

1. Most students do not understand when making sentences according to tenses. Because of the lack of practice in making the right sentences in the form of spoken and written sentences.

2. They consider that there are many concepts of tenses that must be understood so that they can distinguish between past, present, and future, and the substitution of verbs.

C. Limitations of The Research

Based on the description of the problem above, the researcher limits this research by using the concept of tenses ability in Noah's expression in Musdalifah, namely, tenses ability are the ability to make sentences derived from words where students are able to have sufficient skills or resources to do something. Where this research only focuses

on students' experiences and daily habits by the effectiveness of students' tenses abilities in past tense and present tense material using the self-organized learning environment method at SMPN 2 Pandeglang.

D. Research Question

Based on the background of the study above, the researcher formulates the following goals for the research:

1. How is the student's ability to learn tenses?

2. How are students' tenses using the self-organized learning environment method?

3. What is the effect of the self-organized learning environment method on students' tenses and abilities?

E. Objectives of Study

Based on the statement of the problems above, the objectives of the study are as follows:

1. To observe students' ability in learn tenses.

2. explore students' tenses ability using the self-organized learning environment method.

3. To determine the effect of the self-organized learning environment method on students' tenses and abilities.

F. Significance of the Study

1. Theoretically

Theoretically, this study aims to examine the impact of the self-organized learning method on students' understanding of tenses, which will contribute to the existing literature on language teaching and learning. The findings of this study can help language educators and researchers identify the most effective teaching methods for improving tenses comprehension skills.

2. Practically

Practically, the findings of this research can be of use to language teachers and curriculum developers who are responsible for designing and implementing effective language teaching programs. The results can help teachers choose the right teaching method to improve students' tenses and skills based on their individual needs and learning styles. In addition, this research can contribute to the development of teaching materials that combine book sources and internet-based

electronic tools by allowing students to explore learning themes independently with teacher direction and gain quality insights.

G. The Hypothesis

A hypothesis is a formal statement about an expected relationship between two or more variables that can be tasted through an experiment. Based on the purpose of the study and definition of hypothesis above, the researcher can formulate a hypothesis as follows:

1. H_a: There is a significant effect to explore on students' tenses ability using the self-organized learning environment method.

2. H_o: There is no significant effect. There is a significant effect to explore on students' tenses ability using the self-organized learning environment method.

H. Previous Study

There are several previous studies that the researcher gathered in order to complete this research. The researcher also wants to identify any gaps between this study and previous studies.

"EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching" was the title of the first study, which was carried out by Rina Listia. This study tought to identify the learners' tense-

related issues in the 2018 batch. Utilizing a questionnaire and a multiple-choice test. The study used a quantitative methodology and provided a narrative account of the findings. The entire 2018 batch of the English Language Education Program, The results show that the majority of them struggle with the past perfect tense (61%) as well as the past perfect continuous (61%) and future perfect continuous (67%) forms. These issues stem from the inability to use the appropriate aspect and tense in the given context, first-language interference,[8]

The second study was conducted by Ulvika Rahmawati entitled "*An Analysis Of The Difficulties Faced By The Students In Learning Simple Past Tense In Eight Grade Of SMP N 1 Baki In The Academic Year Of 2018/2019*" The purpose of this study was to outline the challenges that students had when learning the simple past tense. The study employed descriptive qualitative case study research. The method used to gather data for this study was a questionnaire, an interview, and class observations. The findings show that there are four challenges that students who don't meet the minimum passing grade in learning the simple past tense face. These challenges include having trouble

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[8]Rina *"EFL Learners Problems in Using Tenses an Insight for Grammar Teachin*g*",* 86-97.

remembering formulas, having trouble remembering irregular verbs, and having trouble understanding grammar rules.[9]

The third study was conducted by Malik Al Zakwani dan Caroline Walker-Gleaves entitled *"The Influence of Self-Organized Learning Environments (SOLE) on EFL students in a college in Oman"*. This research is an activity to improve the English language experience in foreign language learners (EFL) using the self-organized learning environment method at Oman universities. With the aim of knowing whether the self-organized learning environment method can influence EFL in Oman in developing student confidence in learning English. This study uses a participatory action research design, data taken from diaries, interviews, focus groups, and teacher assessment notes. This activity is inseparable from the interaction of fellow students to help ensure the accuracy of this research, and students are asked to express their opinions and thoughts about the self-organized learning environment when making decisions. This study shows effective results when using the self-organized learning environment method for the EFL learning approach in Oman. Some improvements

