EFFECTIVENESS OF USING COMPARE-TECHNIQUE TO IMPROVE STUDENTS' MASTERY IN USING SIMPLE TENSES: AN EXPERIMENTAL STUDY OF TENTH GRADE STUDENTS OF SMKN 1 KURIPAN

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Abstract: This research was conducted to investigate the effect of using compare-technique to improve students' mastery in using simple tenses at the first semester students of tenth grade students of SMKN 1 Kuripan. This research was an experimental research with two group design. The population of this research was 232 students of grade X SMKN 1 Kuripan and they were divided into 8 classes. Among those classes, 2 classes were taken as sample by using purposive-random sampling technique. 28 students of X APHP 1 were taken as experimental group and 28 students of X APHP 2 were taken as control group. Pre-test, post-test, and questionnaire were used in collecting the data. Then, it was analyzed by using t-test. The result showed that the value of t-test (2.692) was higher than the value of t-table (1.674) at the confidence level 0.05 (95%) and (2.397) at the confidence level 0.01 (99%). Therefore, the null hypothesis (H0) which stated that "there is no significant effect of using compare-technique on students' mastery of simple tenses" is rejected. Meanwhile, the alternative hypothesis which stated that "there is a significant effect of using compare-technique on students' mastery of simple tenses" is failed to be rejected. It means that there was a significant effect of using compare-technique to improve students' mastery in using simple tenses. Furthermore, the results of the questionnaire showed that most of the students in experimental group thought that compare-technique could help them to improve their ability in learning simple tenses.

Keywords: Compare-Technique, Simple Tenses, Experimental Study

INTRODUCTION

Grammar is widely acknowledged to be one of the most important subjects to be learnt. Grammatical competency is required for communication, hence teaching grammar has always been a major element of foreign language teaching. According to Hirai (2010), grammar is a method of organizing sentences and developing a decent language. Meanwhile, according to Lado (1977), grammar is the study of rules that are supposed to instruct pupils about what they should and should not say in order to speak the language of the socially educated class. In other words, grammar is the set of structural techniques that a language uses to arrange meaning. The term grammar refers to structural rules. Concerning about structure, it is the fundamental

knowledge and skill that is required to comprehend how a language is built and used. It entails combining and arranging phrases, clauses, and sentences. We cannot deny that structure drives us to build grammatically acceptable sentences to convey our message, ideas, and facts in our daily speaking and writing. Understanding English structure can help us to learn English more easily and effectively transfer what we think or feel. We may encounter numerous issues if we do not understand the structure of the language.

Tenses are one of the many things we can learn from structure. Tenses, according to Hariyono (2002), are verb forms that indicate a shift in time. It includes the present tense, past tense, and future tense. These resources were previously provided to the first-year junior high school pupils. And currently, in line with curricular growth, they are also taught as key material in senior high school or vocational high school. It is taught as a fundamental skill to students in preparation for furthering their studies or for working after graduation.

Based on my study experience in the vocational high school of SMK Negeri 1 Kuripan, I discovered that pupils continue to struggle with learning tenses. Despite learning twelve tenses in school, such as present tense (simple present tense, present continuous tense, present perfect tense, present perfect continuous tense), past tense (simple past, past continuous tense, past perfect tense, past perfect continuous tense), and future tense (simple future, future continuous tense, future perfect tense, and future perfect continuous tense), students still had difficulty in learning the basic tenses. When kids can arrange words into a good sentence with a good tense, they can effortlessly arrange paragraphs into a decent written text to read. This is significant since written text is part of the English course in the Senior High School curriculum. If a pupil does not grasp the fundamental notion of simple tenses, they will struggle to learn other tenses. As a result, before learning other tenses, pupils must first master the basic tenses. Based on the explanation above, the writer here wishes to assist the students in mastering those basic tenses, particularly how to differentiate the use of simple present tense, simple past tense, and simple future tense utilizing the compare-technique.

RESEARCH METHODS

An experimental research design was adopted in this study. According to Ary, et. all. (2006), experimental research entails examining the influence of systematic modification of one or more variables on another variable. The goal was to establish a link between the independent and dependent variables. The researcher's purpose was to determine the effectiveness of applying the compare-technique to increase students' mastery in using simple tenses.

