DESIGNING A SET OF ONLINE ENGLISH TENSES EXERCISES USING HOT POTATOES SOFTWARE FOR THE TENTH GRADE STUDENTS OF SMA STELLA DUCE 1 YOGYAKARTA

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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A Thesis on

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Yogyakarta, 5 April 2011
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DEDICATION PAGE

You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own. And you know what you know. You are the guy who'll decide where to go.”

Dr. Seuss

“I am not all that I should be. But, I am focusing my energy on these things: forgetting the past and looking forward to what lies ahead…”

Philippians 3:13

I dedicated this thesis to:

♥ My beloved parents
♥ My beloved grandfather
♥ My lovely brother and sister, Adit and Dhian
♥ My lovely, and
♥ All of my great friends
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 15 March 2011

The Writer

Vitalis Epifani Tyas Murwaningsih

061214066
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ABSTRACT


Grammar is a basic knowledge to understand a language and to communicate with the language. In language learning, grammar can be a resource for creating meaning in spoken and written discourse. Nowadays, there are many ways in teaching grammar, one of them is using technology. The role of computer in language instruction has now become an important issue. *Hot Potatoes* Software is one of computer software that teacher can use in learning activities.

Knowing the importance of the grammar, school board of *SMA Stella Duce 1 Yogyakarta* decides to have an English Tenses Review in the first-three week of the new academic year. The review is held to all grades, tenth, eleventh, and twelfth grades. The tenses which are reviewed are *Simple Present Tense*, *Present Continuous Tense*, *Simple Past Tense*, and *Past Continuous Tense*.

This study aims to answer the two questions which are how a set of online English Tenses exercises using *Hot Potatoes* Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta is designed and what a set of online English Tenses exercises using *Hot Potatoes* Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta looks like. To answer those questions, this study employed five steps of Educational Research and Development (R & D) cycle. Those steps were (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Final Product Revision.

To answer the first question, the writer adapted Kemp’s instructional model. The steps were conducting needs survey, determining goals, topics, and general purposes, listing the subject contents, specifying learning objectives, selecting teaching/learning activities, and evaluating the designed exercises. Meanwhile, the presentation of the designed exercises as the answer of the second question can be accessed in vitalista.freewebclass.com.

The writer interviewed two English teachers of SMA Stella Duce 1 Yogyakarta and distributed pre-design questionnaire to four of eight classes of tenth grade students of SMA Stella Duce 1 Yogyakarta to gain information which was used to design the online exercises. Afterwards, the designed exercises were also evaluated by giving the questionnaires to two English teachers of SMA Stella Duce 1 Yogyakarta and three lecturers of English Education Language Study Program of Sanata Dharma University. Furthermore, the result of the evaluation questionnaire indicated that the designed materials were good and acceptable.

The writer hopes that the designed exercises will be useful for the tenth grade students and English teachers of SMA Stella Duce 1 Yogyakarta. Besides, the writer also expects that this study could be the reference for other researchers to conduct any further research related to the topic of this study.
ABSTRAK


Tata bahasa adalah pengetahuan dasar untuk memahami sebuah bahasa dan berkomunikasi dengan bahasa. Dalam pembelajaran bahasa, tata bahasa dapat menjadi sebuah sumber dalam pemahaman berkomunikasi secara lisan dan tertulis. Sekarang ini, terdapat banyak cara dalam pengajaran tata bahasa, salah satunya adalah dengan menggunakan teknologi. Hot Potatoes Software adalah salah satu perangkat lunak komputer yang dapat digunakan guru dalam kegiatan pembelajaran.


Penulis mewawancarai dua guru Bahasa Inggris dan membagikan kuesioner pada empat dari delapan kelas dari kelas X SMA Stella Duce 1 Yogyakarta untuk mengumpulkan informasi yang akan digunakan untuk mendesain latihan online. Setelah itu, latihan yang telah didesain dievaluasi oleh dua orang guru bahasa Inggris kelas X SMA Stella Duce 1 Yogyakarta dan tiga orang dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma dengan menggunakan kuesioner. Hasil dari kuesioner menunjukkan bahwa latihan online yang telah didesain tergolong baik dan dapat diterima.

Penulis berharap bahwa latihan online yang didesain dapat berguna bagi siswi-siswi kelas X dan guru Bahasa Inggris SMA Stella Duce 1 Yogyakarta. Selain itu, penulis juga berharap bahwa penelitian ini dapat menjadi referensi bagi peneliti lain untuk melakukan penelitian lebih lanjut mengenai topik dalam studi ini.
CHAPTER I
INTRODUCTION

This chapter presents research background, problem formulation, problem limitation, research objectives, benefits of the research, and definitions of terms.

A. Research Background

Grammar is a basic knowledge to understand a language and to communicate using the language. “Grammar is a theory of language, of how language is put together and how it works” (Gerot and Wignell, 1994:2). In language learning, grammar can be a resource for creating meaning in spoken and written discourse. By learning grammar, second language teachers and learners could understand how text works.

Nowadays, there are many ways in teaching grammar, such as using games, flash cards, and other media. One of the ways in teaching grammar is using technology. Teaching grammar using technology is not new. The use of technology can be in the forms of computer and internet. They can be an alternative way to provide language practice to English as Second Language (ESL) learners. According to Warschauer and Healey (1998) with the invention of multimedia computing and internet, the role of computers in language instruction has now become an important issue. Nowadays, computers have become so common in houses and schools and their uses have expanded so dramatically. Thus, language teachers must now begin to think about the implication of computers for language learning.
The use of computer in language learning stated as CALL (Computer Assisted Language Learning). It appeared in early 1980 (Dudeney & Hockey, 2007). CALL programs help the learners to respond to the computer screen and to accomplish tasks, such as texts, matching sentence, and multiple-choices. CALL is natural and integrated part of learners’ lives, so it is a way to bring the outside world into the classroom.

There are many CALL programs which can be used by the teachers and the students, such as PBWorks, Ning, Wordpress, etc. Hot Potatoes software is one of CALL programs. It is a kind of computer software that teacher can use in learning activities. It is a set of software tools produced by the University of Victoria/Half-baked Software. It has five facilities to help the teachers making the exercises, they are JCloze, JQuiz, JBC, JMix, and JMatch.

Knowing the importance of the grammar, school board of SMA Stella Duce 1 Yogyakarta decided to have an English Tenses Review program/activity in the first-three week of the new academic year. This program is a regular activity/event, attended by the students of all grades. The English Tenses which are reviewed are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense. In the review, students are asked to do some exercises on the English Tenses. Then, the teacher does a few explanations about the tenses and does a correction and clarification if there are misconceptions and misunderstandings from the students. In the end of the review, students have a test on the tenses. There are two parts of the test, error analysis and filling a table with the list of irregular verbs. Based on the result of the test, most of the students have
difficulties in the error analysis part. They have difficulties in deciding which English Tenses they should use when they were given a sentence or situation. They were confused in deciding when to use Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense.

One of the English teachers in SMA Stella Duce 1 Yogyakarta admitted that most of the students have lack of motivation in learning English. They realized that English becomes one of “difficult” subjects. There is a stereotype in their mind that even though they tried very hard to learn and understand English, they would not understand it.

Therefore, in this study, the writer wanted to use Hot Potatoes Software in the learning activities. The writer decided to use Hot Potatoes as a media in learning activities because it is attractive. The writer hoped by using Hot Potatoes Software, the students can learn better from on-screen text.

SMA Stella Duce 1 Yogyakarta has never used Computer – Assisted Language Learning (CALL) in the English learning process before. Thus, by applying the concepts of CALL in the learning process, it is hoped that the students’ motivation in learning English, especially in learning English Tenses, will improve. By improving students’ motivation in learning the tenses, it is also hoped that the students’ understanding also can be improved. The writer chose tenth grade of senior high school students since they need to build strong basics of English to undergo the next levels successfully. Moreover, they need to study English continuously in order to acquire English well.
B. Problem Formulation

The research problems are formulated as follows:
1. How are online English Tenses exercises using *Hot Potatoes* Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta designed?
2. What do online English Tenses exercises using *Hot Potatoes* Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta look like?

C. Problem Limitation

This study aimed to design online exercises for the English Tenses Review program that is conducted in SMA Stella Duce 1 Yogyakarta in the first three week of the new academic year. The online exercises designed using *Hot Potatoes* Software. The online exercises designed for the tenth grade students of SMA Stella Duce 1 Yogyakarta. It is hoped that the designed exercises are useful for the teachers and students. It also can make the students feel enjoy during the English Tenses Review program and they understand the English Tenses well.

D. Research Objectives

The objectives of the study are:
1. To develop online English Tenses exercises using *Hot Potatoes* Software for tenth grade students of SMA Stella Duce 1 Yogyakarta.
2. To present online English Tenses exercises using *Hot Potatoes* Software for tenth grade students of SMA Stella Duce 1 Yogyakarta.
E. Benefits of the Research

This study aimed to give beneficial contributions to students and English teachers of SMA Stella Duce 1 Yogyakarta, other researchers, and general readers.

1. Students of SMA Stella Duce 1 Yogyakarta

This study provided English Tenses exercises in the English Tenses Review using *Hot Potatoes* Software, since it has never been used before. It hoped that by using *Hot Potatoes* Software in the teaching and learning activities, the students’ motivation in learning English, especially English Tenses. It also hoped that the students’ understanding in English Tenses will improve.

