Chapter Four

Results and Discussion

This chapter presents the results of the data analysis of the research. The results answered the research question "how is the ability in using tenses-aspects among the students batch 2014 of English Education Department UMY". In the discussion, the results were related to the theories.

Results

The purpose of this research is to find out the students' ability in using tenses-aspects at English Education Department of Universitas Muhammadiyah Yogyakarta. The results were gained from the test which was done by the students.

Students ability in using tenses-aspects at EED of UMY. This research used categories to divide students' ability in using tenses-aspects. The researcher used Supratno's formula to get the categories. The detailed formula can be seen in chapter three (p.29-30).

The result showed that the mean score of students in using tenses-aspects was 9.20. Based on the category, the students' ability in using tenses-aspects is in "fair" category. It means that students batch 2014 have fair ability in using tenses-aspects. The mean of students' score can be seen in appendix F (p.68). The detail score of students can be seen in table 4.1 below.

Table 4.1
Descriptive statistic
of students' answer

Score	Percent
18	1.6
17	.8
16	2.4
15	1.6
14	4.8
13	1.6
12	5.6
11	13.5
10	13.5
9	11.9
8	13.5
7	11.1
6	5.6
5	4.8
4	5.6
3	1.6
2	.8
Total	100.0

From the statistical result above, there was 1.6 % or 2 students who got score 18 or

maximum score and there was 0.8% or 1 students who got score 2 or minimum score.

For the detailed description of students score see appendix G (p.70). The average

students got score 7-12 meaning that most of students or 57.9% students are in

fair/medium ability. The following table 4.2 shows the detail percentage of students'

ability.

Table 4.2

Students' ability description

Scale	Description	Percent
2-7.3	Low	12.7%
7.4-12.6	Fair	57.9%
12.7-18.00	Good	29.4%
Total		100%

From table 4.2 above, it can be concluded that there were 12.7% students who have low ability, 57.9% students who have fair ability and 29.4% students who are in good ability.

The Highest and the Lowest Students' Ability in Using Tense-Aspect

From the statistical result, there were two questions that show the highest students' ability in using tenses-aspects. The researcher reported those tenses-aspects because the interval of students' score was too far. The highest students' ability was shown by mean 79% and the lowest students' ability was shown by mean 23%.

It is shown by the highest mean of 0.79 reflected in questions number 1 and number 8. The students who answered these questions correctly were 99 students out of 126 students. Table 4.3 below presents the mean of students' score in answer question number 1.

Table 4.3		
Mean of questions number 1		
		1. Present Tense and Present Progressive (Right now I'm in class. I am sitting at my desk. I usually sit at the same desk in class every day)
N	Valid	126
	Missing	0
Mean		.79
Median		1.00
Mode		1
Sum		99

From the statistical result above, it shows that 78.6% or 99 students answered question number 1 correctly. The detailed score from question number 1 is presented in table 4.4 below.

Table 4.4				
Descriptive statistic of question number 1				
1. Present Tense and Present Progressive (Right now I'm in class. I am sitting at my desk. I usually sit at the same desk in class every day)				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	21.4	21.4	21.4
	1	99	78.6	78.6	100.0
	Total	126	100.0	100.0	

The histogram in figure 4.1 shows the comparison of students' answer in answering question number 1. There were 21.43% students who answered incorrectly and 78.57 % students who answered correctly.
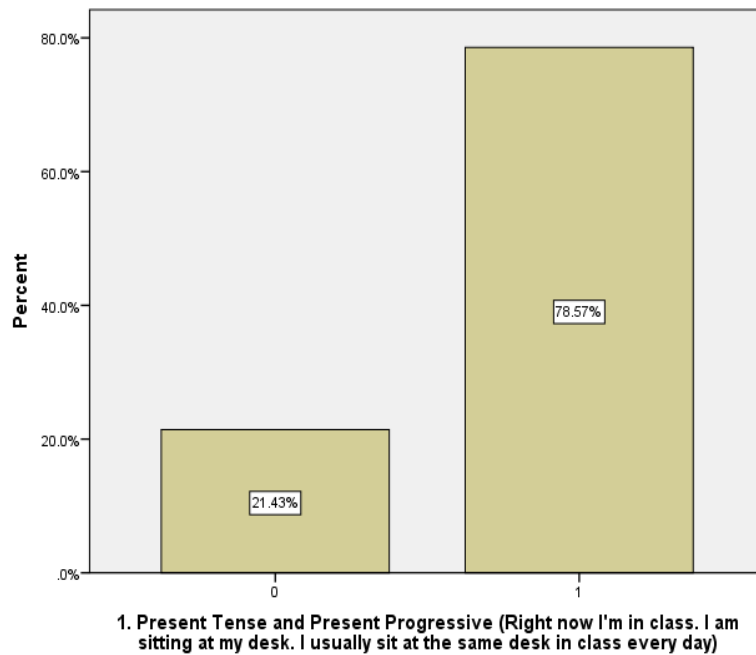
Figure 4.1 Students' score in answering question number 1

Similarly, the highest mean of 0.79 from the students' score was gained from question number 8. It was about past tense and present perfect. The question was "Since I was child, I have been afraid of snake". The detailed statistical result is presented in table 4.5 below.

Table 4.5 *Mean of question number 8*		
		8. Present perfect (Since I was child, I have been afraid of snakes)
N	Valid	126
	Missing	0
Mean		.79
Median		1.00
Mode		1
Sum		99

From the table above, it can be seen that 78.6% or 99 students answered question number 8 correctly. The detailed score from question number 8 is presented in table 4.6 below.

Table 4.6 *Descriptive statistic of question number 8*				
8. Present perfect (Since I was child, I have been afraid of snack)				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	21.4	21.4	21.4
	1	99	78.6	78.6	100.0
	Total	126	100.0	100.0	

The histogram in figure 4.2 shows the comparison of students' answer in answering question number 8. There were 21.43% students who answered incorrectly and 78.57 % students who answered correctly.
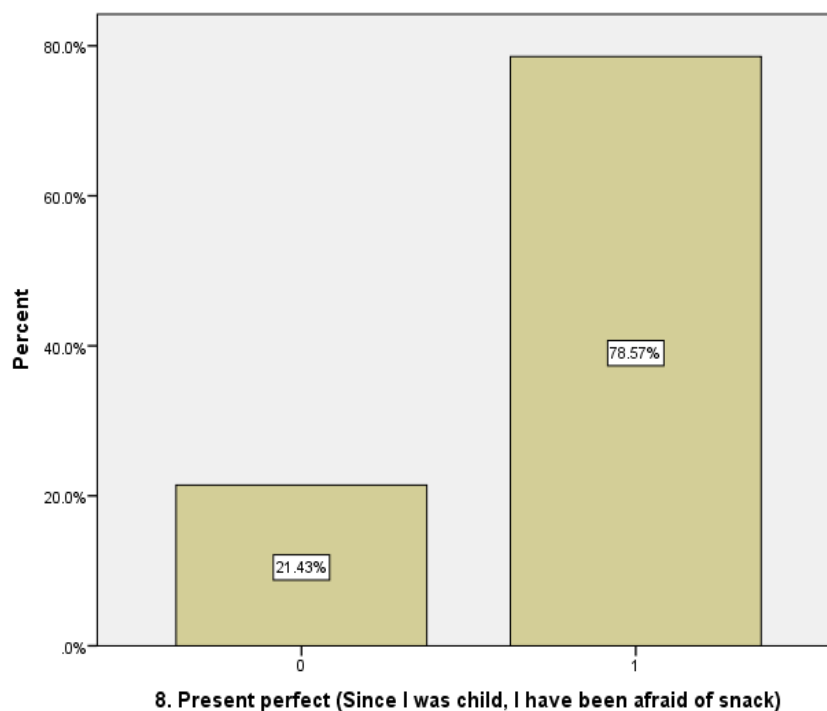

Figure 4.2 Students score in answering question number 8

Meanwhile, the statistical result also showed the students' lowest ability in using tense-aspect. It is shown by the lowest mean of 0.23 reflected in the answer of question number 16. The students who answered these questions correctly were only 29 students out of 126 students. Table 4.7 below presents the mean of students' score in the answer of question number 16.

Table 4.7
Mean of question number 16

		16. Will + progressive (On Saturday morning, I sleep late. Next Sunday Morning at 09.00 A.M I will be sleeping)
N	Valid	126
	Missing	0
Mean		.23
Median		0.00
Mode		0
Sum		29

From the table above, it can be seen that 77 % or 97 students answered question number 16 incorrectly. The detailed score from question number 16 is presented in the table 4.8 below.

Table 4.8
Descriptive statistic of question number 16

16. Will + progressive (On Saturday morning, I sleep late. Next Sunday Morning at 09.00 A.M I will be sleeping)				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	97	77.0	77.0	77.0
	1	29	23.0	23.0	100.0
	Total	126	100.0	100.0	

The histogram in figure 4.3 shows the comparison of students' answer in answering question number 16.