In this study, the researcher offered two classes that served as experimental and control groups. The experimental group was taught by using the Compare-Technique, whereas the control group was taught by using the Grammar Translation Method (GTM), which focused on sentence translation. Prior to treatment, the researcher administered a pre-test to both the experimental and control groups. Following that, the researcher treated the experimental group using the compare-technique and using the GTM to treat the control group. Finally, the researcher administered a post-test to both groups to assess the effect of applying and not applying the Compare-Technique on students' mastery of simple tenses.

This study included a pair of variables. There were both independent and dependent variables. The independent variable was one that may influence the dependent variable. While

the dependent variable was one that was influenced by the independent variable. Thus, the independent variable in this study was the use of the compare-technique, and the dependent variable was the improvement of students' comprehension of simple tenses.

The population of this research was 232 students of grade X SMKN 1 Kuripan and they were divided into 8 classes. The researcher adopted the purposive-random sampling strategy in this study. Among those 8 classes, 2 classes were taken as sample by using purposive-random sampling technique. 28 students of X APHP 1 were taken as experimental group and 28 students of X APHP 2 were taken as control group. In collecting the data, the researcher used pre-test, post-test, and questionnaire. Then, the result of pre-test and post-test was analyzed by using t-test. Meanwhile, the result of the questionnaire was presented in table.

FINDINGS AND DISCUSSION
Findings

In this chapter, the researcher analyzes the data acquired on the usage of the compare-technique to increase students' knowledge of using simple tenses of tenth grade students at SMKN 1 Kuripan during the academic year 2023-2024. The study lasted one month, from August to September of 2023. In this study, the researcher administered a pre-test to both the experimental and control groups. The researcher then administered treatment to the experimental group using the compare-technique and to the control group using the grammar translation method. The researcher next administered the post-test to both classes. Both the pre-test and post-test contained 30 questions in the form of multiple choice and essay. Each item scored three scores. The following formula was used to determine the students' score:

Students score = Total score (3 x the number of correct answer) + 10

Finally, the questionnaire was conducted with the experimental group by the researcher. The questionnaire consisted of ten questions about the use of compare-technique in teaching and learning simple tenses, with the goal of learning how students perceive the use of compare-technique to increase their ability to learn simple tenses. After getting all the data, the researcher input students' pre-test and post-test scores from both groups in table. After that, the writer calculated the deviation score and the squared deviation score of experimental and control group. After this, the researcher calculated the total deviation score of experimental group (Mx), the sum of squared deviation of experimental group (dx^2), the total deviation score of control group (My), and the sum of squared deviation of control group (dy^2). These data would be used to determine the value of t-test and so the value of eta squared to see whether the use of Compare-Technique is significantly effective or nor to improve students' mastery in using simple tenses and how much the strength of the association between the two variables is.

The result of pre-test and post-test of experimental and control groups are shown in table 1 and 2 below;

Table 1. Data Computation of Experimental Group

NO	NAMA	PRE-TEST (y1)	POST-TEST(y2)	Deviation Score (dy)	Squared Deviation (dy^2)
1	AM	31	85	54	2916
2	CNS	31	82	51	2601
3	FU	25	70	45	2025
4	H	31	76	45	2025
5	IN	49	85	36	1296
6	IQ	64	76	12	144
7	LFF	40	79	39	1521
8	LA	43	85	42	1764
9	LM	43	82	39	1521
10	L	43	76	33	1089
11	MP	34	85	51	2601
12	MH	43	61	18	324
13	NaH	37	76	39	1521
14	NiH	37	76	39	1521
15	PR	40	64	24	576
16	PK	22	64	42	1764
17	PA	28	73	45	2025
18	PJ	31	55	24	576
19	RS	34	79	45	2025
20	RW	52	61	9	81
21	SC	22	76	54	2916
22	UAM	58	70	12	144
23	VVV	40	82	42	1764
24	WA	34	82	48	2304
25	WER	31	79	48	2304
26	WT	43	70	27	729
27	YS	43	64	21	441
28	MN	37	82	45	2025
	Total	1066	2095	1029	42543
	Mean	38.07142857	74.82142857	36.75	1519.392857