2. English teachers of SMA Stella Duce 1 Yogyakarta

This study provided the English teachers of SMA Stella Duce 1 Yogyakarta with the new tasks using *Hot Potatoes* Software that is never been used before. It hoped that this study encourages the English teacher in the school to use computer as a media in the English teaching activities.

3. Other researchers

The writer hoped that this study could give inspirations to the future researchers who will conduct similar study on the use of Computer – Assisted Language Learning in teaching and learning processes.

4. General readers

The writer hoped that this study may enrich knowledge of language teaching techniques for general readers, especially on the implementation of Computer – Assisted Language Learning in teaching and learning processes.
F. Definition of Terms

To avoid misunderstanding, below are some definitions of terms:

1. Design

According to Kemp (1977: 8), design is a plan which is applied in every level of education and it has three essential elements. They are objective of the learning, the activities and resources, and evaluation. In this study, design is a plan to arrange a set of English Tenses materials by which the tenth grade students of SMA Stella Duce 1 Yogyakarta are able to comprehend the English Tenses.

2. Online Exercises

Online exercises are the exercises which can be accessed or available through the internet. In this study, the exercises are available at vitalista.freewebclass.com.

3. English Tenses

English Tenses is a part of English grammar. According to Gerot and Wignell, 1994:2, grammar is a theory of language, of how language is put together and how it works. There are, at least, sixteen basic Tenses in English. In this study, the English Tenses which are discussed are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense.

4. Hot Potatoes Software

Developed by “Half-baked Software”, a Canadian educational group, this software presents six separate but look like programs for producing exercises for the web. The creators have succeeded in devising programs that automatically transform the teacher’s words into interactive web pages. As quoted by Nathalie
Cazaux (2004) from http://www.yoell.fsnet.co.uk/HotPotatoes.htm, Hot Potatoes have some facilities that teacher can use, they are:

a. JBC

This program creates multiple choice answer quizzes of the sort that will be immediately recognizable to students. You can include a written text, with a reading time limit, and questions can have up to four answers. Feedback leading the student towards the correct answer can be included, although if none is entered, the default message “try again” is received.

b. JQuiz

This program creates short answer quizzes. The learner types the answer in the text-field and receives feedback from the computer. Up to four possible correct answers are available, assuming the teacher has included them. Holmes and Arneil were keen to avoid a simple “one click right/wrong” (Holmes and Arneil 1999:p.13) interface, so instead they allow for more useful feedback.

c. JMix

This program creates jumbled sentence exercises that are very similar to ones that can be created with paper and scissors. Again, the good thing is that the teachers are able to include all combinations, so the learner isn’t faced with correct suggestions being rejected by the computer.

d. JCross

This program creates crossword puzzles 20x20 letters in size. Clues can be either in word-form or as pictures (pictures are a bit harder to create).
e. JMatch

This program can produce either listing exercises, for example placing frequency adverbs in order, or matching exercises, such as linking countries and nationalities or beginning and ending of sentences. As with JCross, pictures can be used in place of words.

f. JCloze

This program creates gap-filling exercises. The java-script looks for parts of right answers, but only one answer for each gap is accepted and feedback is limited.

5. Tenth Grade Students

Tenth grade students are the students about 15 – 16 ages. Grade is a school level in which students gathers in the group of the same ages. The writer chooses to conduct the research in the tenth grade since the English Tenses Review becomes a new experience for them.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are two major points that will be discussed in this chapter. The first is about the theoretical description of related theories to the study and the second point is on the theoretical framework where it will be used as the guideline in designing the exercises.

A. Theoretical Description

In this section, there are five topics to discuss. They are Instructional Design Models, Theory of Computer Assisted Language Learning, Theory of Blended Learning, and Theory of Hot Potatoes Software.

1. Kemp’s Instructional Design Model

In this study, the writer employed Kemp’s model in order to answer the questions presented in the previous chapter. In this model, the designer may start designing at any stage whenever the designer is ready. This model also can be applied at any educational level.

In the design presented by Kemp (1977: 8), there are three essential elements of the instructional technology. These elements are objectives (what must be learnt), method (what procedures and resources will work best to reach desired learning level), and evaluation (how we will know if the desired learning level happens). Furthermore, the design can be implemented at any educational
level. It can be treated to single topics and then to units and then to the whole courses (Kemp, 1977: 8).

There were eight steps offered by Kemp in order to sustain the three essential elements. The eight stages are:

1) **Determining the Goals, Topics, and General Purposes**

The school board determined the goals and topic for English Tenses Review which is held at the school. The topics are selected to serve the goals. Finally, the general purposes are stated for each topic to know what objectives that the students should achieve.

2) **Identifying the Learners’ Characteristics**

By identifying the learners’ characteristics, the writer can select the objectives and learning activities in the instructional material design. The learners’ characteristics include the information about the learners’ capabilities, needs, and interests.

3) **Specifying Learning Objectives**

In specifying the learning objectives, there are three categories that should be considered, namely cognitive, psychomotor, and affective. Furthermore, those three categories should be clearly stated in terms of activities that best promote learning. In other words, the activities as the realization of learning objectives must be measurable. In addition, the learning objectives usually start with an action verb that describes learners’ specific behaviour or activities.
4) Listing Subject Contents

In listing the subject content, the designer must consider the objectives and the students’ needs. In some cases, the selection of the subject content is done before specifying the learning objectives. The learning objectives are formulated based on the subject content. However, some other designers decide to state the learning objectives first before listing the subject content. According to Kemp (1977), the designers can employ whichever procedure they wish or whichever seems appropriate as long as the subject content relates to the objectives. The content itself refers to the selection and organizing of the specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of any topic.

5) Developing Pre-Assessment

After specifying the learning objectives and the subject contents, the next step is to conduct pre-assessment. The pre-assessment is aimed at finding out the students’ competence in a certain topic or unit. Thus, it is done by using placement and diagnostic tests as ways of determining students’ background in the subject and as guides for grouping them.

6) Selecting Teaching/ Learning Activities and Resources

To accomplish the learning objectives, the designers should determine the effective and the efficient teaching/learning method. Afterwards, the designers should select the materials and the activities which are in accordance to the teaching method which has been selected. Furthermore, the selection of the
resources which use various media is suggested to support the materials and learning activities.

7) **Coordinating Support Service**

What should be considered in coordinating support service is funds, facilities, equipment, and personnel whose time must be scheduled for participation in the instructional plan.

8) **Evaluation**

The last step in Kemp’s instructional model is evaluation. The evaluation is used to measure the students’ achievements of a learning process. Besides, the evaluation is also useful to ensure whether the instructional materials are appropriate or not.

Kemp stated that this design plan is a flexible process in view of the fact that the designer may start the planning from any stage he is ready to do but it is recommended that the designer should treat most of the eight stages since any decision made for one stage will affect others. The broken lines indicate that each step has its connection with the central focus, that is, revision. Moreover, Kemp said that this design still takes the objectives as the starting point and the evaluation as the end of the stages.

In this study, the writer refers to Kemp’s instructional model because the process is flexible. The writer, as the designer of the materials, can start with whichever step she wants and then move back and forth to the other steps. Furthermore, the designer can create their own model which is based on the Kemp’s instructional model.
The eight steps of Kemp’s design model are as follows:

![Kemp's Instructional Design Plan](image)

**Figure 2.1 Kemp’s Instructional Design Plan (Kemp, 1977: 9)**

Next, the writer will discuss the principles of language assessment. The theory is used as the basis of designing the exercises.

**2. Review on English Tenses and Types of Text**

The English Tenses can be used in the texts. There are some types of text which use the *Simple Present Tense, Present Continuous Tense, Simple Past Tense*, and *Past Continuous Tense*. The further information are presented below:

1) Simple Present Tense

*Simple Present Tense* can be used in some types of text, such as narrative, procedure, and descriptive. In narrative text, *Simple Present Tense* gave the impression that the story happened at the time it is read. While in procedure text,
**Simple Present Tense** used to explain the steps of making something and in descriptive text. *Simple Present Tense* used to describe something in detail. The examples of the sentences in the texts are presented as follow:

a) Narrative text: *The sky is as blue as my heart.*

b) Procedure text: *Mix water and sugar.*

c) Descriptive text: *Klaten is a beautiful city between Solo and Yogyakarta.*

2) **Present Continuous Tense**

The same as *Simple Present Tense*, *Present Continuous Tense* can be used in narrative, procedure, and descriptive. The examples of the sentences in the texts are presented as follow:

a) Narrative text: *While reading the novel, the phone rings.*

b) Procedure text: *Mix the flour, milk, and strawberry pasta while waiting the chicken ready.*

c) Descriptive text: *You can have a romantic dinner while enjoying the wonderful scenery there.*

3) **Simple Past Tense**

*Simple Past Tense* can be used in some types of text, such as narrative text and recount text. The difference between narrative text and recount text is the structure of the text. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all the conflicts. In the contrary, there is no conflict inside recount text. Recount applies series of event as the basic structure. The examples of the texts are presented as follow:
a) Narrative text: myth, fable, and folklore.

b) Recount text: biography, personal experience.

4) Past Continuous Tense

The same as Simple Past Tense, Past Continuous Tense can be used in narrative text and recount text. The examples of the sentences in the texts are presented as follow:

a) Narrative text: Snow White cooked the food while the dwarfs were working.

b) Recount text: When my brother fell down, I was cooking at the kitchen.

3. Principles of Language Assessment

In making an exercise, there are some principles that teachers should follow. Brown (2004:19) proposed some principles to design a good test or exercise. The principles are presented as follow:

1) Practicality: an effective test is practical if it is not excessively expensive, it is easy for the teacher to arrange and to evaluate it, it doesn’t need long time to assess it, and if it has clear scoring procedure.

