

**THE PROBLEMS FACED BY THE ENGLISH DEPARTMENT
GRAMMAR LECTURERS IN TEACHING ENGLISH
TENSES AND ASPECTS**

THESIS

**Submitted as a Partial Fulfillment of Requirements to Get Bachelor Degree (S1) English
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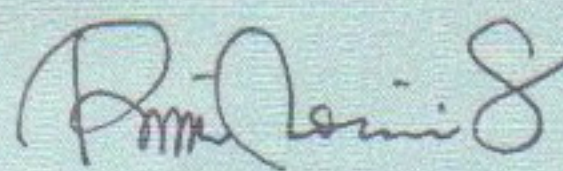
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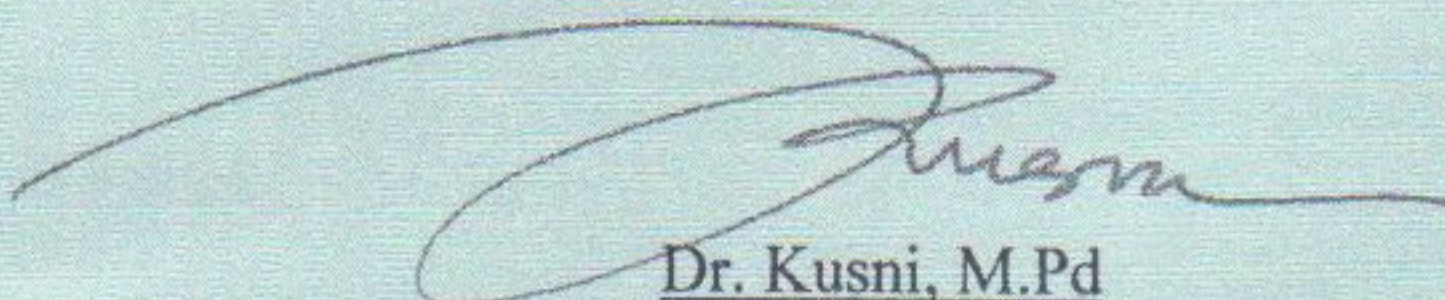
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Problems Faced by the English Department Grammar Lecturers in Teaching English Tenses and Aspects

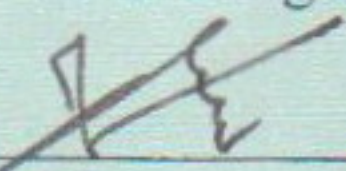
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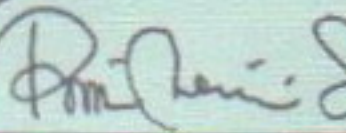
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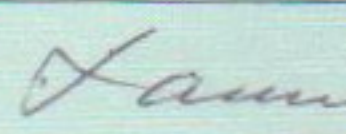
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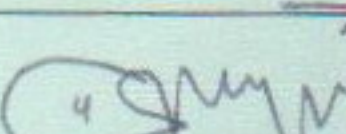
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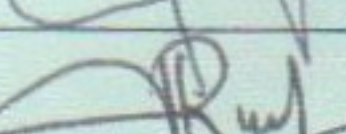
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ABSTRAK

Silvia, Rani. 2010. *Problems faced by English Department Grammar Lecturers in Teaching English Tenses and Aspects*. Jurusan Bahasa dan Sastra Inggris. Universitas Negeri Padang.

Penelitian yang dilakukan terhadap dosen-dosen atau tim pengajar *Structure* di jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang ini bertujuan untuk mengetahui permasalahan-permasalahan yang dihadapi oleh dosen-dosen tersebut dalam mengajarkan *tense* dan *aspect* Bahasa Inggris kepada mahasiswa yang mengikuti mata kuliah *Structure* di Jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang.

Populasi dalam penelitian ini adalah dosen yang pernah mengajar mata kuliah *Structure* di jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang. Sedangkan sample penelitiannya adalah dosen-dosen atau tim pengajar *Structure* yang mengajarkan mata kuliah ini pada semester ganjil tahun akademik 2009/2010. Sampel pada penelitian ini diambil dengan teknik *total sampling*.

Penelitian yang bersifat kualitatif dan kuantitatif ini menggunakan kuesioner dan wawancara sebagai instrumen penelitian. Kuesioner dan wawancara dikembangkan berdasarkan pertanyaan penelitian. Pengolahan data yang didapat dari hasil kuesioner dan wawancara pun dikaitkan dengan teori yang berhubungan dengan masalah pengajaran *tenses and aspects* Bahasa Inggris di jurusan Bahasa dan Sastra Inggris di Universitas Negeri Padang.