Table 2. Data Computation of Control Group

NO	NAMA	PRE-TEST (y1)	POST-TEST(y2)	Deviation Score (dy)	Squared Deviation (dy^2)
1	BA	25	28	3	9
2	BDA	58	61	3	9
3	DM	28	52	24	576
4	DA	43	61	18	324
5	DR	31	49	18	324
6	Dry	28	52	24	576
7	GN	31	55	24	576
8	IPS	25	37	12	144
9	J	28	46	18	324
10	LAA	22	28	6	36
11	MFA	37	52	15	225
12	M	46	70	24	576
13	MA	28	34	6	36
14	MH	40	67	27	729
15	NS	43	61	18	324
16	NA	55	67	12	144
17	NN	28	34	6	36
18	NNA	34	58	24	576
19	N	28	34	6	36
20	NMP	55	67	12	144
21	RMJ	28	31	3	9
22	RA	25	52	27	729
23	S	31	55	24	576
24	SF	40	55	15	225
25	SH	28	52	24	576
26	YA	40	61	21	441
27	YS	28	31	3	9
28	Z	49	49	0	0
	Total	982	1399	417	8289
	Mean	35.07142857	49.96428571	14.89285714	296.0357143

According to the table 1 and 2 above, the sum of the experimental group's deviation score was 1029, and the mean of the experimental group's deviation score (Mx) was 36.75. Meanwhile, the sum of the experimental group's squared deviation (dx^2) was 42543, and the mean of the experimental group's squared deviation was around 1519.39. On the other hand, the total deviation score of the control group was 417, and the mean deviation score of the control group (My) was around 14.89. Meanwhile, the sum of the control group's squared deviation (dy^2) was 8289, and the mean of the control group's squared deviation was around 296.

After getting the data above, the researcher then calculated the value of degree of freedom, t-test and eta squared. The degree of freedom calculated with the formula of df = Nx + Ny − 2 resulted 54. The researcher then calculated the degree of difference between the two scores and classified them as significant or not. In order to do that, the writer used t-test with the formula of $t\text{-}test = Mx - My : \sqrt{\left(\frac{\Sigma dx^2 + \Sigma dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$. The result of t-test was 2.692 which was higher than the value of t-table at the confidence level of 0.05 (95%) and 0.01 (99%). Furthermore, in order to determine the value of the contribution of the compare-technique in teaching simple tenses, the researcher used Eta Squared, which can demonstrate the strength of the association between the two variables. The formula of eta squared was $\eta^2 = \left(\frac{t^2 obs}{t^2 obs + df}\right) x\ 100\%$) and the result was 11.8%. The result of eta square showed that compare-technique contributed 11.8 % out of 100 % on students' mastery of simple tenses. Although the contribution was only 11.8 %, the t-test score showed that the implementation of compare-technique had a significant effect in improving students' mastery in using simple tenses.

The last step in this research was giving the questionnaire to the 28 students of experimental group. This questionnaire was conducted in order to find out how do the students perceive the use of compare-technique to improve their ability in learning simple tenses. The researcher used questionnaire which was consisted of 10 question. The result of the questionnaire is presented in the following table;

Table 3. The result of the students' questionnaire

No	Questions	Number of students who answer	
		Ya	Tidak
1.	Apakah kamu tahu materi simple tenses dalam pelajaran bahasa inggris?	28	-
2.	Apakah menurut kamu materi simple tenses itu sulit dipahami?	28	-
3.	Apakah compare-technique bisa membantumu memahami materi simple tenses dengan lebih baik?	23	5
4.	Apakah guru bahasa inggrismu pernah menerapkan compare-technique sebagai salah satu metode belajar simple-tenses?	-	28
5.	Apakah kamu memerlukan waktu yang lama dalam proses belajar simple tenses dengan menggunakan compare-technique?	-	28
6.	Apakah menurutmu compare-technique sangat perlu untuk diterapkan dalam proses belajar simple-tenses?	28	-
7.	Apakah menurutmu metode compare-technique dapat diterapkan dalam pembelajaran materi bahasa inggris yang lain?	28	-

8.	Apakah ada hambatan yang dihadapi dalam belajar simple tenses dengan menggunakan compare-technique?	20	8
9.	Apakah hambatan yang dihadapi dalam belajar simple tenses dengan menggunakan compare-tecnique banyak dan sulit?	4	24
10.	Apakah hambatan yang dihadapi dalam belajar simple tenses dapat diatasi dengan menggunakan compare-technique ?	28	-