2) Reliability: a reliable test is consistent and dependable. If the teacher gives the same test to the same students or matched students on two different occasions, the test should have similar results.

3) Validity: a test is valid if the results of the test are appropriate, meaningful, and useful in terms of the purpose of the assessment.

4) Authenticity: a test is authentic if the language of the test is as natural as possible, the items are contextualized, the topics are meaningful (relevant and
interesting) for the learners, and the tasks represent, or closely approximate, real-world tasks.

5) *Wash back*: wash back refers to the effects the tests have on instruction in terms of how the students prepare for the test. A good test offers beneficial wash back to the learners.

### 4. Designing Multiple-Choice Test Items

As cited by Brown (2004:56) from Grondlund (1998:60-75), there are some guidelines for designing multiple choice items, there are:

1) Design each item to measure a specific objective.
   
   The teacher should design the distractor to lure the students who don’t know how to frame indirect questions and therefore serves an efficient distractor.

2) State both stem and options as simply and directly as possible.
   
   By lengthening the stem, the teachers have introduced a potentially confounding lexical item, *deteriorate*, that could distract the students unnecessarily.

3) Make certain that the intended answer is clearly the only correct one.
   
   A quick consideration of the distractor reveals that it is a plausible answer, along with the intended key.

4) Use item indices to accept, discard, or revise items.
   
   The appropriate selection and arrangement of suitable multiple-choice items on a test can best be accomplished by measuring items against three indices: item facility (or item difficulty), item discrimination (or item differentiation), and distractor analysis.
5. Computer Assisted Language Learning (CALL)

Based on Dudeney and Hockly (2007: 7), Computer Assisted Language Learning appeared in 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped text, matching sentence halves, and doing multiple-choice activities. One of the best-known early CALL activities is that of the text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words.

According to Warschauer, Shetzer, and Meloni (2000: 7), there are five main reasons to use internet for English teaching. The reasons are presented as follows:

1) **Authenticity**: Language learning is most successful when it takes place in authentic, meaningful contexts. The internet is a low-cost method of making language learning meaningful. It gives students 24-hour access to vast amounts of authentic material on any topic they are interested in and allows opportunities for authentic communication and publishing.

2) **Literacy**: the ability to read, write, communicate, research, and publish on the internet represents important new forms of literacy needed in the 21st century. By combining English and technology in the classroom, teacher will help the students master the skill they will need for academic and occupational success.

3) **Interaction**: it is the major means of acquiring a language and gaining fluency. The internet provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world.
4) **Vitality**: the internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real-life needs.

5) **Empowerment**: mastery of internet increases the personal power of teachers and students. It allows them to become autonomous lifelong learners who can find what they need when they need it and collaborate with others to help construct new knowledge. By mastering the internet, teachers and students can become shapers of the multimedia future.

The online designed exercises would be very useful for both teacher and students because the designed exercises were authentic since the contents of designed exercises were meaningful and the reading texts and the exercises themselves were the topics which the students are interested in. The topics in the designed exercises were also connected with the students’ real life. The designed exercises were also proposed the literacy reason. By use employing the online designed exercises, the teacher helps the students to master the skills they will need for academic and occupational success.

The designed exercises proposed both the use of CALL and blended learning activities. The next part, the writer discussed on the concepts of blended learning activities.

**6. Blended Learning**

Blended learning by Sloan Consortium (2006) as cited by Veronica Diaz and Jennifer Strickland (2009) refers to an instructional delivery mode where instruction is conducted partly online and partly face-to-face with a key
distinguishing factor of reduced seat time. This delivery mode is one of the fastest growing and most successful instructional models to deliver flexible learning options for today’s learners. They also added that an important item to note is that non-face-to-face time does not necessarily mean that students will need to be present in an online environment, although that is certainly an option.

As stated by Graham, Allen, and Ure (2005), people chose Blended Learning for these three reasons:

1) Improved Pedagogy

One of the most commonly cited reasons for blending is more effective pedagogical practices. The most current teaching and learning practice in both higher education and corporate training settings is still focused on transferring rather than interactive strategies. As cited by Graham (2006) from Collis, Bruijstens, and van der Veen (2003), some have seen blended learning approaches increase the level of active learning strategies, peer-to-peer learning strategies, and learner-centered strategies used.

2) Increased access and flexibility

As cited by Graham (2006) from Bonk, Olson, Wisher, and Orvis (2002), access to learning is one of the key factors influencing the growth of distributed learning environment. By implementing blended learning in the classroom activities, the students can easily access the materials and the exercises. The learning activities also can be more flexible because the teaching and learning activities happen partly face-to-face and partly online.
3) Increased cost-effectiveness

Cost-effectiveness is a third major goal for blended learning systems in both higher education and corporate institutions. Blended learning systems provide an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi personal content delivery. As cited by Graham (2006), Bersin and Associates (2003) have done an exemplary job of documenting corporate cases that have effectively used blended learning to provide a large return on investment.

As stated by Graham (2006), there are some categories of blended learning system, the categories are:

1) Enabling blends

The primarily focus of this category is on addressing issues of access and convenience. The example is blends that are intended to provide additional flexibility to the learners or blends that attempt to provide the same opportunities or learning experience but through different modality.

2) Enhancing blends

This category allows little changes to the pedagogy but do not radically change the way teaching and learning occur. For example, in a traditional face-to-face learning environment, additional resources and perhaps some supplementary materials may be included online.

3) Transforming blends

This category allows a radical transformation of the pedagogy. For example, a change from a model where learners are just receivers of information
to a model where learners actively construct knowledge through dynamic interactions. These types of blends enable intellectual activity that was not practically possible without technology.

The designed materials proposed blended learning activities. The material instruction was conducted partly face-to-face and partly online. The designed materials included in the *enhancing blends* category since there was no significant change in the way teaching and learning process.

7. **Hot Potatoes**

As Richardson, Lidbury, and Zhang (2007, 83) stated that the *Hot Potatoes* 6 Software was created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre in Canada and is free for educational institutions to install.

As quoted by Nathalie Cazaux (2004, 1), Hot Potatoes have some facilities that teacher can use, they are:

1) **JQuiz**

This program creates short answer quizzes. The learner types the answer in the text-field and receives feedback from the computer. Up to four possible correct answers are available, assuming the teacher has included them. Holmes and Arneil were keen to avoid a simple “one click right/wrong” (Holmes and Arneil 1999:p.13) interface, so instead they allow for more useful feedback.
2) JMix

This program creates jumbled sentence exercises that are very similar to ones that can be created with paper and scissors. Again, the good thing is that the teachers are able to include all combinations, so the learner isn’t faced with correct suggestions being rejected by the computer.

3) JCross

This program creates crossword puzzles 20x20 letters in size. Clues can be either in word-form or as pictures (pictures are a bit harder to create).

4) JMatch

This program can produce either listing exercises, for example placing frequency adverbs in order, or matching exercises, such as linking countries and nationalities or beginning and ending of sentences. As with JCross, pictures can be used in place of words.

5) JCloze

This program creates gap-filling exercises. The java-script looks for parts of right answers, but only one answer for each gap is accepted and feedback is limited.

The exercises designed by the writer employed two facilities of Hot Potatoes Software, there are JQuiz and JCloze since the teachers usually used multiple-choice exercises and short answer exercises.
B. Theoretical Framework

There are some steps involved in the process in designing English Tenses exercises using Hot Potatoes Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta. In designing the exercises, the writer employs Kemp’s model. In this model, the designer may start designing at any stage whenever the designer is ready. In addition, this model can be applied at any educational level. The interdependencies among the stages indicate that one treatment made for one stage will affect others.

This framework is used as the guideline to conduct the study. The framework used by the writer consists of six steps. The explanation is discussed as follows:

1. Conducting Need Survey

The purpose of this stage was to get the information on the students’ abilities, interests, and difficulties regarding the implementation of the online exercises in the classroom and also offer the solution to develop the students’ comprehension toward the English Tenses by applying online exercises. The information gathered is used to determine the goal of the program and also the objectives. To acquire the information needed, the writer employs a survey study. The writer distributes pre-design questionnaire and conducts an interview to the tenth grade English teachers of SMA Stella Duce 1 Yogyakarta concerning the English Tenses Review in the classroom. The writer also distributes pre-design questionnaire to the tenth grade students in order to obtain the information of the
students’ interests, abilities, and problems in the English Tenses Review and the implementation of online exercises in the class.

2. Determining the Goals, Topics, and General Purposes

The school board of SMA Stella Duce 1 Yogyakarta determined the English Tenses as the topic in the English Tenses Review. The writer used the competency standards and the basic competencies from the Kurikulum Tingkat Satuan Pendidikan (KTSP) for English Tenses Review in SMA Stella Duce 1 Yogyakarta. After determining the competency standards and basic competencies, the next step is listing the subject contents.

3. Listing the Subject Contents

In this step, the writer lists specific contents that will be included in the exercises. The exercises will be focused on Simple Present and Past Tenses and Present and Past Continuous Tenses. Those English Tenses are chosen because the school board of SMA Stella Duce 1 Yogyakarta only has English Tenses Review on those English Tenses. The four English Tenses will be the subject contents and will be the title for each unit.

4. Specifying Learning Objectives

The main concern in designing the English Tenses exercises is to state the clear and comprehensive objectives in order to achieve the competency standards and the basic competencies. Furthermore, the specific objectives in this study are stated as the indicators.
5. Developing Pre-Assessment

In this step, placement and diagnostic tests were done to determine and find the students’ competence in a certain topic or unit.

