

## Appendix

### Interview Guideline

#### English Teachers' Strategies in Teaching Tenses at Universitas

#### Muhammadiyah Yogyakarta

Research questions:

1. What are the problems faced by the English teachers in teaching tenses at Universitas Muhammadiyah Yogyakarta?
2. What are the English teachers' strategies in teaching tenses at Universitas Muhammadiyah Yogyakarta?

Purposes	Theories	Interview questions
Problems which are faced by teachers when teaching tenses	1. Way of teaching (Vijaya & Viswanath, 2010) 2. Mother tongue interference (Çakır, 2011; Rahman & Ali, 2015) 3. Lack of practice (Çakır, 2011) 4. Lack of dealing with tenses form (Ahamed, 2013) 5. Lack of applying the proper tenses (Al-Mekhlafi & Nagaratnam, 2011; Handayani,	Masalah-masalah apa saja yang anda hadapi ketika mengajar tenses yang berasal dari anda sendiri?  Masalah-masalah apa saja yang anda hadapi ketika mengajar tenses yang berasal dari mahasiswa itu sendiri?  Menurut anda, hal-hal apa yang dapat menyebabkan masalah-

	2009 ) 6. Students' negative attitude toward tenses (Al-Mekhlafi & Nagaratnam, 2011)	masalah tersebut muncul?
English teachers' strategies	<ol style="list-style-type: none"> <li>1. Teaching tenses through grammar drills (Witchukriangkrai, 2011)</li> <li>2. Teaching tenses through texts (Ludescher, 2006; Witchukriangkrai, 2011)</li> <li>3. Teaching tenses through stories (Ludescher, 2006)</li> <li>4. Teaching tenses through songs (Ludescher, 2006)</li> <li>5. Teaching tenses through poems (Ludescher, 2006)</li> <li>6. Teaching tenses through providing particular tasks (Vijaya &amp; Viswanath, 2010)</li> <li>7. Teaching tenses through giving many practices and materials (Çakır, 2011)</li> </ol>	<p>Strategi-strategi seperti apa saja yang dapat anda gunakan dalam mengajar tenses?</p> <p>Kenapa anda memilih strategi-strategi tersebut?</p> <p>Bagaimana cara anda mengimplementasikan strategi-strategi tersebut di dalam kelas?</p>

	<p>8. Teaching tenses through the use of technology (Wang, 2012)</p> <p>9. Teaching tenses through contextual teaching learning (Ovalina, 2010)</p>	
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