The questionnaire result showed that after the treatment by using compare-technique 28/28 (100%) students knew about simple tenses in English, 28/28 (100%) students thought that English simple tenses was difficult to understand, 23/28 (82%) students thought that compare-technique could help them understanding the simple tenses better, 28/28 (100%) students said that their teacher had not applied compare-technique in teaching simple tenses, 28/28 (100%) students said that they didn't need a long time in the process of learning simple tenses, 28/28 (100%) students thought that compare-technique was necessary to be applied in teaching and learning simple tenses, 28/28 (100%) students thought that compare-technique could be applied in teaching and learning other English materials, 20/28 (71%) students said that there were obstacles that they faced during learning simple tenses by using simple tenses, 4/28 (14%) students said that there were many obstacles and they were difficult, and 28/28 (100%) students said that those obstacles could be solved.

Discussion

The goal of this study was to determine the significance of using the compare-technique to improve students' comprehension of simple tenses. From August to September 2023, this study was carried out at SMKN 1 Kuripan. The researcher followed four steps in the data collection process: pre-test, treatment, post-test, and questionnaire. The procedure began by giving a pre-test to both the experimental and control groups. This test was conducted to determine the pupils' basic knowledge prior to treatment. It had 30 questions in the form of multiple choice and essay. The researcher then gave different treatments to the experimental and control groups. Both groups received a separate treatment as the comparison to see how effective the use of the Compare-Technique is in improving students' mastery of simple tenses. The treatment was administered three times to the experimental group using the compare-technique and three times to the control group using the Grammar Translation Method. Each meeting was 90 minutes long.

In the process of the treatment in experimental group, the researcher gave some explanation and discussion about the material of simple tenses by comparing the differences and the similarities among the three tenses. On the first meeting, the researcher and the students discussed about the differences and similarities among simple present, simple past and simple future in the form of positive sentences. On the second meeting, the researcher and the students discussed about the differences and similarities among simple present, simple past and simple future in the form of negative sentences. On the last meeting, the researcher and the students discussed about the differences and similarities among simple present, simple past and simple future in the form of interrogative sentences. At the end of the treatment, the researcher gave

an exercise for the students. In the exercise, students were asked to change 5 positive simple present sentences into the negative and interrogative simple present sentences, as well as positive, negative, and interrogative simple past, and future sentences. This exercise was intended to help the students to strengthen their understanding about the concept of simple tenses by practicing to build the sentences and use the simple tenses itself.

On the other side, the researcher gave the treatment to the control group by translating the sentences. On the first meeting, the researcher and the students discussed about simple present tense in the form of positive, negative, and interrogative sentences by translating the words one by one into Indonesian language. On the second meeting, the researcher and the students discussed about simple past tense in the form of positive, negative, and interrogative sentences by translating the words one by one into Indonesian language. On the last meeting, the researcher and the students discussed about simple future tense in the form of positive, negative, and interrogative sentences by translating the words one by one into Indonesian language. At the end of the treatment, the researcher gave an exercise for the students. In the exercise, students were asked to change 3 positive simple present sentences into the negative and interrogative simple present sentences, as well as positive, negative, and interrogative simple past, and future sentences. The students were also asked to translate those sentences into Indonesian language. This exercise was intended to help the students to strengthen their understanding about the concept of simple tenses by practicing to build the sentences and translating the words into Indonesian language.

The researcher then administered the post-test to both the experimental group and control group. This test was performed in order to determine the outcome of the treatment. The items were similar to the pre-test. It had 30 questions in the form of multiple choice and essay. Based on the statistical analysis of the data, the calculation result revealed that applying the Compare-Technique improved students' comprehension of simple tenses. It could also be noted that the test scores of both groups after accepting the treatment differed between pre-test and post-test. Despite the fact that both groups improved, the experimental group outperformed the control group. The highest pre-test score in experimental group was 64, and the lowest was 22, the highest pre-test score in control group was 58, and the lowest was 22. On the other hand, the highest post-test score in experimental group was 85, and the lowest was 55, the highest post-test score in control group was 70, and the lowest was 28. The mean score of pre-test of experimental group was 38, while the mean score of pre-test of control group was 35. On the other hand, the mean score of post-test of experimental group was 75, while the mean score of post-test of control group was 50. The experimental group's pre-test mean deviation score was **36.75**, while the control group's was **14.89**. It was discovered that students in the experimental group who used the Compare-Technique outperformed students in the control group who used the Grammar Translation Method in acquiring simple tenses. From these data, we can see that the use of Compare-Technique has been proven to be able to improve the ability of students in experimental group in learning simple tenses.

Furthermore, in order to determine the significant effect of implementing the compare-technique, the writer calculated the t-test value, which was then compared to the t-table value. The t-table value was determined based on the degree of freedom (df) value. Using the formula df = Nx + Ny - 2, the researcher discovered that the value of df was 54. The writer employed a

two-tailed test with a significant level of 0.05 (95%) and 0.01 (99%) in this study. The t-test and t-table values are compared in the following table.

Table 4. The Comparison Between t-test and t-table

Value of t-test	Value of t-table		
	Degree of freedom	0.05 (confidence level of 95 %)	0.01 (confidence level of 99%)
2.692	54	1.674	2.397

As seen in the comparison table above, the value of t-test is **2.692**. It is hihger than the value of t-table, which is 1.674 at 95% confidence level and 2.397 at 99% confidence level. It means that using the Compare-Technique is significantly effective to increase students' mastery of simple tenses. The data analysis shows that the null hypothesis (Ho) that says "there is no significant effect of using compare-technique on students' mastery of simple tenses" is rejected, meanwhile the alternative hypothesis (Ha) that says "there is a significant effect of using compare-technique on students' mastery of simple tenses" is failed to be rejected (accepted).

The questionnaire was the final step in this study. It consisted of ten questions about using the compare-technique to teach and learn simple tenses. It was given to the students in the experimental group to see how they perceived the usage of the Compare-Technique to increase their ability to learn simple tenses. According to the results of the questionnaire, the majority of the students (82%) believed that the compare-technique might help them understand the material of simple tenses more easily and improve their ability to learn simple tenses. This suggests that the compare-technique could assist pupils in systematically analyzing the structure of material simple tenses. It could aid students in the learning process by delivering learning in the correct direction swiftly, precisely, and in accordance with expectations, allowing students to readily absorb the content.

The result of this study is relevant to silver's theory about compare and contrast that can strengthen student learning. It has been proven that by comparing the similarities and differences among the three simple tenses, students of experimental group have gained an effective improvement in their mastery of simple tenses. By using the Compare-Technique, students can reinforce their memories, develop high order thinking, improve their comprehending, improve their writing skill in the content area, and develop their mental habits, which is in accordance with Silver's theory.

CONCLUSION

Based on the preceding chapter's investigation and analysis, the researcher determines that the t-test value is greater than the value of the t-table. It indicates that the null hypothesis (Ho) which states that "there is no significant effect of using compare-technique on students' mastery of simple tenses" is rejected and the alternative hypothesis (Ha) which states that "there is a significant effect of using compare-technique on students' mastery of simple tenses" is failed to be rejected (accepted). Other than that, there are gaps in scores between the experimental and control groups. The experimental group's mean deviation is greater than the control group's. The experimental group has a score of 36.75, whereas the control group has a score of 14.89. After treatment, there is a substantial difference in the learning of simple tenses

between the two groups. The experimental group improves more than the control group. The t-test score (2.692) was higher than the value of the t-table (1.674) at the 95% confidence level and (2.397) at the 99% confidence level, and the degree of freedom (df) is 54.

Furthermore, the result of students' questionnaire shows that after the treatment by using compare-technique 28/28 (100%) students know about English simple tenses and they think it is difficult to understand. 23/28 (82%) students think that compare-technique help them to understand simple tenses better. 28/28 (100%) students said that their teachers have not applied compare-technique in teaching simple tenses, they do not need a long time in the process of learning, compare-technique is necessary to be applied in teaching and learning simple tenses and other English materials. 20/28 (71%) students say that they face obstacles during learning simple tenses by using compare-technique, 4/28 (14%) of them say that there are many difficult obstacles, and 28/28 (100%) students say that those obstacles can be solved. It indicates that most of the students (82%) think that compare-technique can help them to improve their ability in learning simple tenses.

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