6. Selecting the Teaching/Learning Activities

The well-chosen teaching learning activities may also help the students to gain expected skill for learning outcomes. Furthermore, the exercises need to be organized in order to create enjoyable and interesting atmosphere. By creating enjoyable and interesting atmosphere, it may motivate students in learning and facilitate them to achieve the objectives.

7. Evaluating the Designed Exercises

The purpose of distributing the evaluation post-design questionnaire to English teacher of *SMA Stella Duce 1 Yogyakarta* and the lectures of English Language Education Study Program of *Sanata Dharma University* is to obtain feedback, comments, and suggestion about the designed exercises. The results of the post-design questionnaire are used to revise and improve the online English Tenses exercises for the tenth grade students of *SMA Stella Duce 1 Yogyakarta*. 
Figure 2.3: The Writer’s Instructional Design Model

1. Conducting Needs Survey
2. Determining Goals, Topic, and General Purposes
3. Listing Subject Contents
4. Specifying Learning Objectives
5. Developing Pre-Assessment
6. Selecting the Teaching/Learning Activities
7. Evaluating the Designed Exercises

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER III

METHODOLOGY

This chapter presents detailed information about methodology used to conduct the study. They are research method, research participants, research instruments, data gathering techniques, data analysis techniques, and research procedures.

A. Research Method

The study was intended to answer two research questions. The questions are: “How are online English Tenses exercises using Hot Potatoes for the tenth grade students of SMA Stella Duce I Yogyakarta designed?” and “What do online English Tenses exercises using Hot Potatoes for the tenth grade students of SMA Stella Duce I Yogyakarta look like?”

In order to answer those research questions, the writer used Research and Development method (R & D). Borg and Gall (1983: 772) stated that educational Research and Development (R & D) is a process used to develop and validate educational products. These products include teaching materials, teaching method, and method for organizing instruction. Moreover, the goal of R & D is to develop research knowledge and incorporate it into a product by combining educational research and educational practice (Borg and Gall, 1983: 771).

The writer chose R & D method since it used the findings to build products that were ready for operational use in the school. It consists of three major steps: develop product based on research finding, do field testing on the
product, and revise the product on the basis of field-test data. According to Borg and Gall (1938: 775), there are ten steps of R & D, namely: Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Final Product Revision, and Dissemination and Implementation.

Concerning with the two main focuses of the study as mentioned previously, there were only five steps of R & D cycle used in this study. The steps were Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, and Final Product Revision.

The section is divided into three sub-sections, those are, pre-design study, material development, and post-design study.

1. Pre – design Study

In the pre-design study, the writer used the first step of R & D cycle, which is Research and Information Collecting. This step was used to describe as clearly as possible the product that would be developed. In this step, the writer collected data from four of eight classes of the tenth grade students and two English teachers of SMA Stella Duce 1 Yogyakarta. The interviews were conducted to find out the teaching and learning activities used in English Tenses Review from two the tenth grade English teachers. Moreover, the pre-design questionnaire to the tenth grade students of SMA Stella Duce 1 Yogyakarta was distributed in order to figure out their interests, abilities, and problems related to the English Tenses and internet. The writer also used review of literature to collect
other information related to the planned development. Data and information were gathered from journals and books.

2. **Material Development**

In the material development, the writer applied step 2 and 3 of R & D cycle, they were Planning and Developing Preliminary Form of Product.

In the planning step, the writer defined skills, stated objectives, and determined course sequence. The objectives offered the basis of developing an instructional program since the program could be tested and revised until it met the objectives. The data gathered from research and information collecting was used to determine the objectives and subject contents of the designed exercises. Furthermore, the data would be used to design the syllabus.

In this study, the development of the preliminary form of the product included the preparation of the exercises, website, and evaluation devices. It was useful to create appropriate exercises for the tenth grade students of *SMA Stella Duce 1 Yogyakarta*.

3. **Post – design Study**

In the post-design study, the writer used steps 4 and 5 of R & D cycle. They were Preliminary Field Testing and Main Product Revision.

Preliminary testing was conducted to obtain evaluation, judgment, suggestions of the designed exercises. The comments and opinions would be used to revise and improve the designed exercises. There were five evaluators. They were two English teachers of *SMA Stella Duce 1 Yogyakarta* and three lecturers of
English Language Education Study Program of Sanata Dharma University. The evaluation data were collected by using questionnaire.

The evaluation data was used to conduct the fifth step, Main Product Revision. This step was conducted to revise and improve the designed exercises. The results of questionnaire were used to revise and improve the exercises design.

In order to provide a clear description about what was explained above, the writer made a figure of steps of the writer’s model, which fitted the steps of R & D cycle.

![Figure 3.1: R & D Cycle and the Writer’s Model](image-url)

**Figure 3.1: R & D Cycle and the Writer’s Model**
B. Research Participants

In this part, there were two kinds of discussion. The first discussion is about the participants in the pre-design study and the second will describe the participants for post-design study.

1. Participants of Pre – design Study

In this section, there were two groups of participants involved. The first group was four of eight classes of tenth grade students of SMA Stella Duce 1 Yogyakarta for the participants of questionnaire. They are students of 2010 – 2011 academic years. The writer chose the tenth grade students in this study since they learnt English and they experienced learning Information and Communication Technology.

The second group was the tenth grade English teachers of SMA Stella Duce 1 Yogyakarta. There were two teachers who taught English in tenth grade. The writer expected valuable input from the teachers especially about the implementation of Computer Assisted Language Learning in the teaching learning process.

2. Participants of Post – design Study

The participants of the Preliminary Field Testing step were English teachers of SMA Stella Duce 1 Yogyakarta and lecturers of English Language Education Study Program of Sanata Dharma University who have possessed adequate teaching experience. Based on their teaching experiences, it was expected that they were able to evaluate the designed exercises. In this study, there were five participants involved. The participants were two English teachers
of *SMA Stella Duce 1 Yogyakarta* and three lecturers of English Language Education Study Program of Sanata Dharma University. The participants of this study had many experiences in teaching which was shown by their teaching period. All of the participants had more than four years teaching experiences. Two English teachers were Undergraduate Degree, while three lecturers had a Master Degree.

The participants in this section were the evaluators of the designed exercises. It was hoped that the writer would obtain evaluation, feedback, and comments on the designed exercises. From the evaluation, feedback, and comments, the writer would make revision and improvement on the exercises.

C. Research Instruments

There were two instruments used in this study. The writer would discuss the instruments conducted in the pre-design study and post-design study.

1. Pre – design Study

In the pre-design study, the writer applied the first step of R & D cycle, that is, Research and Information Collecting. In this section, the writer used two instruments, they were questionnaire and interview.

a. Questionnaire

The writer distributed questionnaire to know the students’ interest and understanding of the implementation of *Hot Potatoes* Software in English teaching and learning activities. The questionnaire was also used to know the teaching method and exercises that the teacher used in teaching English Tenses.
The questionnaire used in this section was semi-open form questionnaire. The questionnaire was distributed to four of eight classes of tenth grade students of SMA Stella Duce 1 Yogyakarta. In this type of questionnaire, the writer used checklist questions type for the tenth grade students of SMA Stella Duce 1 Yogyakarta. Moreover, the writer made the questionnaire in Indonesian to avoid misinterpretation between the writer and the participants. By writing the questionnaire in Indonesian, it was hoped that the participants understood the contents of the questionnaire and answer it correctly.

b. Interview

The interviewees were two English teachers of tenth grade students of SMA Stella Duce 1 Yogyakarta. The writer conducted unstructured interview. Unstructured interview is an interview which is more flexible and informal. The interviewees may answer the question freely. They may give views, beliefs, opinion, or other information. The questions used in this interview are called open-ended questions.

The purpose of conducting this interview was to get information about the students’ background knowledge and also to find out the data about teaching learning process conducted in the English Tenses Review class. In addition, the data gathered from the interview was used as the supporting data to design the exercises. The writer used Bahasa Indonesia in the interview in order to avoid misinterpretation between the writer and interviewees.
2. **Post – design Study**

In the post design study, the writer applied steps 4 and 5 of R & D cycle, those are, Preliminary Field Testing and Main Product Revision. In this post-design study, the writer used post-design questionnaire. The writer distributed the post-design questionnaire to the English teachers of *SMA Stella Duce 1 Yogyakarta* and lecturers of English lecturers of English Language Education Study Program of Sanata Dharma University. The questionnaire aimed to gather feedback, comments, and suggestions on the designed exercises. Moreover, the feedback, comments, and suggestions would be used to evaluate and revise the designed exercises so that the writer would enable to produce suitable exercises to improve English Tenses comprehension of the tenth grade students of *SMA Stella Duce 1 Yogyakarta*.

**D. Data Gathering Technique**

Data gathering technique will be discussed into two parts, data gathering technique used in pre-design study and post-design study.

1. **Pre – design Study**

In the pre-design study, the writer conducted the preliminary study by conducting interviews to two of tenth grade English teachers of *SMA Stella Duce 1 Yogyakarta*. The aim of interviews was to get information about the students’ background knowledge and also to find out the data about teaching learning process conducted in the English Tenses Review class. Then, the writer distributed pre-design questionnaire four of eight classes of tenth grade students of
SMA Stella Duce 1 Yogyakarta. The aim of distributing the pre-design questionnaire was to gain data for the diagnosis of needs. From the results of the pre-design questionnaire, the writer obtained data about the students’ interests, abilities, and difficulties concerning to the implementation of English Tenses Review in the classroom.

