

THE EFFECTIVENESS OF STUDENTS' TENSES ABILITY USING A SELF ORGANIZED LEARNING ENVIRONMENT METHOD (An Experimental Research of The Eighth Grade at Junior High School)

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Abstract

The ability to use tense is very important in learning the structure of language in spoken and written forms. there are still many students who have difficulty to make appropriate sentences according to tense, and difficulty distinguishing simple present, simple past, present perfect, and future sentences. The purpose of this study was to find out how the effect of students' tenses using the self-organized learning environment method at class VIII SMP in Pandeglang, Researchers use quantitative research by applying a true experimental design to conduct research. The population of this study was made up of students in class VIII at SMP Negeri in Pandeglang. Samples were selected by cluster random sampling. Each classroom consists of 30 students. In collecting data, researchers conducted observations and tests (pre-test and post-test). The study had been done in five meetings that were designed: the first meeting was for the pre-test, three meetings were for treatments, and the last meeting was for the post-test. In analyzing the data, researchers used the t-test. The calculation results show that with a significance degree of 5% and 58 degrees of freedom, tcount (2.316) is greater than ttable (1.672). This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can also be seen that the average value of the experimental class is higher than the control class. It can be concluded that the self-organized learning environment method is effective in exploring the tenses abilities of Grade VIII students of junior high schools in Pandeglang.

Keywords: Effect, Tenses Ability, Self Organized Learning Environment Method.

Abstract

Kemampuan menggunakan tense sangat penting dalam mempelajari struktur bahasa dalam bentuk lisan dan tulisan. masih banyak siswa yang kesulitan membuat kalimat yang tepat sesuai tense, dan kesulitan membedakan kalimat simple present, simple past, present perfect, dan future. Tujuan penelitian ini adalah untuk mengetahui bagaimana pengaruh tenses siswa dengan menggunakan metode self-organized learning environment di kelas VIII SMP di Pandeglang, Peneliti menggunakan penelitian kuantitatif dengan menerapkan desain true eksperimen dalam melakukan penelitian. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri di Pandeglang. Sampel dipilih secara cluster random sampling. Setiap kelas terdiri dari 30 siswa. Dalam pengumpulan data, peneliti melakukan observasi dan tes (pre-test dan post-test). Penelitian dilaksanakan dalam lima pertemuan yang dirancang: pertemuan pertama untuk pre-test, tiga pertemuan untuk treatment, dan pertemuan terakhir untuk post-test. Dalam menganalisis data, peneliti menggunakan uji-t. Hasil perhitungan menunjukkan bahwa dengan derajat signifikansi 5% dan derajat kebebasan 58, diperoleh thitung (2,316) lebih besar dari ttabel (1,672). Artinya hipotesis alternatif (H_a) diterima

dan hipotesis nol (H₀) ditolak. Terlihat juga bahwa nilai rata-rata kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Dapat disimpulkan bahwa metode self-organized learning environment efektif dalam mengeksplorasi kemampuan tenses siswa kelas VIII SMP di Pandeglang.

Kata Kunci: *Efek, Kemampuan Tenses, Metode Self Organized Learning Environment.*

INTRODUCTION

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 (2013), the accuracy of tenses in language acquisition plays an important role in understanding reading, speaking, and writing performances. 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. 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 Muria (2020) to tenses. Besides that, some students also have difficulty distinguishing simple present, simple past, present perfect, and future sentences, as well as difficulty recalling the tenses material they have learned considering the many tenses concepts learned. 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 media.

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 Ana Fatusholichah (2019) 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 internet networks. Therefore, according to Akram (2019) 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.

Based on several studies related to grammar In junior high school, 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. Malik (2022) In addition, in the teaching and learning process, the teacher teaches conventional theory and teaches students to listen. 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, and low student confidence in using language.

Although there have been many studies discussing the influence and difficulties of using various teaching 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 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.

Learning using the self-organized learning environment method can be applied by teachers and students with their creativity to explore material using book sources or electronic media. To create an effective and efficient learning method, According to Celina (2016) the "Self Organized Learning Environment" learning method is applied. is a cognitive learning method that emphasizes students' ability to explore information, express understanding of the material obtained and be able to communicate it orally and in writing. Based on the background above, researchers conducted research aimed at finding out whether this method was effective in improving students' tenses abilities. Therefore, the researcher intends to conduct research entitled "THE EFFECTIVENESS OF STUDENTS' TENSES ABILITY USING A SELF ORGANIZED LEARNING ENVIRONMENT METHOD" (An Experimental Research of The Eighth Grade at Junior High School).

METHODS

This research is a true research, a true experiment can control all variables and influence the course of the experiment, Fraenkel et al (2012) sampling uses a cluster random sample technique where the researcher determines or selects a sample from the population in clumps or groups. Then this study collects data with pre-test and post-pest. In this design, the researcher will give a pre-test before doing the treatment. After being given the treatment the researcher will give a post test to find out the increase before and after being given the treatment.

Sample/ Population

The population in this study were class VIII students of SMPN 2 Pandeglang for the 2023-2024 academic year, which consisted of 3 classes with a total of 90 students. The number of VIII A students is 30 students, VIII B is 30 students, and VIII C is 30 students. A sample of class VIII students of SMPN 2 Pandeglang was selected by two classes as a sample using the cluster random sampling technique. The researcher used 60 students, 30 students from the experimental class and 30 students from the control class.

Instrument

The technique of collecting data is observation and test. The researcher was used the observation sheet to observe the teaching and learning speaking class.

1. Observation In this study, observation was used during the learning process. Researchers observed English teachers and situations in the process of learning English.
2. Test
 - a. Pre-test the pre-test was carried out between the experimental group and the control group to determine the initial status. The researcher will give a test prior to implementation using the self-organized learning environment method to find out the students' tense abilities and get their tenses mastery data from several groups.
 - b. Post-test a post-test will be administered at the end, after applying project-based learning to the experimental group and traditional methods to the control group to examine significant differences in the tense abilities of the several student groups.

RESULTS AND DISCUSSION

In this research the researcher gave the test to students. In comparing pre-test and post-test scores in the experimental and control classes, researchers used the statistical version of IBM SPSS 25 to calculate scores. Then, students filled out a question test about past tense and present tense. The results of the pre-test and post-test in the experimental and control classes are explained in the following table below.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experimental	30	55	70	62.50	5.211
Post Test Experimental	30	80	95	87.83	5.363
Pre Test Control	30	55	75	62.83	5.200
Post Test Control	30	75	95	84.50	5.776
Valid N (list wise)	30				

So, the results of the students' pre test score in the control class are shown in table 4.1. According to the data, the greatest score was 75 and the lowest score was 55. The pre test an mean score of 62.83 points. And the result of the students post test scores in the control clas, the greatest score was 95, and the lowest score was 75. The post test an mean score of 84.50 points. The control class post test result indicated a considerable improvement after treatment, as evidenced by the fact that the average post-test was better than the average pre-test, which was $62.83 < 84.50$.

The results of the students' pre-test scores in the experimental class are shown in Table 4.2. According to the data, the highest score was 70, and the lowest score was 55. The pre-test had a mean score of 62.50 points. And as a result of the students post-test scores in the experimental class, the greatest score was 95 and the lowest score was 80. The post-test had a mean score of 87.83 points. The experimental class post-test result indicated a considerable improvement after

treatment, as evidenced by the fact that the average post-test was better than the average pre-test, which was $62.50 < 87.83$.

Based on the result above, the standard deviation of the experimental class pre-test was 5.211 and the standard deviation of the control class pre-test was 5.200. It can be concluded that the pre-tests of both classes were not significantly different. And the standard deviation of the experimental class posttest was 5.363, and the standard deviation of the control class posttest was 5.776. Based on the result above, it can be concluded that the pre-tests of both classes were significantly different.

The Result of the Normality Test

The normality test is needed to determine whether the data from the two classes has a normal distribution. The researcher conducted a normality test using the Kolmogorov-Smirnov and Shapiro-Wilk methods on SPSS 25. To analyze the data, the researcher also used SPSS 25. If the significance value is greater than $\alpha = 0.05$, the data is considered normally distributed. Normality test results on the following pre-test data:

Normality Test Result

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	Pre Test Experimental	.184	30	.011	.879	30	.003
	Post Test Experimental	.190	30	.007	.873	30	.002
	Pre Test Control	.195	30	.005	.910	30	.015
	Post Test Control	.182	30	.012	.918	30	.024

*This is a lower bound of the true significance
 a. Lilliefors Significance Correction

From Table 4.4, it can be seen that the significance score of the experimental class pre-test score is 0.011. The significance of the experimental class post-test score was 0.007, the significance of the control class pre-test score was 0.005, and the significance of the control class post-test score was 0.012. It indicated that the data was normal distributed because the significance score was higher than $\alpha = 0.05$. So, it was concluded that the data from the pre-test and post-test of both classes were normally distributed.

The Result of Homogeneity Test

After the normality test, the researcher did the homogeneity test to find out the similarity between the control and experimental classes. Furthermore, here is the data calculation for homogeneity.

Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.003	1	58	.954
	Based on Median	.000	1	58	1.000
	Based on Median and with adjusted df	.000	1	58.000	1.000
	Based on trimmed mean	.002	1	58	.968

The result shows the significance value (Sig). Based on means, it is equal to 0.954 > 0.05, so it can be concluded that the variance of the post-test data experiment class and post-test data control class is the same or homogeneous. Therefore, the variances of those two variables in both classes were **homogenous**.

The Result of Hypothesis Test

After the normality and homogeneity tests were completed, the t-test was used to calculate the data to find out whether the scores of students' tenses ability in the posttest were different between the experimental class and the control class after the treatment. The research hypothesis test was carried out using SPSS 25. The average post-test scores for both experimental and control classes were obtained. There is a standardized significance of 0.05. The results of testing the following hypotheses:

The Result of T Test Calculation

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result Score	Post Test Experimental Class	30	87.83	5.363	.979
	Post Test Control Class	30	84.50	5.776	1.055

Shows the post-test results for the experimental and control classes, as shown in the data listed in Table 4.6 above. Each class has an almost identical number of students, namely 30. The average score for the experimental class is 87.83, while the average score for the control class is 84.50, which indicates that the average score for the experimental class is higher than the average score for the control class.

The Result of t-Test and Hypothesis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Post Test Score	Equal variances assumed	.003	.954	2.316	58	.024	3.333	1.439	.453	6.214

	Equal variances not assumed			2.316	57.684	.024	3.333	1.439	.452	6.214
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In this part, the researcher used t-test to find out effectiveness of self organized learning environment to explore students' tenses ability. The t-test independents sample formula was used to calculate the data. The result is follow in table above:

From the table above, the result of t-test and hypothesis sample test was t-test = 2.316 > t table 1.672, it means that the alternative hypothesis is accepted, And the effectiveness was significant between using self organized learning environment method to explore students' tenses ability at the eight grade of junior high school. Based on the data above, the null hypothesis (H_0) that there is no effectiveness in using self organized learning environment method to explore students' tenses ability at the eighth grade of SMPN 2 Pandeglang was rejected and the alternative hypothesis (H_a) that there is effectiveness in using self organized learning environment method to explore students' tenses ability at the eighth grade of SMPN 2 Pandeglang.

Discussion

The objective of the research was to find out the effectiveness of the self-organized learning environment method to explore students tenses. After collecting the data and describing the pre- and post-test results about The effectiveness of students' tenses ability using the self-organized learning environment method, the researcher found some findings to answer the research problem. Furthermore, in this subchapter, there was discussion about the problem statement of this research as follows:

Based on the result above, the minimum score of the experimental class pre-test was 55, and the minimum score of the control class pre-test was 55. The maximum score of the experimental class pre-test was 70, and the maximum score of the control class pre-test was 75. Then, the mean score of the experimental class pre-test was 62.50, and the mean score of the control class pre-test was 62.83. It could be seen that the standard deviation of the experimental class pretest was 5.211 and the standard deviation of the control class pretest was 5.200. It can be concluded that the pre-tests of both classes were not significantly different. The researcher found that some students were unable to understand tenses. They lack understanding of the material present tense and past tense. They don't even know how to make sentences in the present tense and past tense, both written and spoken, determining verbs according to the form of the sentence. This happens because they are not used to using English, especially in past tense and present tense. The limitations of place and time also made the students practice rarely in the class. Then, the researcher applied the self-organized learning environment method to overcome this condition.

In the description of the data collected from 60 students in the experimental and control classes. The value of the experimental class with an average pre-test score of 62.50 before using the self-organized learning environment method is described in Table 4.5. After using self organized learning environment method in the class, the mean score of post test was 87.83. Meanwhile, the control class had the mean score of pre test 62.83 and the mean score of post test was 84.50.

It meant that both classes had increased in the post test score. Yet, the experimental class got a higher score than the control class. In means that the experimental class had more significantly increasing rather than the control class.

Based on the calculation of T-test, the result of t_{count} was 2.316. Then, the degree of freedom was 58 and the t_{table} of $df = 58$ was 1.672. It could be conclude that t_{count} was higher than t_{table} or $2.316 > 1.672$. It meant that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. As the result, there was significance effect of using self organized learning environment method to explore students' tenses ability. Based on the results of their observations, the researchers found that there was an influence on the learning process and understanding of tenses. In Experiment class, students look enthusiastic about learning tenses using the self-organized learning environment method. They can improve their understanding of tenses by seeking independent understanding, and students can confidently use past tense and past tense sentences when communicating with others. This shows that the self-organized learning environment method helps students understand tenses more easily. Then researchers in the control class used conventional methods, namely the lecture method. They feel enthusiastic about learning tenses, but they don't have the confidence to use past tense and present tense sentences in English.

From the analysis of the research data, it can be seen that after being taught using the self-organized learning environment method, the post-test scores were higher than before the writer gave the treatment. In addition, this study supports previous research showing that cooperative learning methods such as the self-organized learning environment method were found to be very helpful and effective for teaching tenses. In addition, this technique can also be implemented and has an effect on understanding tenses and students' confidence in speaking and writing English. It can be concluded that the use of the self-organized learning environment method is effective of students' tenses abilities, especially those of class VIII students at SMPN 2 Pandeglang.

CONCLUSION

After the results of research and analysis, the next step is to draw conclusions to answer research questions based on research results related to Tenses learning activities for class eighth at Junior High School in Pandeglang using the self-organized learning environment method. Based on the findings and discussion in the previous chapter, the following conclusions are drawn: Based on the results of the research that has been carried out, it can be concluded that there are some students who are unable to distinguish between present tense and past tense. They don't even know how to make sentences in present tense and past tense, both written and spoken, determining verbs according to the form of the sentence.

Based on the results of the research that has been done, it is known that the application of the Self-organized learning environment method can increase the liveliness of the learning process for class eighth students at junior high schools in Pandeglang. Indicators of increasing student understanding and activeness in the learning process. This can be proven by an increase in t_{count} that was higher than t_{table} , or $2,316 > 1,672$, meaning that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

It can be concluded that the ability to understand tenses and the activeness of the student learning process have increased after using the self-organized learning environment method. Based on the results of research using the self-organized learning environment method, it was found that there are benefits, including They can improve their understanding of tenses by seeking independent understanding, and students can confidently use past tense and past tense sentences when communicating with others. Therefore, in this research, the effect of the self-organized learning environment method on students' ability to understand tenses has a significant influence on class eighth at Junior High School in Pandeglang. Besides that, there is the constraint that it takes a relatively long time. As well as the next obstacle, namely, if the teacher is not good at managing the class, the students are not concentrating on finding material using electronic devices.

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