16. Will + progressive (On Saturday morning, I sleep late. Next Sunday Morning at 09.00 A.M I will be sleeping)
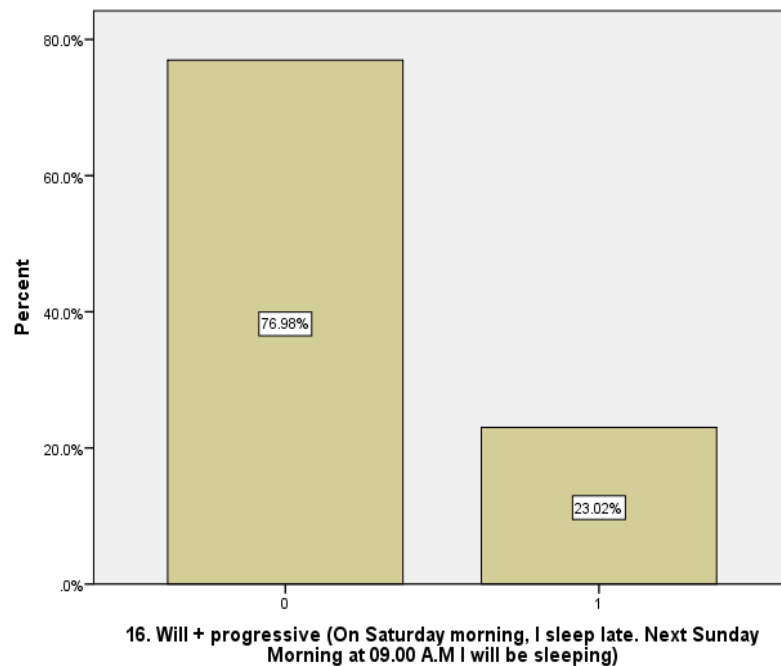
Figure 4.3 Students' score in answering question number 16

Discussion

Students' English Education Department of Universitas Muhammadiyah Yogyakarta Ability in Using Tenses-Aspects. The research question is "How is the ability in using tenses-aspects among the students batch 2014 of English Education Department UMY". The mean score of students' score related to the students' ability in using tenses was 9.20. This score belongs to "fair" level. In this case, some students were able to put the verb into the right time tense-aspect, however they still made mistake in some other tenses-aspects. This means the UMY students batch 2014 English Education Department still need to improve their ability in using tenses-aspects. According to Greenbaum and Quirk, tense is "realized by verb inflection" (2003, p.47)

and aspects "reflects the way in which the action of a verb is viewed with respect time" (2003, p.51).The students' ability was in fair level because the students were not perfectly able to put the verb inflection of tenses and respect time of aspect as Greenbaum and Quirk's tenses-aspects concept.

The researcher gave the test based on the changing of verb in this research to know students' ability in using tenses-aspects based on their understanding in putting the proper verb. It was because the students faced some problems in putting proper verb in using tenses-aspects (Rahman & Ali, 2015). It is in line with Ratnah's research (2013) on Indonesian college students who committed some kinds of errors such as "error of omission, error of selection and error of addition, particularly in using verb, time signals and the use of auxiliary verb" (p. 168). Supporting Ratnah's research, the researcher concluded that the students batch 2014 made some errors of the changing verb in tenses-aspects. But, they still made mistakes in some changing verb. This indicates that there were some rules that students did not master well.

The students' ability was also shown by the highest mean of correct answer in answering questions number 1 and number 8. Based on the statistical result, the most frequently type of tenses-aspects which was answered correctly were simple present-present progressive in question number 1 and past tense – past perfect in question number 8. It showed that students recognized the difference between past perfect and simple past or simple present and the present progressive. They are several factors and probably the teacher coined significant contribution to give the concept of the difference between simple present-present progressive and past tense-present perfect. It is as suggested by Larsen-Freeman et al. who said "teachers are well advised when

introducing a new tenses-aspect combination to contrast it with one that is already known" (2002, p.3). In addition, Larsen-Freeman et al., (2002) gave example in introducing tenses-aspect combination that includes the difference between "simple present and present progressive" and "past tenses and present perfect". The result of this research conformed Larsen-Freeman's ideas.

The statistical result for question number 16 showed that *will + progressive* was the lowest mean tense-aspect. It might be because of the difference between *Bahasa Indonesia* and English, so the students failed to answer the form of *will + progressive*. It was supported by Rahman and Ali who said that the influence of EFL learners' native language (L1) can be claimed to be one of reason behind their failure to acquire the tense of target language (TL) (2015*). Bahasa Indonesia* does not have tenses, but *Bahasa Indonesia* has time marker such as *sekarang* (now), *sudah* (past), dan *akan* (will). In addition, in Bahasa Indonesia there is no *will + progressive* time marker.