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[9] Ulvika Rahmawati , "An Analysis of the Difficulties Faced by the Students in Learning Simple Past Tense In Eight Grade Of SMP N 1 Baki", *Naskah Publikasi,* Vol. 1 No. 2 (July, 2019), 77.

can be seen from the increase in students' self learning using the SOLE method. The results of the study revealed that students' English proficiency increased, and the use of the SOLE method can motivate students.[10]

The fourth study was conducted by Muhammad Akram & Mamuna Ghani   entitled.*"Effect of Self-Organized Learning Environment on the Comprehension of ESL Learners at Primary Level in Pakistan".* This study aims to ask whether the Self-organized learning environment method will affect the improvement of learning comprehension skills in learning English as a second language in Pakistan. The researcher uses a quasi-experimental quantitative method, there is a control class (taught ESL understanding skills using traditional methods) while the experimental class (learns ESL understanding using a self-organized learning environment method). The instruments used in this study were pre-test and post-test. And it can be concluded that the influence of the self-organized learning environment method is effective compared to using traditional methods. It can be proven by seeing ESL students learning English

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[10] Malik Al- Zakwani and Caroline Walker-Gleaves, "The Influence of Self-Organized Learning Environments (SOLE) on EFL Students in a College in Oman." Vol. 2. 98.

more effectively and proficiently in collaboration with one another. This study intends that students can be actively involved in every lesson, especially in understanding English by using technology within the scope of self and group learning.[11]

There are similarities between this research and other previous studies. The study conducted by Malik Al Zakwani and Caroline Walker-Gleaves. investigated the effectiveness of the self-organized learning environment method by trying to improve English language learning for EFL students. [12] In addition, research conducted by Muhammad Akram & Mamuna Ghani this study identified a method of self-organized learning environment on the Comprehension of ESL Learners.[13]

In contrast, there are also differences between this study and previous studies. The study conducted by Rina Listia focuses on identifying the difficulties faced by EFL Learners' Problems in Using Tenses, while this research It suggested that language teachers should focus their language instruction not only on form but also on the

[11] Muhammad Akram and Mamuna Ghani, "Effect of Self-Organized Learning Enviroment on the Comprehension of ESL Learners at Primary Level in Pakistan". *Pakistan press,* Vol. 9, No. 1 (December, 2019), 135– 143.

[12] Malik Al- Zakwani and Caroline Walker-Gleaves, "The Influence of Self-Organized Learning Environments (SOLE) on EFL Students in a College in Oman." Vol. 2, 98.

function and meaning of the tenses.[14] In addition to research conducted by Ulvika Rahmawati, the objectives of this study were to describe the difficulties faced by students in learning simple past tense.[15] Furthermore, research conducted by Malik Al Zakwani and Caroline Walker-Gleaves has the aim of knowing whether the self-organized learning environment method can influence EFL in Oman by developing student confidence in learning English.[16] This study uses a participatory action research design. Furthermore, research conducted by Muhammad Akram and Mamuna Ghani aims to ask whether the Self-organized learning environment method will affect the improvement of learning comprehension skills in learning English as a second language in Pakistan.[17]

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[14] Rina, "EFL learners Problem in Using Tenses an Insight for Grammar Teaching", 86-97

[15] Ulvika, "An Analysis of the Difficulties Faced by the Students in Learning Simple Past Tense In Eight Grade Of SMP N 1 Baki", 77.

[16] Malik Al- Zakwani and Caroline Walker-Gleaves, "The Influence of Self-Organized Learning Environments (SOLE) on EFL Students in a College in Oman." Vol. 2, 98.

[17] Muhammad Akram and Mamuna Ghani, "Effect of Self-Organized Learning Enviroment on the Comprehension of ESL Learners at Primary Level in Pakistan". *Pakistan press,* Vol. 9, No. 1 (December, 2019), 135 -136

I. The Organization of Writing

In this part, the researcher will explain the chapters of this research. This research has five chapters, which are:

Chapter I is an introduction. In this chapter, the researcher makes some points, including the background of the study, identification of the Problem, focus of the study, statement of the problem, objective of the problem, significance of the research, hypothesis, previous study, and organization of the writing.

Chapter II is Theoretical Framework. This part consists of some theories from some experts who have conducted research related to this research.

Chapter III is Research Methodology. This chapter consists of research methods, units of analysis, techniques of data collection, and data analysis.

Chapter IV is Results And Discussion. This chapter consists of The research findings, results, and analysis.

Chapter V is Closing. This chapter consists of The conclusion and suggestions.