Berdasarkan hasil penelitian ditemukan beberapa masalah yang berkaitan dengan pengajaran *tense* dan *aspect* bahasa Inggris. Dari sudut pandang dosen itu sendiri, ditemukan bahwa sebagian kecil dosen belum begitu memahami perbedaan antara *tense* dan *aspect*. Mereka cenderung menyamakan antara *tense* dan *aspect*. Dalam pengajaran pun mereka tidak banyak menjelaskan perbedaan dan hubungan antara *tense* dan *aspect* dalam tata bahasa bahasa Inggris.

Dari sisi kurikulum dan silabus pengajaran, ditemukan bahwa kurikulum dan silabus tidak menuntut adanya pengajaran tentang *tense* dan *aspect* secara parsial. Kurikulum dan silabus hanya memuat materi ajar dalam ruang lingkup *tense* saja. Kedua hal ini semestinya harus dipisahkan dalam penjelasannya walaupun pada pemakaiannya *tense* dan *aspect* hampir selalu beriringan. Dari sisi bahan ajar pun juga demikian. Buku-buku dan bahan ajar lain yang digunakan dalam mata kuliah *Structure* tidak membedakan dan menjelaskan hubungan antara *tense* dan *aspect*.

Dalam penelitian ini ditinjau pula permasalahan pengajaran *tense* dan *aspect* ditinjau dari jenis *tense* dan *aspect* yang dianggap sering menyulitkan dosen untuk dijelaskan. Dalam penelitian ini ditemukan bahwa adanya beberapa *tense* dan *aspect* yang cukup sulit dijelaskan kepada mahasiswa yaitu berupa gabungan antara satu *tense* dan beberapa *aspect*. Dalam hal ini dosen pengajar *Structure* pun mengalami kesulitan dan masalah apabila harus menjelaskannya dalam padanan bahasa Indonesia yang pada dasarnya tidak memiliki *tense* dan *aspect* yang jelas dalam tatabahasanya.

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Nowadays, English is used widely as one of the most important language all over the world. Therefore, there have been many researches conducted in developing the best way of teaching and learning this language effectively. The development of the process could be seen in the media used, the methods committed, and the approaches found.

Like learning any other languages, in mastering English, the learners should maintain the four language skills which are listening, speaking, reading, and writing. Those four skills will determine whether one is able to communicate in the language or not. Beside those skills, grammar mastery is also considered as one of the most important language components in determining the success of the teaching and learning process.

The teaching and learning English as a foreign language in Indonesia is still an interesting phenomenon to be talked about scientifically. There have been many problems related to the effectiveness of the teaching and the learning process in each level of education. The problems could be related to the teachers, the students, even the materials taught in the classroom.

Teaching and learning English as a foreign language is extremely different from teaching and learning of the first and second language. The differences could be found theoretically and practically. The differences in grammatical features of students' first language with the features of English, in

cross-linguistic studies, frequently cause a lot of problems and difficulties in language teaching and learning. Practically, outside the classroom, it is rare to find the English speaking environment to be used by the students for practicing English. That is why the learning of English sometimes is not supported with the acquiring process. This phenomenon is definitely a burden for the effectiveness of the language teaching and learning.

Teaching and learning are process of transferring and sharing thoughts and ideas. It means that it is the process where language is transferred and shared. It includes transferring the skills (listening, speaking, reading, and writing) and the components (vocabulary, structure, and pronunciation). The level of difficulties for each subject would be various depending on the educational level.

The highest level of English language teaching and learning of course can be found at the university level. The English Department at the university, in this case, is responsible for preparing the teaching and learning English for adult learners. Since the English Department prepares the students to master English entirely, it has to provide the students with a good quality of teaching and an effective learning system in order that the students would not only learn the language but also acquire the language as well.

Adult learners as the people who have their own desire and consciousness to learn in or through a foreign language, should understand and analyze the linguistics theory of the language as well as its practical use in life. Johnson in Bygate (1994:121) states that the learning of a language whether first, second, or foreign language should cover the basic theories of the language. It is not accepted

that the learning process ignores the existence of linguistics pedagogically. The understanding of the theory will help the learners to be able to use the language correctly, especially in writing and speaking activities.

Language can be learned and taught since it has a system that can be followed. Although the system is not mathematical, it still has certain rules that can be observed and followed. The system of the language can be seen from the linguistics points of view which are the phonetics or sound, function, and its values.