2. Post – design Study

In the post design study, the writer applied steps 4 and 5 of R & D cycle, those are, Preliminary Field Testing and Main Product Revision. In this section, the writer distributed post-design questionnaire and the designed exercises to the users and the practitioners. The users were two English teachers of SMA Stella Duce 1 Yogyakarta and the practitioners were three English lecturers of English Language Education Study Program of Sanata Dharma University. The distribution of the designed exercises, and the post-design questionnaire was to obtain feedback, comments, and suggestions in order to revise and improve the exercises.

E. Data Analysis Technique

This section would discuss the techniques in analyzing the obtained data. The data was obtained from the pre-design study and the post-design study.

1. Pre – design Study

In this pre-design study, the writer analyzed the interview results with two tenth grade English teachers of SMA Stella Duce 1 Yogyakarta. The interview results were analyzed descriptively. The data from the interview results were
analyzed by obtaining a conclusion for each answer of each question and then made it into one main idea. After doing the interview, the writer distributed the pre-design questionnaire to the tenth grade students of *SMA Stella Duce 1 Yogyakarta* as a means of the diagnosis of needs. The data gathered from four of eight classes of tenth grade students were analyzed by calculating the percentage of each item from the questionnaire and it was presented in the form of table. From the two instruments, the interview and the questionnaire, the writer would gather the data in which these data were used as the basis in designing the exercises.

The data from the questionnaire were analyzed by dividing the number of students who chose certain topic with the total number of the students, then multiplied by 100%. The data calculation in the pre-design study was presented below:

\[
\frac{n}{\sum n} \times 100\%
\]

Note:

- \(n\) : numbers of students who chose certain topic
- \(\sum n\) : total numbers of students

2. **Post – design Study**

In the post-design study, the writer analyzed the descriptive static data about participants’ statements. Likert scale type and open – ended questionnaire were distributed to two English teachers of *SMA Stella Duce 1 Yogyakarta* and three English lecturers of English Language Education Study Program of *Sanata Dharma University* Yogyakarta in order to obtain feedback, comments, and
suggestions on the designed exercises. The data would be used to revise and improve designed exercises.

The writer analyzed two kinds of data. The first one was data about the participants’ educational background. The description of participants is presented as follows:

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3 S1 S2 S3</td>
<td>&lt;1 1–5 5–10 10&lt;</td>
<td>M F</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1. The Description of Post-design Participants

The second one was descriptive data about the participants’ statements. The questionnaire was in the closed form questionnaire. In this type of questionnaire, the judgments of the participants’ statements use five points of agreements:

1 : strongly disagree with the statement
2 : disagree with the statement
3 : undecided with the statement
4 : agree with the statement
5 : strongly agree with the statement

In concluding the data, this study used one of central tendency, the Mean, since it was appropriate way to conclude the data tendency. The table is presented as follows:
Table 3.2. The Participants’ Opinion on the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ opinion on</th>
<th>Central Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Note: N : Numbers of respondents
Mn : Mean (an indicator of central tendency of the source set)

The Mean was counted using the formulation below:

\[
\bar{x} = \frac{\sum x}{N}
\]

From the open questionnaire, the participants had to write their own answers and make criticisms, evaluation, and suggestions about the designed exercises. Moreover, the results were used as the basis for improving and revising the designed exercises into the final version of the exercises.

F. Research Procedure

In this study, the writer employed twelve steps. These steps were the procedures of how the study was conducted:

1. Doing library research
2. Asking for permission to conduct the research
3. Conducting Research and Information Collecting
4. Determining the competency standards, the basic competencies, and the topics
5. Formulating indicators
6. Determining and organizing the subject contents
7. Determining and organizing the teaching and learning experiences
8. Designing online English Tenses exercises for the tenth grade students of SMA Stella Duce 1 Yogyakarta
9. Providing questionnaire for evaluating the designed exercises (post-design)
10. Distributing questionnaires to five participants (two English teachers and three English lecturers) in order to obtain feedback of designed exercises
11. Analyzing the results of the questionnaires
12. Revising the designed exercises based on the results of the questionnaires in order to obtain the final version
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter divided into three main parts. The first is the elaboration of the steps in designing the exercises. The second part is the findings and discussion on the designed exercises evaluation. The third part is the presentation of the online English Tenses Exercises using Hot Potatoes Software for the tenth grade students of SMA Stella Duce 1 Yogyakarta.

A. The Elaboration of the Steps in Designing the Exercises

In this part, the writer discussed the steps which were conducted during the processes of designing the exercises. This part is aimed to answer the first question in the problem formulation. The explanation of each step is as follows:

1. Conducting Need Survey

In this study, the diagnosis of needs was important to conduct since it aimed to find out the students’ abilities and interests. The results of the diagnosis of needs were used as the basis in making the designed exercises. Firstly, the writer conducted the interviews to two of the tenth grade English teachers of SMA Stella Duce 1 Yogyakarta. Then, the writer distributed questionnaires to the tenth grade students of SMA Stella Duce 1 Yogyakarta. The detail information of these two results is presented below.
a. The Students’ Needs Based on the Interview with English Teachers

The first step conducted in the Research and Information Collecting was interviewing the tenth grade English teachers of SMA Stella Duce 1 Yogyakarta. There were eleven questions to ask. It is attached in Appendix B. The tenth grade English teachers gave valuable information on English Review Tenses and on the use of computer or internet as an English learning media. The teacher stated that English Tenses Review is conducted to produce the same students’ comprehension in English, since the students came from different schools and regions with their own different background knowledge of English. Other teacher added that the English Tenses Review is aimed to emphasize that English Tenses are the basic of learning English, so the students had to understand English Tenses well. English Tenses Review is conducted in the first three weeks of new academic year. The English Tenses which are discussed are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense. In teachers’ opinions, those English Tenses are the main basic of English and those English Tenses were the Tenses which were used in daily activities at most.

According to teachers’ statements, most of the students were enthusiastic enough to join English Tenses Review, even though there were some students who were not enthusiastic enough. Most of the students used English Tenses Review as self-evaluated media to measure their own comprehension in understanding English Tenses. Furthermore, by conducting English Tenses Review, teachers could measure the students’ comprehension in English Tenses. The teachers stated that most of the students had good English abilities.
Vocabulary and the use of appropriate English Tenses became the main students’ obstacles. Teachers usually gave students sentences and asked them to analyze the sentences based on the Tenses, and then the teachers gave the English Tenses formulations. Moreover, the teachers stated that they had not used computer or internet as English learning media yet. During this time, they only taught manually. It was because of technical problems in the school. There was only one computer laboratory in the school and it was only used for TIK (Teknologi, Informasi, dan Komputer) subject. Even there were still two classes which had TIK subject after school. Another problem was network problem. The internet speed in the school was not too good and sometimes the loading process needed a long time. Beside those technical problems, one of the teachers stated that she had never found the website which was suitable to students’ abilities and condition yet. Moreover, both teachers agreed that the use of computer or internet as English learning media. Online exercises would make students became more enthusiastic in learning English. They stated that students nowadays were familiar with internet, so if teacher used internet as learning media, students would enjoy the learning activities. By using online exercises, students could also improve their knowledge and skill. Online exercises also challenged the students to learn English more. One of the teachers also added that by using online exercises, the students could become more active, so that the learning activities were not only teacher-centered learning.

Based on the results of the interview, it could be concluded that there was an urgent need to design the English online exercises. Therefore, in this study, the
writer intended to design online English Tenses exercises for tenth grade students of *SMA Stella Duce 1 Yogyakarta* as a new way to teach English Tenses.

b. **Students’ Needs Based on the Questionnaire for the Students**

In order to obtain a clear description of the students’ needs, the writer distributed questionnaires to the tenth grade students of *SMA Stella Duce 1 Yogyakarta*. The samples of the participants were four of eight classes of tenth grade students of *SMA Stella Duce 1 Yogyakarta*. The results of the questionnaire are presented in Appendix H.

From the results of the pre-design questionnaire, on the statement of the students’ opinion about their English Tenses abilities, three students stated that she was *excellent* at English Tenses, thirty nine students stated *good*, ninety four students stated *adequate*, and thirty one students stated *bad*. Based on the opinion about English Tenses Review which is always done in the beginning of the new academic year, thirty four students stated *strongly agree*, ninety six students stated *agree*, forty seven students stated *common*, and one students stated *disagree*. Most of the students stated that English Tenses Review could be used as a self evaluation for their English ability, some stated that English Tenses Review could refresh their minds about English Tenses, so that they were ready to study more complex topic. The students also stated the factors which made English Tenses became difficult. Forty two students stated that the factor was *the vocabulary*, twenty five students stated *the diction*, ninety seven students stated *the sentence structure*, and forty eight students stated *the time to use*. 
The students also stated the English Tenses which are the most difficult according to them. Twenty one students stated that Simple Present Tense is the most difficult English Tenses, forty four students stated, Present Progressive Tense, fifty students stated Simple Past Tense, and one hundred eight students stated Past Progressive Tense.

Related to the use of internet as an English learning media, one hundred eleven students stated that they had ever heard about it and fifty eight students had not ever heard about it. The students who had ever heard about the use of internet as an English learning media stated that they had ever heard it from their parents, teachers, and friends, while some of them had ever known by browsing the internet by themselves. Fifty five students stated that they had ever done online exercises and one hundred twelve students had never done online exercises. According to students’ opinion, nineteen students stated that the use of online English exercises is very interesting, eighty eight students stated interesting, fifty five students stated common, and seven students stated difficult.

In the last part of the pre-design questionnaire, the writer asked the students to give some suggestions and opinion on the use of online exercises in learning English. Almost of the students suggested that there should be any summary of the materials and there should be any discussions from each exercise, so that the students knew where they got wrong. Some of the students stated that there should be any level of difficulties in the exercises, so that they can evaluate their own abilities in English Tenses.
Based on the results of pre-design questionnaire, it could be concluded that tenth grade students of *SMA Stella Duce 1 Yogyakarta* used English Tenses Review as a self-evaluated media to measure their English Tenses comprehension and needed a new way in learning English Tenses. They thought that English is a difficult subject. The time to use the English Tenses and the sentence structure made the English Tenses difficult. They have ever heard the use of internet as English learning media but they have never used the online exercises. They were enthusiastic on the online exercises of English Tenses. They suggested that in the online exercises, there should be a summary of each English Tense.

2. **Determining Goals, Topics, and General Purposes**

The writer used the competency standards and the basic competencies from the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for English Tenses Review in *SMA Stella Duce 1 Yogyakarta*. The competency standards and the basic competencies are presented in Table 4.1. The competency standards and the basic competencies are attached in Appendix D. After determining the competence standards and basic competencies, the next step was determine the topics. The school board of *SMA Stella Duce 1 Yogyakarta* determined the English Tenses as the topic in the English Tenses Review.

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To express meaning of short functional text and simple essay in the form of <em>recount</em>, <em>narrative</em>, and <em>procedure</em> in the daily life contexts and to access knowledge.</td>
<td>To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of <em>narrative text</em>.</td>
<td><em>Simple Present Tense</em></td>
</tr>
</tbody>
</table>
2. To express meaning of short functional text and simple essay in the form of *recount, narrative, and procedure* in the daily life contexts and to access knowledge.

<table>
<thead>
<tr>
<th>Present Continuous Tense</th>
</tr>
</thead>
</table>

3. To express meaning of short functional text and simple essay in the form of *recount, narrative, and procedure* in the daily life contexts and to access knowledge.

<table>
<thead>
<tr>
<th>Simple Past Tense</th>
</tr>
</thead>
</table>

4. To express meaning of short functional text and simple essay in the form of *recount, narrative, and procedure* in the daily life contexts and to access knowledge.

<table>
<thead>
<tr>
<th>Past Continuous Tense</th>
</tr>
</thead>
</table>

**Table 4.1. The Competence Standards and the Basic Competencies**

3. **Listing the Subject Contents**

In this study, the subject contents were based on the results of need survey, competency standards, basic competencies, topic, and indicators. The subject contents are the four English Tenses which are discussed in the English Tenses Review. The English Tenses are *Simple Present Tense, Present Continuous Tense, Simple Past Tense,* and *Past Continuous Tense.* The subject contents will be the title of each unit.
4. Specifying Learning Objectives

After determining the competency standard and the basic competencies for each unit, the next step was to determine the objectives for each unit. The learning objectives are aimed to achieve the competency standards and the basic competencies. The specific objectives in this study are stated as indicators.

In this study, the presentation of the learning objectives, stated as the indicators, are in Table 4.2. The indicators are attached in Appendix F.

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of Simple Present Tenses sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short narrative text about daily life using Simple Present Tenses</td>
</tr>
<tr>
<td>2.</td>
<td>Present Continuous Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of Present Continuous Tenses sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make use of Present Continuous Tenses sentences to express an event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a short conversations using Continuous Tenses and present it in front of the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short narrative text using Simple Present Tense and Present Continuous Tense</td>
</tr>
<tr>
<td>3.</td>
<td>Simple Past Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of Simple Past Tense sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short recount text about their experiences using Simple Past Tense</td>
</tr>
<tr>
<td>4.</td>
<td>Past Continuous Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of Past Continuous Tense sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short recount text about their experiences using Past Continuous Tense</td>
</tr>
</tbody>
</table>

Table 4.2. The Indicators
5. Selecting the Teaching/Learning Activities and Resources

In this study, the writer developed and varied the activities in order to enhance the students’ comprehension and provide the students the enjoyable teaching learning activities. The writer provided the various online exercises according to the topic offered for the students to enhance the students’ English Tenses understanding.

The writer proposed blended-learning activities. The blended-learning activities conducted partly online and partly face-to-face. Face-to-face learning conducted inside the classroom in the form of individual and team work tasks, while online learning conducted inside the classroom and outside the classroom in the form of individual tasks.

The activities proposed in the designed exercises were focused in the form of individual task without neglecting the form of team work, such as pair work and group work. The individual task was chosen since the students were expected to be more responsible for their own comprehension. By doing self-monitoring toward their learning, the students enabled to monitor their progress and their improvements.

However, the writer also proposed the teamwork in the designed exercises. The aim of conducting the teamwork activities was to increase students’ interaction and cooperation. The students exchanged and shared their ideas with different partners in order to gain a better understanding about the topics they learnt. Even though the focus of designed exercises was English Tenses, the designed exercises included other skills, such as reading, writing, and speaking.
6. Evaluating the Designed Exercises

In evaluating the designed exercises, the writer distributed the designed exercises and the post-design questionnaire to the users and practitioners. The users were two English teachers of *SMA Stella Duce 1 Yogyakarta* and the practitioners were three lecturers of English Language Education Study Program of *Sanata Dharma University*. The participants were expected to give their evaluation and feedback on the designed exercises. After that, the writer made some revisions based on the evaluation and feedback proposed by the respondents to make the final version of the designed exercises.

B. Findings and Discussion on the Designed Exercises Evaluation

The writer realized that the designed exercises needed some revision and improvement. The writer distributed exercises evaluation questionnaire to the participants in order to obtain evaluation, comments, suggestions, and feedback. There were two parts of the findings and discussion, those were preliminary field testing and final product revision.

1. Preliminary Field Testing

In gaining the evaluation on the designed exercises, the writer distributed the post-design questionnaire to the participants. The participants of the post-designed questionnaire were two English teachers of *SMA Stella Duce 1 Yogyakarta* and three lecturers of English Language Education Study Program of *Sanata Dharma University*. All of the participants had adequate teaching
experiences, they had been teaching for more than five years. The descriptions of the participants are in the table below:

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3 S1 S2 S3</td>
<td>&lt;1 1 – 5 5 – 10 10&lt;</td>
<td>M F</td>
<td></td>
</tr>
<tr>
<td>English Teachers</td>
<td>- 2 - - 2</td>
<td>- 2 -</td>
<td></td>
</tr>
<tr>
<td>English Lecturers</td>
<td>- 1 2 - - 3</td>
<td>- 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3. The Description of Post-design Participants

In order to obtain evaluation, comments, suggestions, and feedback on the designed exercises, the writer distributed the questionnaire. The evaluation, comments, suggestions, and feedback were used to revise and improve the designed exercises. The raw data of the results of the preliminary field testing are presented in Appendix I. While the results of the preliminary field testing are presented in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinion on</th>
<th>Central Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The competence standard is well formulated</td>
<td>5 3.4</td>
</tr>
<tr>
<td>2</td>
<td>The basic competences are well formulated</td>
<td>5 3.4</td>
</tr>
<tr>
<td>3</td>
<td>The indicators are well formulated</td>
<td>5 3.0</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged</td>
<td>5 3.4</td>
</tr>
<tr>
<td>5</td>
<td>The instructions are already clear</td>
<td>5 3.6</td>
</tr>
<tr>
<td>6</td>
<td>The materials are matched with the competences and indicators</td>
<td>5 3.0</td>
</tr>
<tr>
<td>7</td>
<td>The materials are interesting, suitable and relevant for the Tenth Grade students of SMA Stella Duce 1 Yogyakarta</td>
<td>5 3.8</td>
</tr>
<tr>
<td>8</td>
<td>The designed exercises are able to help students to develop their ability in English Tenses</td>
<td>5 3.8</td>
</tr>
</tbody>
</table>
The content is relevant with the context and the situation which the language is used  

<table>
<thead>
<tr>
<th></th>
<th>The content is relevant with the context and the situation which the language is used</th>
<th>5</th>
<th>3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The use of Hot Potatoes Software is well-developed</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>11</td>
<td>The procedure of online exercises are easy to follow</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>12</td>
<td>Generally, the online exercises are well-elaborated</td>
<td>5</td>
<td>3.6</td>
</tr>
</tbody>
</table>

**Overall Means**  
3.5

**Table 4.4. The Results of Post-design Questionnaire**

a. **The Discussion of the Designed Exercises**

Based on the results of the questionnaire, the designed exercises were good and acceptable. The total mean of the designed exercises was 3.5 on the scale of 5. This meant that the designed exercises were well designed and acceptable for the tenth grade students of *SMA Stella Duce 1 Yogyakarta*. However, the designed exercises still needed revisions based on the participants’ evaluation, comments, suggestions, and feedback.

b. **Participants’ Comments and Suggestions on the Designed Exercises**

There were three open-ended questions asked in the questionnaire. Open-ended questions were asked in order to gain feedback, comments, and suggestions on the designed exercises. The questions were about the weaknesses, the strengths, the suggestions, and also the comments on the designed exercises.

From the questions, the writer concluded some feedback and suggestions. The feedback and suggestions are:

1) The writer should recheck the Competency Standards and Basic Competencies. At first, the writer determined the Competency Standards and
Basic Competencies by her own since there were no Competency Standards and Basic Competencies from the school board of SMA Stella Duce 1 Yogyakarta. From the questionnaire, one of the participants stated that the Competency Standards and Basic Competencies determined by the writer are not in line with Kurikulum Tingkat Satuan Pendidikan (KTSP) proposed by the government.

2) There were some grammatical mistakes and mistyped. The writer should revise those grammatical mistakes and mistyped.

3) The writer should reconsider the level of difficulty of the designed exercises. It was because there were some exercises which were too easy for the students. Two of participants also suggested that the writer should add more complicated exercises which combine two or more English Tenses.

4) The writer should use Indonesian contexts (name, activity, etc.) on the designed exercises. By using Indonesian contexts, it is hoped that the students are familiar with the contexts and can understand the exercises easily.

5) The writer should recheck the manual of the designed exercises. Two of the participants had difficulties in accessing the online exercises.

6) The writer should recheck the theories of the English Tenses. There were some explanations which were difficult to understand and there were some pictures which are not related to the theories.
2. **Final Product Revision**

After evaluating the designed exercises, the writer revised the designed exercises based on the participants’ comment, feedback, and suggestions. There were six points’ revisions. The description of the revisions is as follows.

1) The writer changed the Competency Standards and Basic Competencies. The writer used the Competency Standards and Basic Competencies from the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* proposed by the government.

2) The writer revised some grammatical mistakes and mistypes in the designed exercises.

3) The writer reconsidered the level of difficulty of the designed exercises. In order to increase the level of difficulty, the writer added more exercises with higher level of difficulty. By adding more complicated exercises, it was expected that the designed exercises become more suitable with the students’ ability. The writer also consulted the exercises with the English teachers of tenth grade of *SMA Stella Duce 1 Yogyakarta* in order to make sure that the designed exercises are really suitable.

4) The writer changed the names and activities of the designed exercises with Indonesian context. It was hoped that by using the Indonesian context, the students are familiar to the context and can easily understand the meaning.

5) The writer rechecked the manual of the designed exercises in order to make the manual easy to understand and easy to use for both teachers and
students. Without a clear manual, the designed exercises cannot be used effectively.

6) The writer rechecked the theories of the English Tenses. The writer also added more information in the theories. The writer made the theories as clear as possible, so that the students’ misunderstanding can be declined.

C. The Description of the Designed Exercises

After making some revisions, this part covers the description of the online English Tenses exercises as the answer to the second question formulated in the Problem Formulation. The online English Tenses exercises consist of four English Tenses, each English Tenses will be the title of each unit. The English Tenses which are discussed are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense.

Each unit consists of a brief explanation of each English Tenses and some exercises. The exercises are in the form of multiple choices, short answer, and completing texts. Here is the description of the unit of the designed exercises:

<table>
<thead>
<tr>
<th>Unit</th>
<th>English Tenses</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present Tense</td>
<td>Brief theory of Simple Present Tense, Simple Present Tense multiple choice exercises, Simple Present Tense essay exercises.</td>
</tr>
<tr>
<td>2</td>
<td>Present Continuous Tense</td>
<td>Brief theory of <em>Present Continuous Tense</em>, <em>Present Continuous Tense</em> multiple choice exercises, <em>Present Continuous Tense</em> essay exercises, <em>Simple Present Tense</em> and <em>Present Continuous Tense</em> multiple choices and essay exercises (mixed).</td>
</tr>
<tr>
<td>3</td>
<td>Simple Past Tense</td>
<td>Brief theory of <em>Simple Past Tense</em>, <em>Simple Past Tense</em> multiple choice exercises, <em>Simple Past Tense</em> essay exercises.</td>
</tr>
<tr>
<td>4</td>
<td>Past Continuous Tense</td>
<td>Brief theory of <em>Past Continuous Tense</em>, <em>Past Continuous Tense</em> multiple choice exercises, <em>Past Continuous Tense</em> essay exercises, <em>Simple Past Tense</em> and <em>Past Continuous Tense</em> multiple choices and essay exercises (mixed).</td>
</tr>
</tbody>
</table>

Table 4.5. The Description of the Units in the Designed Exercises

In addition, the set of online English Tenses Exercises using Hot Potatoes Software for the Tenth Grade Students of *SMA Stella Duce 1 Yogyakarta* can be accessed in vitalista.freewebclass.com.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses two parts. They are conclusion and suggestions. The conclusion presents the findings in the answering the first question stated in the problem formulations. The suggestions are proposed to the English teachers especially, senior high school teacher and those who are interested in conducting study on this field.

A. Conclusions

The aim of the study is to answer the two questions in the problem formulations. First, how a set of online English Tenses exercises using Hot Potatoes Software for tenth grade students of SMA Stella Duce 1 Yogyakarta is designed. Second, what the set of online English Tenses exercises using Hot Potatoes Software for tenth grade students of SMA Stella Duce 1 Yogyakarta looks like.

To answer the first question, the writer adapted Kemp’s instructional model. The steps were conducting needs survey, determining goals, topics, and general purposes, listing the subject contents, specifying learning objectives, selecting teaching/learning activities, and evaluating the designed exercises. The reason why the writer adapted Kemp’s model is that it is a flexible process model. This means that the writer may start the planning from any step then move back on any step to others.
In designing the online exercises, this study gathered the data related to the students’ needs, interests, lacks, and the description of the learning process by distributing the questionnaire and conducting the interview. The questionnaire was distributed to four of eight classes of tenth grade students of SMA Stella Duce 1 Yogyakarta. Furthermore, the writer interviewed an English teacher of the tenth grade students of SMA Stella Duce 1 Yogyakarta. Besides, three English lecturers of English Language Education Study Program of Sanata Dharma University and two English teachers of SMA Stella Duce 1 Yogyakarta were also involved for the sake of obtaining the opinions, comments, and suggestions to revise the online exercises.

Based on the respondent’s evaluation on the designed online exercises, the average point of the central tendency is 3.5 from scale 5. This means that the designed online exercises for the tenth grade students of SMA Stella Duce 1 Yogyakarta are good and acceptable.

The presentation of the designed online exercises was intended to answer the second question in the problem formulations. The question is what the set of online English Tenses exercises using Hot Potatoes Software for tenth grade students of SMA Stella Duce 1 Yogyakarta looks like. The designed online exercises consist of four English Tenses. Each English Tenses becomes the title of each unit. The units are: Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense. The complete set of the designed online exercises can be accessed in vitalista.freewebclass.com
B. Suggestions

There are some suggestions for the English teacher and other researchers. The suggestions are as follow:

1. English teachers, especially English teachers of *SMA Stella Duce 1 Yogyakarta*

   The writer suggests the English teachers use the designed online exercises in order to help the students increase their English Tenses comprehension and to help the students feel enjoy studying English. Moreover, the writer suggests that the English teachers to prepare and study more on the technical things in the designed online exercises. In addition, the teacher should be really prepared and ready to use the designed online exercises.

2. Other researchers

   The use of computer and internet in the language learning becomes an important issue nowadays. The writer recommended other researcher to create other researches on this field in order to improve students’ English comprehension and creativity. By doing so, the writer expects that the other researchers can develop the more appropriate and relevant designed exercises.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI


APPENDIXES

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX A

Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Meica, Tomo N1 Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : 014 /PPh/Kajur/IPBS/ 5 / 2010

Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMA Stella Due 1 Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Vitalika Epifani Tays Murwaningsih
No. Mahasiswa : 66 1214 060
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 9 (Akhiriah)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMA Stella Due 1 Yogyakarta
Waktu : Juli - Agustus 2010
Topik/Judul : Designing English Textbook Exercise Using Hot Potatoes Software for Tenth Grade Students of SMA Stella Due 1 Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 5 Mei 2010
u.b. Dekan,
Ketua Arsip Pendidikan Bahasa dan Seni

C. Yuyunarti, S.Pd., M.Pd.
NIP. 1680

Tembusan Yth.:
1. 
2. Dekan FKIP
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

YAYASAN TARAKANITA
SEKOLAH MENENGAH ATAS
STELLA DUCE 1 YOGYAKARTA
JENJANG AKREDITASI: A
Jl. Sabirin No. 1-3, Telepon 813476, Yogyakarta 56224

SURAT KETERANGAN


Yang bertanda tangan di bawah ini menerangkan dengan sesungguhnya bahwa:

Nama: Vitalista Epifani Tyas Murwaningsih
NIM: 61214066
Prodi: Pendidikan Bahasa Inggris
Fakultas: Keguruan dan Ilmu Pendidikan
Universitas: Sanata Dharma Yogyakarta

telah melakukan penelitian skripsi di SMA Stella Duce 1 Yogyakarta pada tanggal Mei s.d. Desember 2010 dengan judul "Designing a set of Online English Tenses Exercise using Hot Potatoes Software for Tenth Grade Students of SMA Stella Duce 1 Yogyakarta".

Demikian Surat Keterangan ini dibuat untuk keperluan penyusunan laporan akhir skripsi.

Yogyakarta, 11 Januari 2011

Kepala Sekolah,

Sr. Petra CB, S.Pd.
APPENDIX B
Interview Guideline, Pre-design and Post-design Questionnaires
Interview Guideline  
Pre-design Study  

A. Tenth Grade English Teachers  

1. Bagaimana kemampuan siswa dalam *English Tenses*?  
2. Bagaimana cara mengajar *English Tenses* selama ini?  
3. Pernahkah Anda menggunakan komputer (internet) sebagai media pembelajaran? Apabila belum, mengapa Anda belum pernah menggunakan komputer (internet) sebagai media pembelajaran?  
4. Pernahkah Anda mendengar tentang Hot Potatoes Software?  
5. Bagaimana pendapat Anda tentang penggunaan Hot Potatoes Software sebagai media pembelajaran Bahasa Inggris?  
6. Apakah Anda tertarik menggunakan Hot Potatoes Software sebagai media pembelajaran Bahasa Inggris?
Questionnaire Pre-Design Study

I. Pendahuluan

Bahasa Inggris merupakan mata pelajaran wajib di tingkat SMA. Dalam mata pelajaran Bahasa Inggris, terdapat empat kompetensi dasar yang harus dicapai peserta didik yaitu membaca (reading), menulis (writing), mendengarkan (listening), dan berbicara (speaking). Tiap – tiap kompetensi memiliki peranan penting dan saling mendukung satu sama lain. Akan tetapi, tanpa adanya kemampuan tata bahasa (grammar) yang kurang memadai, peserta didik tidak dapat mencapai hasil yang maksimal dalam setiap kompetensi tersebut. SMA Stella Duce 1 Yogyakarta mengadakan Tenses Review pada setiap awal tahun ajaran baru. Peserta didik saat ini sangatlah akrab dengan internet. Belum banyak penggunaan internet yang digunakan dalam pembelajaran Bahasa Inggris.


Atas kesediaan dan keterangan Anda, saya ucapkan terima kasih.
II. Data diri:
1. Nama :
2. Umur :

III. Pertanyaan

Berilah tanda silang (x) untuk jawaban yang sesuai dengan pendapat Anda. Jika pendapat Anda tidak terdapat pada pilihan jawaban, silahkan mengisi pada tempat yang disediakan. Pada kolom alasan, silahkan mengisi alasan Anda mengapa Anda memilih jawaban tersebut.

1. Menurut Anda, bagaimanakah kemampuan Anda dalam English Tenses?
   a. Amat baik 
   b. Baik 
   c. Cukup 
   d. Buruk 
   e. Sangat buruk

2. Apa pendapat Anda tentang English Tenses Review yang diadakan setiap awal semester?
   a. Sangat setuju 
   b. Setuju 
   c. Biasa saja 
   d. Tidak setuju 
   e. Sangat tidak setuju
   Alasan: ................................................................................................................
   ................................................................................................................
   ................................................................................................................

3. Jika menurut Anda English Tenses itu sulit, faktor apa saja yang mempengaruhinya?
   a. kosakata
   b. pilihan kata
   c. pola kalimat
   d. waktu penggunaan
   e. ..............

4. Diantara English Tenses berikut, manakah yang menurut Anda paling sulit?(boleh memilih lebih dari satu)
   a. Simple Present Tense
   b. Present Progressive Tense
   c. Simple Past Tense
   d. Past Progressive Tense
Alasan:

........................................................................................................................................................................
........................................................................................................................................................................

5. Pernahkah Anda mendengar tentang penggunaan komputer (internet) sebagai media pembelajaran Bahasa Inggris?
   a. tidak
   b. ya,..........................................................................................

6. Pernahkah Anda menggunakan atau mengerjakan soal latihan online?
   a. ya
   b. tidak

7. Menurut Anda, bagaimanakah penggunaan soal latihan online dalam pembelajaran Bahasa Inggris?
   a. sangat menarik
   b. menarik
   c. biasa saja
   d. sulit
   e. sangat sulit

8. Apakah saran atau kritik Anda terhadap contoh soal latihan online dalam pembelajaran Bahasa Inggris?

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Terima kasih
QUESTIONNAIRE ON DESIGNED EXERCISES
EVALUATION

This questionnaire is an evaluation instrument to design Online English Tenses Exercises for Tenth Grade students of SMA Stella Duce 1 Yogyakarta. It will be used for research entitled: Online English Tenses Exercises Using Hot Potatoes Software for Tenth Grade students of SMA Stella Duce 1 Yogyakarta.

Respondent’s Identity:

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>□ D3 □ S1 □ S2 □ S3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experiences</td>
<td>□ &lt;1 year □ 1-5 years □ 5-10 years □ &gt;10 years</td>
</tr>
<tr>
<td>Sex</td>
<td>□ male □ female</td>
</tr>
<tr>
<td>Age (optional)</td>
<td>________________</td>
</tr>
</tbody>
</table>

A. In giving your opinion on the designed materials, please choose of options by crossing out (x) the number which indicates your choice. The number and the degree are explained as follows:

5: strongly agree
4: agree
3: undecided
2: disagree
1: strongly disagree
<table>
<thead>
<tr>
<th>No</th>
<th>Respondent’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The competence standard is well formulated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>The basic competences are well formulated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>The indicators are well formulated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>The instructions are already clear</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>The materials are matched with the competences and indicators</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>The materials are interesting, suitable and relevant for the Tenth Grade students of SMA Stella Duce 1 Yogyakarta</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>The designed exercises are able to help students to develop their ability in English Tenses</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>The content is relevant with the context and the situation which the language is used</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>The use of Hot Potatoes Software is well-developed</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11</td>
<td>The procedure of online exercises are easy to follow</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12</td>
<td>Generally, the online exercises are well-elaborated</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
B. Please give opinions or suggestions on the “Online English Tenses Exercises Using Hot Potatoes Software for Tenth Grade students of SMA Stella Duce 1 Yogyakarta”

1. What are the strengths and the weaknesses of the “Online English Tenses Exercises Using Hot Potatoes Software for Tenth Grade students of SMA Stella Duce 1 Yogyakarta”
   
   The Strengths are:
   
   a. ..........................................................................................................................
   b. ..........................................................................................................................
   c. ..........................................................................................................................
   d. ..........................................................................................................................
   e. ..........................................................................................................................

   The Weaknesses are:
   
   a. ..........................................................................................................................
   b. ..........................................................................................................................
   c. ..........................................................................................................................
   d. ..........................................................................................................................
   e. ..........................................................................................................................

2. What are your comments about the overall designed exercises?

   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
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3. What are the suggestions in order to improve the designed exercises?
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APPENDIX C

The Manual of Online English Tenses Exercises Using Hot Potatoes Software for Tenth Grade Students of SMA Stella Duce 1 Yogyakarta
THE MANUAL

OF

ONLINE ENGLISH TENSES EXERCISES USING HOT POTATOES SOFTWARE

By

Vitalista Epiiani Tyas Murwaningsih

061214066

Adapted from:
Using Moodle
(Jason Cole and Helen Foster)
A. LOG IN

To apply the designed exercises, the users should follow these following steps:

1. Access to the website address vitalista.freewebclass.com
2. Login to the website with this username and address:
   Username: stece
   Password: Stella Duce1
3. Click “Assign roles” in the administration block and choose the type of role you wish to assign, e.g., student.

B. AS TEACHER

1. You should choose “Teacher” in the “Assign roles” in the administration block.
2. In the topic outline, there are four topics. The topics are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense. In each topic, there are a theory and exercises. You can add more theories and exercises.
3. To add more theories, please follow these steps:
   a. Click “Turn editing on”
   b. Click “Add a resources” and choose “Link to a file or website”
   c. On the Edit page, enter a name for the resource and write a summary.
   d. Click the “Choose or upload a file” button. A new window will pop up with the files area directory structure.
   e. Find the file you want to add in the files area. Alternatively, you can upload a new file here.
   f. On the right of each file listed, you will see a Choose link in bold
   g. Click the link opposite the file you want to add. The files window will close and the location of the file will be entered automatically into the page.
   h. Scroll down to the bottom of the page and click the “Save changes” button.
   i. The name of the resource will now be a link in the course section.
4. To add more exercises, please follow these steps:
   a. Click “Turn editing on”
   b. Click “Add an activity” and choose “Quiz”
   c. On the Edit page, enter a name for the quiz and write an introduction of the quiz.
   d. Select the timing options:
→ Open the quiz; Quiz closes
Choose opening and closing dates for the quiz.

→ Time limit
Determine how long students have to complete the quiz. At the end of the allotted time, the quiz is automatically submitted with the current answers.

→ Time delay between attempts
You can force a delay between multiple attempts of a quiz in order to prevent students from gaming the system by immediately answering the same questions.

e. Select the display options:

→ Questions per page
This sets the number of questions the students will see at once. If you have more questions than the number of questions per page, the students will see a navigation button at the bottom of the page where they can view the questions on other pages.

→ Shuffle questions
Set this to Yes to randomly order the quiz questions when they are displayed to the students.

→ Shuffle within questions
Set this to “Yes” to randomly order the parts making up individual multiple choices or matching questions.

f. Select the attempts options:

→ Attempts allowed
Use this option to set the number of times a student can take a quiz. You can set it to unlimited times or to a number from 1 to 6.

→ Each attempt builds on the last
If you allow multiple attempts, you can choose to let students build their answers over time. If you set this to Yes, the student’s responses from the last attempt will be visible the next time she tries to take the quiz.

→ Adaptive mode
In adaptive mode an additional Submit button is shown for each question. If the student presses this button, then the response to that particular question is submitted to be scored and the mark achieved is displayed to the student.
The quiz will then allow the student to try again immediately, but a penalty will be applied to the score. The penalty is set in the Apply Penalties option.

g. Select the grades options:
   → Grading method
      If you allow multiple attempts, you can choose which score is recorded. Your choices are highest grade, average grade, first attempt, and last attempt.
   → Apply penalties
      This only applies if the quiz is run in adaptive mode.
   → