

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discuss about some theories related to this research. There were many related theories as the basis of the research.

#### A. Previous Related Research Findings

The researcher trying to describe some previous researcher which are related to this research.

Firstly, Eti Ratna Sawitri in her research entitled “The Grammar Competence on Five Basic Tenses at The Eight Year Students of Junior High School 5 Palopo”. Based on her research showing that the students of Junior High School 5 Palopo have low competence on five basic tenses, it is showed by the result of the research by using test and observation. The analysis result of descriptive was taken by mean score of students’ grammar competence in five basic tenses that was 64,65%. 8 students (13,8%) who got excellent and the students’ there were 18 students (31.0%) who got average. The result of students competence explained that students got the highest category in simple past tense and simple future tense questions that was 55 students (94,8%) answered correctly but only 5 students answered correctly in present perfect tense question. It means that the students more understand about simple future tense and simple past tense than present perfect tense.<sup>1</sup>

Secondly, Inayatul Mustafidah, in her research entitled “An Analysis on Students’ Errors In Understanding Simple Past Tense And Present Perfect Tense”. (A Case Study in The First Grade Students of SMK Dua Mei, Ciputat). Based on her research showing that The result of the error analysis process showed that students

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<sup>1</sup> Eti Ratna Sawitri, “*The Grammar Competence on Five Basic Tenses at the Eight Year Students of Junior High School 5 Palopo*”,p.14.

committed error into four types: *omission*, *addition*, *misselection*, and *misordering*. From the frequency of each error types, *misselection* was the error which most frequently produced by the students. It took 71.09% of the total errors. Moreover, 15.94% errors fell into *omission* and 11.30% errors fell into *addition*. For *misordering*, it only took 1.67%. These errors were conducted because most of the students were still influenced by partial learning and the students did not understand about the rules of target language as well, so that the students generalized the rule and applied it incompletely (intralingual transfer). Besides, errors occurred because of their mother tongue and their Indonesian logical thinking (interlingual transfer). To sum up, it showed that the understanding of simple past tense and present perfect tense is difficult for students.<sup>2</sup>

Thirdly, Rouf, in his research entitled “Improving Students’ Understanding on Simple Present Tense Through Auction Grammar Game (A Classroom Action Research with The Eighth B Grade Students of MTs Ma’arif Jumo Temanggung in The Academic Year of 2015/2016). Based on his research showing that The research was conducted at MTs Ma’arif Jumo Temanggung for about September up to October in the academic year of 2015/2016, where students of classroom 8B were as subjects of the research. Objectives of the research were to identify the aspect of students’ participation between the pre and the post of the implementation of Auction Grammar Game. The both aspects were described by calculating the average of students’ scores and giving the percentage of students’ participation. This research was done through two cycles, in which each of the cycles consists of planning, acting, observing and reflecting. The data were gathered through test, documentation

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<sup>2</sup> Inayatul Mustafidah, “An Analysis on Students’ Errors in Understanding Simple Past Tense and Present Perfect Tense”. (A Case Study in The First Grade Students of SMK Dua Mei, Ciputat)., p. 5.

and observation and then the findings of the research were stated as the result of the research. Based on the result, researcher concludes that Auction Grammar Game can improve the students' understanding on simple present tense with the eighth B grade students of MTs Ma'arif Jumo Temanggung in the academic year 2015/2016.<sup>3</sup>

After finding some related research, the researcher concludes that the first previous almost similar with the title of the researcher. The first previous try to analyze the grammar competence than the researcher try to analyze students' understanding. Both same using 5 basic tenses or simple tenses and also the sample is same the eight grade students of junior high school. The second and the third previous were different because only 3 tenses, they use present, past and perfect tenses but same discuss about understanding. All of them related to this research because they discuss about grammar. So, the difference only tenses they used and in analyze students' grammar competence then analyze students' understanding.

## **B. Some Pertinent Ideas**

### **1. The Concept of Analysis of Students' Understanding**

#### **a. Definition of Analysis**

Analysis is collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decision about the goals and content of a language course.<sup>4</sup> Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.<sup>5</sup> According to Simon Blackburn said that analysis is the process of

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<sup>3</sup> Rouf, "Improving Students' Understanding on Simple Present Tense through Auction Grammar Game" (A Classroom Action Research with the Eighth B Grade Students of MTs Ma'arif Jumo Temanggung in The Academic Year of 2015/2016)., p. 5.

<sup>4</sup> Jack C. Richards, *Curriculum & Development in Language Teaching* (America : Cambridge University Press, 2011), p. 90.

<sup>5</sup> A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

breaking a concept down into more simple parts, so that its logical structure is displayed.<sup>6</sup>

Based on the explanations above analysis is collect information that can be used to develop a profile of students in understanding five simple tenses.

### **b. Type of Analysis**

Data can be analyzed in various ways. Following are a few methods by which data can be analyzed:

#### 1) Exploratory Data Analysis (EDA)

It is one of the types of analysis in research which is used to analyze data and established relationships which were previously unknown. They are specifically used to discover and for new connections and for defining future studies or answering the questions pertaining to future studies.

#### 2) Descriptive Data Analysis

This method requires the least amount of effort amongst all other methods of data analysis. It describes the main features of the collection of data, quantitatively. This is usually the initial kind of data analysis that is performed on the available data set. Descriptive data analysis is usually applied to the volumes of data such as census data. Descriptive data analysis has different steps for description and interpretation.

#### 3) Causal Data Analysis

Causal data analysis is also known as explanatory Data Analysis. Causal determines the cause and effect relationship between the variables. The analysis

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<sup>6</sup> Simon Blackburn, "Oxford Dictionary of Philosophy" (<http://www.co.au> accessed at June 04, 2013 retrieved on 11 pm).

is primarily carried out to see what would happen to another variable if one variable would change.

#### 4) Predictive Data Analysis

As the name suggests Predictive data analysis involves employing methods which analyze the current trends along with the historical facts to arrive at a conclusion that makes predictions about the future trends of future events.

#### 5) Inferential Data Analysis

Inferential data analysis is amongst the types of analysis in research that helps to test theories of different subjects based on the sample taken from the group of subjects. A small part of a population is studied and the conclusions are extrapolated for the bigger chunk of the population.

#### 6) Decision Trees

This is classified as a modern classification algorithm in data mining and is a very popular type of analysis in research which requires machine learning. It is usually represented as a tree-shaped diagram of a figure that provides information about regression models or classification.

#### 7) Mechanistic Data Analysis

This method is exactly opposite to the descriptive data analysis, which required the least amount of effort, mechanistic data analysis requires a maximum amount of effort. The primary idea behind mechanistic data analysis is to understand the nature of exact changes in variables that affect other variables.

#### 8) Evolutionary Programming

It combines different types of analysis in research using evolutionary algorithms to form meaningful data and is a very common concept in data mining. Genetic algorithms and evolutionary algorithms are the most popular

programs of revolutionary programming. These are an accident in case of independent techniques since they have the ability to search and explore large spaces for discovering good solutions.

Based on types of analysis, the research will use the type number 2 Descriptive data analysis.

### **c. Definition of Understanding**

Understanding is one of the most appropriate uses for pictures is for the presenting and checking of meaning.<sup>7</sup> Understanding is realizing other persons' feelings of point or view.<sup>8</sup> Understanding is the ability or the power to understand something.<sup>9</sup> Based on the definitions above that understanding is the ability persons' feeling of point for view to understand something. It means the students have ability feeling of point for view to understand about five simple tenses.

### **d. Students' Understanding**

In understanding, the researcher must know how the way of students for understanding something, specially in learning. The researcher will analyze the students' understanding with their cognitive process.

Taxonomy Bloom based on his concept in understanding students explain that, learning objectives can be achieved with various efforts made by the teacher, one of which is The Bloom Taxonomy.<sup>10</sup> The new Bloom Taxonomy consists of two dimensions, namely the cognitive process and the knowledge dimension. Within

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<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching* (America : Longman, 2000),

<sup>8</sup> A.S Hornby, A P Cowie, et. al, *Op. Cit.*, p. 939.

<sup>9</sup> Merriam Webster, "Dictionary/ Comprehension" (<http://www.com> accessed at June 05, 2013 retrieved on 15:45 pm).

<sup>10</sup> Juhanda, I. A., *Analisis Soal Jenjang Kognitif Taksonomi Bloom*, Revisi Pada Buku Sekolah Elektronika (BSE) Bilogi SMA. *Pengajaran MIPA*, 21(1), 61–66. 2014

these dimensions, there are processes of understanding, applying, analyzing, and evaluating which are the stages in understanding the concept.<sup>11</sup>

According to The Blooms' Taxonomy, There are three cognitive abilities for subjects. (1) Subjects with high cognitive abilities can meet all stages of problem solving and meet all indicators of understanding concepts based on bloom taxonomy. (2) Subjects with cognitive abilities are only fulfilling several stages of problem solving which include understanding the problem, planning problem solving, and solving problem solving, as well as fulfilling several indicators of concept understanding namely knowledge, understanding, application, and analysis. (3) Subjects with low cognitive abilities only meet the stages of problem solving, understanding problems and planning problem solving, as well as meeting several indicators of concept understanding, namely knowledge, understanding, and application.

## **B. The Concept of Grammar and Tenses**

### **a. Definition of Grammar**

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills.<sup>12</sup> Grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey and said also that grammar adds

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<sup>11</sup> Ardiani, N. F. W., Guna, N. A., & Novitasari, R., *Pembelajaran Tematik Dan Bermakna Dalam Perspektif Revisi Taksonomi Bloom*. Satya Widya, 29(2), 93. <https://doi.org/10.24246/j.sw.2013.v29.i2.p93-107>. 2013

<sup>12</sup> Muh. Saeful Effendi, Umi Rokhyati, Ucti Al-Muchanifah Rachman, Aulia Dwi Rakhmawati, Dati Pertiwi *A Study on Grammar Teaching at an English Education Department in an EFL Context*



meanings that are not easily inferable from the immediate context.<sup>13</sup> According to Brinton, Grammar is a set of rules or principles of the working of a language, its system or structure.<sup>14</sup> According to Richards and Schmidt, Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.<sup>15</sup> Based on definition above, The researcher defines that grammar is a structure in English which must be learn specially deep in understanding because sometimes can make us confused.

### **b. Tenses**

Only three base for tenses form in English, that is: Present, Past, and Future. Present tense is used for everything which is happening now or common expression, Past tense is used for everything which is not yet happening at the the time and Future tense is used for everything which is will be happening later. From those three base form tenses, it has 3 variation: simple, continuous, and perfect. There are 16 tenses such as: Simple present, Present continuous, Present perfect, Present perfect continuous, Simple past, Past Continuous, Past future, Past perfect, Past perfect continuous, Past future perfect, Past future perfect continuous, Simple future, Future continuous, Future perfect, and Future perfect continuous.

Based on the title of this research, The researcher only use 5 tenses, that is: Simple present tense, Simple past tense, Present continuous tense, Present perfect tense and Simple future tense.

#### **1) Simple Present Tense**

Pattern : (+) S + V1 + O + C

<sup>13</sup> Henny Uswatun Hasanah, *Teaching Grammar Using Pictures*

<sup>14</sup> Brinton, J.L. 2000. *The Structure of Modern English: a linguistic introduction*. The Netherland: John Benjamin Publishing Co.

<sup>15</sup> Richards, J.C. and Schmidt,R. 2010. *Longman dictionary of language teaching and applied linguistics*. Fourth edition. Great Britain: Pearson Education Limited.



(-) S + Do/Does + Not + V1 + O + C

(?) Do/Does + S + V1 + O + C + ?

(S = Subject, V1 = Verb (the first form), O = Object, and C = Complement)

(We put s/es for V1 if the subjects are she, he it, or name only for positive form)

(Ex: Zahra eats hamburger, Zahra goes to school)

Example:

A. I eat hamburger in the school area. (+)

B. We don't eat hamburger in the school area. (-)

C. Does Zahra eat hamburger in the school area? (?)

In this example from those sentences above we can know that, I, We, and Zahra are subjects, then the verb is eat, for the object is hamburger and the complement is name of places (in the school area).

When should we use Simple present tense?

**a) Present Uses**

(1) We use the present simple when something is generally or always true.

Ex: People need food.

It snows in winter here.

Two and two make four.

(2) Similarly, we need to use this tense for a situation that we think is more or less permanent.

Ex: Where do you live?

She works in a bank.

I don't like mushrooms.

(3) The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as 'often', 'always' and 'sometimes') in this case, as well as expressions like 'every Sunday' or 'twice a month'.

Ex: Do you smoke?

I play tennis every Tuesday.

I don't travel very often.

(4) We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary.

Ex: He takes the ball, he runs down the wing, and he scores!

#### **b) Future Uses**

(5) We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organization, not by us. School begins at nine tomorrow.

Ex: What time does the film start?

The plane doesn't arrive at seven, it arrives at seven thirty.

(6) We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time. I will call you when I have time. (Not 'will have'.)

Ex: I won't go out until it stops raining.

I'm going to make dinner after I watch the news.

### c) Conditional Uses

(7) We use the present simple in the first and the zero conditionals.

(See the conditionals section for more information.)

Ex: If it rains, we won't come.

If you heat water to 100 degrees, it boils.

## 2) Simple Past Tense

Pattern : (+) S + V2 + O + C

(-) S + Did + Not + V1 + O + C

(?) Did + S + V1 + O + C + ?

(S = Subject, V2 = Verb (the past form), V1= Verb (the first form), O = Object, and C = Complement)

(For past tense, only positive form use V2, then negative and interrogative form back to use V1 because there is aux (did) past form from (do).)

(Ex: Rima **ate** the bread yesterday, Rima **didn't eat** the bread yesterday)

Example:

- A. I ate the bread yesterday. (+)
- B. We didn't eat the bread yesterday. (-)
- C. Did Rima eat the bread yesterday? (?)

In this example from those sentences above we can know that, I, We, and Rima are subjects, then the verb is ate(v2), did(v2), eat(v1), for the object is bread and the complement is adverb of time (yesterday).

When should we use the Simple Past Tense?

**a) Finished actions, states or habits in the past.**

(1) We use it with finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003).

Ex: I went to the cinema yesterday.

We spent a lot of time Japan in 2007.

(2) We use it with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. This includes when the person we are talking about is dead.

Ex: Leonardo painted the Mona Lisa.

The Vikings invaded Britain.

(3) We use it with finished actions, states or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called 'details of news'.

Ex: I've hurt my leg. I fell off a ladder when I was painting my bedroom.

I've been on holiday. I went to Spain and Portugal.

(4) For stories or lists of events, we often use the past simple for the actions in the story and the past continuous for the background.

Ex: He went to a cafe. People were chatting and music was playing. He sat down and ordered a coffee.

**b) Unreal or imaginary things in the present or future.**

(5) We use the past simple to talk about things that are not real in the present or future. So we use it with the second conditional and after words like 'wish'.

Ex: If I won the lottery, I would buy a house.

I wish I had more time!

### 3) Present Continuous Tense

Pattern : (+) S + To be (am, is, are) + V-ing + O + C

(-) S + To be (am, is, are) + Not + V-ing + O + C

(?) To be (am, is, are) + S + V-ing + O + C + ?

(S = Subject, V-ing = Verb (+ing), O = Object, and C = Complement)

(Only subject he, she, it and name use to be **is**)

(V-ing, Verb the first form + ing)

(Ex: Ulfa **is cooking** in the kitchen right now)

Example:

A. I am cooking in the kitchen right now. (+)

B. We are not cooking in the kitchen right now. (-)

C. Is Ulfa cooking in the kitchen right now? (?)

In this example from those sentences above we can know that, I, We, and Ulfa are subjects, then the verb is cook(ing), for the object is the kitchen and the complement is adverb of time (right now).

When should we use the Present Continuous?

#### a) Present Uses

- (1) First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them.

Ex: I'm working at the moment.

Please call back as we are eating dinner now.

Julie is sleeping.

- (2) We can also use this tense for other kinds of temporary situations, even if the action isn't happening at this moment.

Ex: John's working in a bar until he finds a job in his field. (He might not be working now.)

I'm reading a really great book.

She's staying with her friend for a week.

Compare this with the present simple, which is used for permanent situations that we feel will continue for a long time.

Ex: I work in a school. (I think this is a permanent situation.)

I'm working in a school. (I think this is a temporary situation.)

- (3) We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like 'these days' or 'at the moment'.

Ex: He's eating a lot these days.

She's swimming every morning (she didn't use to do this).

You're smoking too much.

- (4) Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like 'always', 'forever' or 'constantly'. Often, we use the present continuous in this way to talk about an annoying habit.

Ex: You're forever losing your keys!

She's constantly missing the train.

Lucy's always smiling!

## b) Future Uses

(5) The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future.

Ex: I'm meeting my father tomorrow.

We're going to the beach at the weekend.

I'm leaving at three.

We can't use this tense (or any other continuous tense) with stative verbs or non action verbs.

## 4) Present Perfect Tense

Pattern : (+) S + Have/Has + V3 + O + C

(-) S + Have/Has + Not + V3 + O + C

(?) Have/Has + S + V3 + O + C + ?

(S = Subject, V3 = Verb (the third form), O = Object, and C = Complement)

(Only subject he, she, it and name use **has**)

(Ex: Dika **has left** here since three days ago)

Example:

- A. I have left here since three days ago. (+)
- B. We have left here since three days ago. (-)
- C. Has Dika left here since three days ago? (?)

In this example from those sentences above we can know that, I, We, and Dika are subjects, then the verb is left(the first form from leave) for the object is here and the complement is adverb of time (three days ago).

When should we use the Present Perfect Simple?



### a) Unfinished Actions

(1) We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present.

Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.

Ex: I've known Karen since 1994.

She's lived in London for three years.

I've worked here for six months.

#### 'Since' and 'For'

We use 'since' with a fixed time in the past (2004, April 23rd, last year, two hours ago). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).

Ex: I've known Sam since 1992.

I've liked chocolate since I was a child.

She's been here since 2pm.

We use 'for' with a period of time (2 hours, three years, six months).

Ex: I've known Julie for ten years.

I've been hungry for hours.

She's had a cold for a week.

### b) Finished Actions

(2) Life experience. These are actions or events that happened sometime during a person's life. We don't say when the experience happened, and the person needs to be alive now.

We often use the words 'ever' and 'never' here.

Ex: I have been to Tokyo.

They have visited Paris three times.

We have never seen that film.

- (3) With an unfinished time word (this month, this week, today). The period of time is still continuing.

Ex: I haven't seen her this month.

She's drunk three cups of coffee today.

I've already moved house twice this year!

We can't use the present perfect with a finished time word.

Ex: I've seen him yesterday.

- (4) A finished action with a result in the present (focus on result). We often use the present perfect to talk about something that happened in the recent past, but that is still true or important now. Sometimes we can use the past simple here, especially in US English.

Ex: I've lost my keys (so I can't get into my house).

She's hurt her leg (so she can't play tennis today).

They've missed the bus (so they will be late).

- (5) We can also use the present perfect to talk about something that happened recently, even if there isn't a clear result in the present. This is common when we want to introduce news and we often use the words 'just / yet / already / recently'. However, the past simple is also correct in these cases, especially in US English.

Ex: The Queen has given a speech.

I've just seen Lucy.

The Mayor has announced a new plan for the railways.

### c) Been and Gone

In this tense, we use both 'been' and 'gone' as the past participle of 'go', but in slightly different circumstances.

We use 'been' (often when we talk about life experience) to mean that the person we're talking about visited the place and came back.

Ex: I've been to Paris (in my life, but now I'm in London, where I live).

She has been to school today (but now she's back at home).

They have never been to California.

We use 'gone' (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now.

Ex: 'Where's John?' 'He's gone to the shops' (he's at the shops now).

Julie has gone to Mexico (now she's in Mexico).

They've gone to Japan for three weeks (now they're in Japan).

### 5) Simple Future Tense

Pattern : (+) S + Will + V1 + O + C

(-) S + Will + Not + V1 + O + C

(?) Will + S + V1 + O + C + ?

(S = Subject, V1 = Verb (the first form), O = Object, and C = Complement)

(Specially for future tense we can use aux **will** for all subject)

(Ex: Ilham **will** study science tonight, We **will** make a cake tomorrow)

Example:

- A. I will study science tonight. (+)
- B. We will not study science tonight. (-)
- C. Will Ilham study science tonight? (?)

In this example from those sentences above we can know that, I, We, and Ilham are subjects, then the verb is study for the object is science and the complement is adverb of time (tonight).

When should we use the Future Simple?

#### a) Will

- (1) We use the future simple with ‘will’ to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.

Ex: The sun will rise at 7am.

I think the Conservatives will win the next election.

- (2) Promises / requests / refusals / offers. This is sometimes called ‘volitional’ will. It’s about wanting to do something or not wanting to do something in the future.

Ex: I'll help you with your homework.

Will you give me a hand?

I won't go!

In a similar way, we often use ‘will’ when we’re talking about a decision at the moment of speaking. We are usually making an offer or promise or talking about something that we want to do.

Ex: A: I'm cold. B: I'll close the window.

- (3) We use the simple future with ‘will’ in the first conditional, and in other sentences that have a conditional feeling.

Ex: If it doesn't rain, we'll go to the park.

Let's arrive early. That will give us time to relax

**b) Shall**

'Shall' is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions.

Ex: Shall I open the window? (= Do you want me to open the window?)

Where shall we go tonight? (= What's your opinion?)

**c) Be going to**

(1) We often use 'be going to' to talk about our future intentions and plans. We have usually made our plans before the moment of speaking.

Ex: We've run out of milk. B: I know, I'm going to buy some.

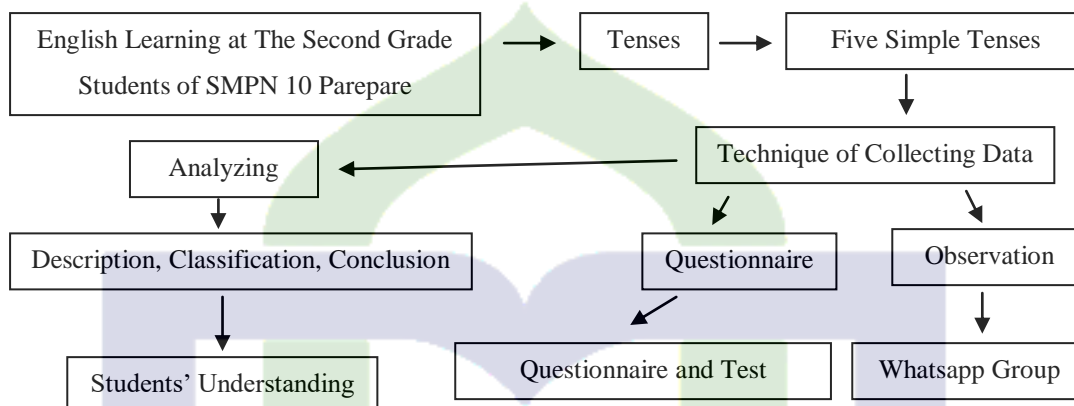
(2) We can also use 'be going to' to make a prediction about the future. Often it's possible to use both 'be going to' and 'will' but it's more common to use 'be going to' if we can see evidence in the present.

Ex: Look at those boys playing football! They're going to break the window.

The sky is getting darker and darker. It's going to rain.

### C. Conceptual Framework

The researcher designs the conceptual framework of this research by the following diagram:



Based on the conceptual framework the researcher will do the research at SMPN 10 Parepare specially of English learning for the second grade. The material is tenses. There are five tenses the researcher will use. The technique of collecting data there are two, that is questionnaire and observation. For questionnaire the researcher will make some statements that will student choose agree or disagree and also the researcher will give a test. The researcher will make the test from google form about five simple tenses. After that for observation the researcher will use a whatsapp group as the tool for the test. The researcher will analyze the data about students' answer from exercising test and checking the test from the students. Finally, after all the step is full complete, the researcher will know how far students' understanding on five simple tenses.

### D. Definition of Operational Variable

This research aims to determine students' understanding on five simple tenses that is simple present, simple past, present continuous, present perfect, and simple future

tenses. The eight grade students will be given a test as to measure their understanding.

a. Qualitative Analysis

Qualitative data analysis is focus on showing meaning, in depth descriptions, clarifying and placing data in their respective contexts and often portray them in the form of words rather than in the form of numbers. Activities in the analysis include data reduction, data presentation and drawing conclusions and verification. Reducing data means making summaries, selecting main points, focusing on important things, looking for themes and patterns, and removing those that are deemed unnecessary. Presenting the data, compile relevant data to produce information that can be concluded and has a certain meaning. The process can be done by displaying and making relationship between phenomena to interpret what actually happened what needs to be followed up to achieve the objectives of the research. Drawing conclusions based on the findings and verify the data, these findings can be in the form of description of an object that was previously dim which became clear after being examined. The findings can be in the form of causal or interactive relationships, it can be also be hypothesis or theories.

b. The Students' Understanding

This research want to know about the students' understanding. So, the researcher must know how the way the students can understand about tenses. The researcher refers to Taxonomy Bloom of the students' understanding by their cognitive process. There are processes of understanding, applying, analyzing, and evaluating which are the stages in understanding.



### c. Five Simple Tenses

Five Simple Tenses is five basic of tenses. Those are Simple Present, Simple Past, Present Continuous, Present Perfect and Simple Future Tense. The researcher want to know how far the students understand about those tenses by giving them a test as measuring their understanding.