Linguistically, cross-language study classifies the world languages based on the *tenses* and *aspects*. There are languages that express the *tenses* and *aspects* grammatically or in morph syntax, and there are some that have it lexically. The first classification (such as English, Arabic, Latin, etc) is called the *tenseless language* and the other one (such as Indonesian, Malay, etc) is the *tenseless language* (Comrie, 1989). Both *tenses* and *aspects* are related with semantic meaning of the language. Their relationship is that both *tenses* and *aspects* show the placement of the actions or events in accordance with the time allocated. Matthew (1997: 374) gives a simple explanation on this. He said that *tense* is an inflectional category which the basic function is to show the time. The term present, past, and future in English grammar are the *tense* cases. On the other hand, *aspect* is a verbal category that shows the action or situation in accordance with the duration or period of time. In this case, the tem *perfect* and *continuous* are the *aspect* cases in English.

The English Department of the State University of Padang has two majors. They are English for educational programs and non educational programs. Both of them are strata 1 program. For both of the programs the same portion of the teaching and learning English language skills like listening, speaking, reading, and writing and language components such as vocabulary, structure, and translation, are given systematically. It has an aim to prepare the English Department students possess the same level of comprehension.

One of the language components taught is grammar. In this case, grammar at the English Department is offered under the course named *Structure*. All students of English Department should take this prerequisite subject for four times, *Structure* I, II, III, and IV. Based on the mark gained from one of the grammar lecturers, it was found that only few students could get A for their final marks. Most of the students get C or D and the rest get an E or fail. If it is observed, the result which was shown in *Structure* classes indicated that there were some problems in the teaching and learning of *Structure* by the students.

In addition, there have been some researches conducted to see the understanding of English Department students' toward English grammar. First, Yulinda (2001) conducted a research about types of grammatical errors made by the third year of English Department students of UNP. Then, Sudirman (2003) has done a research about grammatical errors made by the third year English Department students in writing an essay. And there are still some researches conducted to see the students' grammar mastery. Those researches show that the students face a lot of problems in learning English grammar.

In the process of teaching and learning in the university, there are at least three components involved. The students, the lecturers, and the materials taught are inseparable. Although a lot of grammatical problems in Structure classes faced by the students have been found, there might also be some problems which are faced by the grammar lecturers in accordance with the materials taught in class.

Kimbley (1997) says that a teacher or a lecturer is someone that shows or helps the students to learn how to do something, gives the instruction, guides the students in studying and provides them with knowledge. So when the grammar class is being discussed here, the lecturers are those who should be responsible for facilitating the students with the knowledge of English grammar, basically about *tenses* and *aspects* and its use in writing and speaking activities.

Since there have not been any researches about the problems faced by the English Department grammar lecturers in teaching English *tenses* and *aspects*, the researcher assumes that it is necessary to find and analyze the problems which are faced by the English Department grammar lecturers related to the teaching of English *tenses* and *aspects* in the English Department of FBSS in the State University of Padang in academic year 2009/2010.

1.2 Identification of the Problem

Actually, there are many problems related to the teaching and the learning process of English as a foreign language. The problems could come from the lecturers, the students, and other external factors surrounding the process of education.

This research found the problems in teaching and learning *tenses* and *aspects* which were faced by the lecturers in *Structure* classes that might happen because some factors that influence the effectiveness of the teaching and learning process.

1.3 Limitation of the Problem

This research limited the problems on the teaching of *tenses* and *aspects* that were faced by the grammar lecturers who teach *Structure* classes in the English Department of the State University of Padang. The problems were classified into the lecturers' personal problems, the materials taught, the curriculum used and the problems of grammar itself.

1.4 Formulation of the Problem

Related to the limitation of the problems above, the statement of the problem was "What are the problems faced by the English grammar lecturers in teaching English *tenses* and *aspects* seen from the lecturers personal problems, the materials taught, the curriculum used, and the problems of grammar itself at the English Department of the State University of Padang in the academic year of 2009/2010?"

1.5 Research Questions

The problems above could be detailed into the following research questions in order to be easily conducted. It focused on the following research questions :

1. What were problems faced by the English Grammar lecturers in teaching *tenses* and *aspects* from the lecturers' point of view?
2. What were problems faced by the English Grammar lecturers in teaching English *tenses* and *aspects* from material point of view?
3. What were problems faced by the English Grammar lecturers in teaching English *tenses* and *aspects* from curriculum point of view?
4. What were problems faced by the English grammar lecturers in teaching English *tenses* and *aspects* from the grammar point of view?

1.6 The Objectives of the Research

This research was conducted to find the problems faced by English grammar lecturers in teaching *tenses* and *aspects* to the students of the English department of FBSS in the State University of Padang.

Specifically this research was conducted to :

- a. Find the problems faced by the grammar lecturers in teaching *tense* and *aspects* of English from the lecturers point of view.
- b. Find the problems faced by the grammar lecturers in teaching *tense* and *aspects* from curriculum point of view.

- c. Find the problems faced by the grammar lecturers in teaching the *tense* and *aspects* from the material point of view.
- d. Find the problems faced by the grammar lecturers in teaching *tenses* and *aspects* from the grammar point of view.

1.7 Significance of the Research

The result of the research is expected to give contributions for English lecturers, the students, the English department of FBSS UNP, and the future researchers. For the English lecturers, especially for the grammar lecturers, the result of the research is purposed to make them aware that there should be some strategies done to help them facing the problems of the teaching of English *tenses* and *aspects* and the improvement of their teaching quality. For the students, this research should give them information about the importance of understanding the English *tenses* and *aspects* in helping them avoiding the grammatical errors in speaking and writing and increasing their capability of mastering English. Moreover, for the English Department, it will give a good consideration in the improvement of the department related to the curriculum and the syllabus used. Finally, this research is expected to be developed for further research in the future.

1.8 Definitions of Key Terms

- a. Problem is an obstacle which hinders people to reach their goals and objectives. It refers to situation, condition or issue that has not been resolved yet. In a broad sense, a problem exists when an individual

becomes aware of a significant differences between what actually is and what is desired. (<http://en.wikipedia.org/wiki/Problem>).

- b. English Department lecturers in this research is referred to the English lecturers who taught Structure classes in English department of State University of padang.
- c. Tense refers to the linguistic terms to show the relationship between time and other condition of the verbs form. Tense enables the speaker to place the situation relatively to the particular timing point, especially the moment of speaking.(Maclin, 2001; Saeed, 1997). The term of tenses are present, past, and future.
- d. Aspects refer to the linguistics term to show the different ways of thinking about action and the time. Aspect is not something that can be done by placing the events on the time, but by distributing the duration of time.(Maclin, 2001; Saeed, 1997). The terms of aspects are perfect and continous.

CHAPTER II

REVIEW OF RELATED LITERATURES

1.1 The Concept of Grammar: A Brief Review

Grammar is the core part of a language that makes a language could be learned and taught. Culicover (1976: 2-3) states that there are at least four components of grammar. They are phonology, morphology, syntactic, and semantic. So it can be said that grammar is the main things to be considered in teaching and learning a language since it relates with the sound, the form, and the meaning of a language. There will be no teaching and learning of a language without knowing and investigating its grammar.

Lyons (1987: 233) discovers that the term grammar was derived from Latin, which means the art of writing. Although this definition could not represent what grammar means to the language teaching and learning, it can be inferred that the grammar itself is a kind of specification that makes writing in one language would be so much different from writing in any other languages.

In addition, Larsen-Freeman (1991) also states that the teaching of grammar in language teaching and learning should deal with three aspects. The first is the form or structure of the language. The second is the semantic or the meaning of the language. And then, the pragmatic conditions governing their use. It can be said that the language will be less in meaning if the grammar is not correctly used in using the language.

To support this argument, O'Grady and Dobrovolsky (1993: 3-4) explain that grammar is a mental system of a language that allows human being to form and interpret the words and sentences of their languages. Moreover, the use of grammar is emphasized as a system of a language which is really important in speech production. We can easily understand that grammar is not only used in writing but also in speaking to make the sentences produced becoming meaningful.

Stewart (1994 : 82) shows that grammar is an excellent basis for good listening, speaking, reading, and writing. Those language skills need grammar to be perfectly mastered by the language users. Someone can not fully understand what it is inside certain languages without knowing the grammar use in that language.

As a system, grammar of course has certain rules in producing a meaningful sentences. Hornby (1995 : 542) defines grammar as the rules for forming words and combining them into sentences. English learners should know about grammatical rules that are important in order to make the sentence meaningful and understood by others. It is clear enough that mastering grammar is the key to master the language.

Moreover, Nunan (1999 : 308) adds that grammar is the study of how syntax (form), semantics (meaning), and pragmatics (use) work together to enable individuals to communicate through the language. Understanding the grammar form, meaning, and use is really important to avoid misunderstanding in communication through the language.

Payne (2006:7) states that grammar has several meanings. One of the meaning given is grammar is something to be understood in order to be able to use the language correctly and fluently. The language users need to consider a lot of things related with phonetic, phonology, morphology, syntax and semantic.

All experts that have been mentioned above generally talk about grammar as a part that is considered very important in the use of a language. In this case, language learners need to learn and master grammar really effectively in order to use the language meaningfully and correctly. It is the grammar that controls the common arrangements and relationship of words into sentences. And It cannot be denied that mastering the grammar means mastering all language skills as well.

1.2 The Concepts of Tenses and Aspects: A Brief Review

Hornby (1975 : 78) defines tenses as the verbs series used to defines certain time relations in sentences. It may indicate actions, activities, or situation which is in the present, past, or in the future. So, tenses here is called as the time indicator in sentences.

Comrie (1985b: 7-9, 36, and 56) states that the idea of using proper time expansion in situation is a conceptual idea in different languages. There is a grammatical point of time expression that is called tense. Tense can be divided into two general kinds; absolute tense and relative tense. Absolute tense is tense reference using present moment as time reference. There are three basic types of tenses based on this; *present tense*, *past tense*, and *the future tense*. Relative tense is more likely to be based on the context, not only the present moment. This kind of tense has several points of time expression. In using the appropriate tense,

context is the most important thing to be considered. Sentences with the information about the future events can also use the present tense.

In addition, Lyons (1990: 678-681) states that tense is a sentence category semantically. In tenseless language, grammar manages the relationship between the time and the situation being described with the moment of speaking grammatically in tenseless language is managed by grammar. It consists of regulations which rules time expression to be used in proper situation of the moment of speaking. However, this grammatical rule can not be applied throughout the universe, since there are other languages that do not have such grammatical categories. *Tense* is expressed semantically in the tenseless language by grammatical construction, while in the *tenseless* language, the grammatical construction does not express the *tenses*. In Bahasa Indonesia, for instance, *tense* is only shown through the use of time expression such as *telah*, *sudah*, *kini*, *sekarang*, and *nanti*. *Tenses* are not shown in the form of verbs.

Frawleys (1992) says that *tense* is a means of grammar that locates events related to the moment of speaking. In *tenseless language* the time expression is not a part of grammatical construction of a sentence; it is more as a supporting part. In *tenseless* language, otherwise, adverb of time is considered important in order to make the reader or listener able to recognize the time because there is no specific tenses indicate it.

In addition, Cruse (2000:274) defines that *tense* is the meaning that relates to the locating events into sentences with time reference to the moment of speaking. He adds that only languages that arrange even through grammatical

patterns related to time can be stated as tenseness language. For those languages, the stating of events related to time in sentences is shown through the grammatical patterns of the language, such as words change, inflection, and derivation of words, affixation, and the others. On the other hand, there are also some languages that do not have grammatical patterns to show the relationship of an event and time with sentences. In fact, those languages just use lexicon or other kinds of grammatical function in showing the time. And they are called the *tenseless* language.

Aspects, on the other hand, is defined as something indicates the the events, actions, or situation in various ways: as complete, or incomplete, as so short as to involve almost no time, as something stretched over a perceptible period, or as something repeated over a period (Saeed, 1997:116). In discussing the *tenses*, *aspects* is something unseparable. This is because in many languages, including English, *aspect* and *tense* interact in subtle ways and are marked on verbs in similar ways.

Matthew (1997: 374) gives a simple explanation on this. It is said that *tense* is an inflectional category which the basic function is to show the time. The terms present, past, and future in English grammar are the *tense* cases, while the terms of continuous or progressive is the *aspects* one. *Aspect* is verbal category that differentiates the status of an event in its relationship to the certain period of time.

It can be simplified that, *tense* and *aspect* are two grammatical features that differentiate between the *tenseness* from the *tenseless* language. Tense

indicates an event on a point of time and its relationship to the moment of speaking, while *aspects* differentiate the position and status of an event in its relationship with a period or duration of time. It is expected that the language learners understand the differences of these two inseparable things in the Structure of English in order to use it correctly in spoken and written forms.

1.3 English *Tenses* and *Aspect*

As a *tensesness* language, English *tenses* have several characteristics to be understood. Close (1978:241) identifies that there are two main *tenses* in English. They are present and past. He explains that each *tense* can have a simple form; and each can be combined with either progressive *aspects* or with perfective aspects or with both.

Meanwhile, Comrie (1985:46) states that there are three divisions of absolute *tenses*. They are *present tense*, *past tense*, and *future tense*. The *present tense* refers to situation that occupy a much longer period of time than the present moment, but which nonetheless include the present moment in them. The *past tense*, on the other hand, only locates the situation in the past, without saying anything about whether the situation continues to the present or into the future, although there is often a conversational implicature that it does not continue or beyond the present.

It is also explained by Comrie (1985) that to show the *future tense* is usually formed with the use of *will* and *shall* and the citation form of the verb. For example, *Maria will leave for London tomorrow*. On the other hand, he also states that there is also other instance of future time reference where it is not necessary

to use the auxiliary *will* or *shall* to indicate future meaning. As it can be seen in this sentence, *the train will depart at five o'clock tomorrow morning*.

In English grammar, constructing a sentence is one of the syntactical fields that also include the morphological field of grammar. The construction of a sentence of course included into selecting the verbs used. According to www.helsinki.fi (2009), the verbs can be divided based on their aspectual meaning:

1. Stative verbs
 - a. Cognition verbs: believe, hate, know, like, enjoy, understand, want
 - b. Relation verbs: be, belong, contain, have, own, resemble
2. Dynamic verbs
 - a. Punctual verbs (acts): hit, jump, eat, kick, stab, strike, throw, cough
 - b. Durative verbs (activities) eat, run, swim, walk, work, and write.
(processes): become, change, flow, learn,

Usually the *stative verbs* are not commonly used in the progressive aspects, while the dynamic verbs are typically used with the perfective aspects.

1.4 Teaching and Learning Principles of a Foreign Language

Foreign language teaching offers several history of its development from time to time. Prior to this century, language teaching methodology vacillated between two types of approaches. Murcia (1991) says that there are two approaches used in language teaching. The first approach is related with speaking and understanding the languages which focus on using the language. The other

approach is related with learning the grammatical rules of the language which focused on analyzing the language.

There are some terminologies that are crucial in discussing about the teaching and learning process of a foreign language. They are approach, method, and technique. Those terms look similar at a glance. In fact, they are different in the function. Anthony in Murcia (1963) has provided a useful set of definition for the purpose of understanding of those terms. An approach to language teaching is something that reflects a certain model or research paradigm. This is the broadest term of the three. A method, on the other hand, is a set of procedures or it is understood as a system that spells out rather precisely how to teach a language. And the last, a technique is a classroom device or activity and thus represents the narrowest term of the three concepts.

There are at least nine approaches have been developed during the 20th century related to the foreign language teaching and learning. They are Grammar-Translation method, Direct Approach, Reading Approach, Audiolingualism, Situational Approach, Cognitive Approach, Affective-Humanistic Approach, Comprehension-Based Approach, and Communicative Approach. Those approaches will have different goals in the foreign language teaching and learning which will finally differ the methods and the techniques of the process. Those approaches have different goals toward the effectiveness of the English teaching and learning process. The language teachers usually vary the approaches in the process related with the need of the students toward the language they learn.

In teaching and learning foreign languages, there are many problems related to the language learning and language acquisition. Stern in Annreiss (1983) states that there are at least three major problems in the process of learning a foreign language. They are :

1. The problems of dominance of the first language as reference system as opposed to the new underdeveloped reference system.
2. The problem of having to pay attention simultaneously to linguistic forms and communication- a psychological impossibility.
3. The problem of having to choose between rational and intuitive learning.

The problems show that the dominance of first language gives influence to master the Structure of target language. Besides, it also needs an attention simultaneously to linguistics form and communication as well to choose between rational and intuitive learning. The students' ability to handle each of these problems will determine success or failure. While the way he copes with dilemmas distinguishes the good from the poor learners.

In addition to those problems above, Annreiss (1983: 2) states that the students must also face the over all dichotomy of the inability to do so. She goes on to say that even the successful language learners, when faced with living in the target language country, undergoes cultural shock.

Related to those problems in teaching and learning a foreign language, the students and the teachers should realize it consciously in order to find the best way to cope the problems in the process of learning.

1.5 Teaching English *Tenses and aspects* in Structure Classes at English

Department of FBSS

Structure is one of the compulsory subjects taught in the English Department in the State University of Padang. Both education and non-education program are given the same portion of Structure *I, II, III, and IV*. The students also get the same materials and resources. The following is the synopsis of the Structure courses taken from *Buku Pedoman Akademik Universitas Negeri Padang* 2007/2008 (page 108-109)

1. ING 020 Structure I (3 credits)

This course gives basic knowledge about English sentences patterns in the form of pattern practice for oral and written exercises in order to enable the students to use them fluently.

2. ING 021 Structure II (3 credits)

This course gives knowledge about advanced English sentence patterns from Structure I and communicative exercises in oral and written form.

3. ING 022 Structure III (3 credits)

This course gives knowledge about English sentence patterns as the continuation from previous course.

4. ING 023 Structure IV (3 credits)

This course gives knowledge about English sentence pattern and deep discussion and explanation about using correct structure in academic use.

There are three credits for each Structure courses written on this book; but in the implementation it is applied for four credits. This policy is taken to provide

the students with an effective teaching and learning of *Structure* both theory and practice (see *Buku Pedoman Akademik Universitas Negeri Padang*) and syllabus *Structure* I, II, III, and IV developed by *Structure* lecturers (see appendix 4)

The teaching and learning process of *Structure* class is started by introducing the English sentence patterns to the students. Then, the students are given the exercises related to the material given by the lecturers. These process are continued until the end of the *Structure* classes.

In discussing the material in each *Structure* classes, there are two things that are rarely differed. They are the term of English *tenses* and *aspects*. There seems to be the two cases are just called *tenses* by the students and the lecturers. It might be the source of the problems in teaching and learning of *Structures*.

1.6 Related Studies

The teaching and learning of English grammar need to be examined and developed in all levels of education. This has an aim to improve the quality of the teaching and learning the grammar of English in order to help the learners gain a good ability in the language they learn. Many researches have been conducted to see the students' understanding toward English grammar. Those researches showed that many students face several problems related to the use of grammar in their writing and speaking.

Yulinda (2001) conducted a research about types of grammatical errors made by the third year students of the English Department of the State University of Padang. She found that omission, addition, misuse, and disordering the part of speeches were the common errors made by the students.

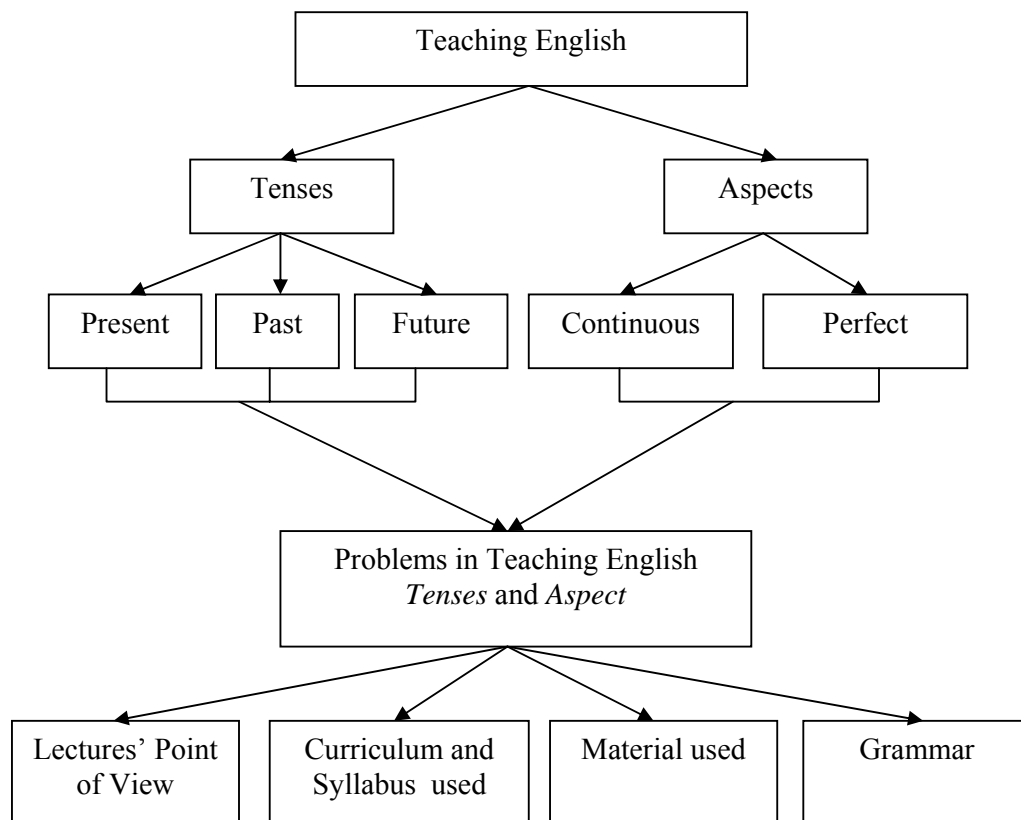
Another researcher, Mizna (2005) studied the English Department students' errors in the use of verb tense in writing. She found a lot of errors appeared in the students' composition. Moreover, Triasanti (2009) analyzed the problems about problems faced by English Department students in learning *tenses* and *aspects*. She found that the students get difficulties in understanding the differences between *tense* and *aspect*. In addition, the students also face some problems in understanding and using complex *tenses*.

The previous researches above show that there are still a lot of problems faced by the students in the understanding of the English Grammar. However, none of them examined the problems faced by the lecturers or teachers at the university level in teaching grammar especially related to *tenses* and *aspects*. Therefore, the researcher was interested in conducting a research about the problems faced by English Grammar Lecturers in teaching English *tenses* and *aspects* in the English Department of FBSS at the State University of Padang.

1.7 Conceptual Framework

This research was conducted to see the problems faced by English Grammar lecturers in teaching English *tenses* and *aspect*. In the teaching of English as a foreign language in Indonesia, both students and the teachers faced a lot of problems. The highest level of the teaching and learning English could be found at the university level. The lecturers especially the grammar lecturers as the people in charge in teaching the students to use correct grammatical sentences, also faced several problems related to the teaching of English *tense* and *aspect* as the linguistics points that could not be separated in the teaching and learning of

Structure. In English *tenses*, the terms known are present, past, and future. While in *aspects*, it is known the term, perfect and continuous. Due to this fact, the research was conducted to see the problems faced by the English Department grammar lecturers in teaching English *tenses* and *aspects* seen from the lecturers' point of view, the curriculum and syllabus used, the material, and the grammar itself.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Grammar is the core part of learning a language. In order to be able to use the language correctly, the language learners should maintain a good understanding toward the theory and the practical use of the grammar of the language itself.

The teaching of grammar in the English Department of the State University of Padang is taught under the name of Structure. The components of the structure class, such as the lecturers, the students, and the materials need to be observed and reconsidered in determining the success of the English Department students in creating good students with good understanding of the language itself.

In the teaching of English Structure. There are two inseparable terms should be discussed. It is the understanding toward the English tenses and aspects. Tense is an inflectional category which deals with the terms present, past, and future. While aspect is a verbal category which deals with the terms aspects and continuous.

Actually, the teaching of Structure in the English Department does not cover the understanding of the relation and the differences between tenses and aspects. They are just taught under the name of tense. This research found the problems related to the teaching English tenses and aspects related to the lecturers point of view, the curriculum and the syllabus used, the material discussed and the problems of grammar itself.

There were found that some problems were faced by the lecturers themselves. Some of the lecturers did not really know the relation and the difference of these two terms. Few of them understood and knew it, but they did not realize the importance of teaching both terms. From the curriculum point of view, it was known that the curriculum and the syllabus also did not expect the lecturers in teaching these two terms. There was just one term said, the tense. In addition, the materials such as the books and the hand-out and other learning materials used also did not cover the basic theory of the English tenses and aspects. Moreover, there were also several tenses and aspect that were difficult to be explained to the students.

The improvement of the teaching and learning of the English tenses and aspects needs to be done. Grammar which is taught under the name of Structure should be carefully examined and observed to be improved since it could determine the success of the teaching of all subjects in the English Department of the State University of Padang.

5.2 Suggestion

This research was conducted to see the problems faced by the English Department grammar lecturers in teaching English *tenses* and *aspects* in the English Department of the State University of Padang. The problems were seen from the lecturers' point of view, the curriculum used, the materials discussed, and the problems of grammar itself. However, it was also realized that the need for further researches are pretty much suggested to improve the teaching of English tenses and aspect in the English Department.

Since the focus of this research is to find out the problems faced by the lecturers in teaching English *tenses* and *aspects*. It is hoped that the lecturers as one of the main sources for the students in gaining the knowledge and idea about tenses and aspects should be in good preparation of understanding and acknowledging the need of the students in Structure classes from time to time. The lecturers of the Structure classes should cooperate together in producing the materials that are suitable for the students theoretically and practically. The learning materials that gives them a good understanding toward the linguistics phenomena around the language use itself.

The lecturers of Structure in this case, are also hoped to vary the teaching approaches, methods, and techniques in each Structure classes in order that the effectiveness of the teaching and learning process of the English tenses and aspects could be gained. This also aims in creating an interesting and an attractive teaching and learning atmosphere in the Structure classes. In addition, the lecturers are also expected to include the four language skills in the teaching purpose in order that the students can see the real use of the Structure.

On top of it, all of the English Department members who are in this case, the lecturers, the students, and all Staff members should be more responsible for developing a good teaching and learning atmosphere especially for the practical aims of using English as much as possible so that all the members will get a deep understanding toward a practical use of English as well as its theories.

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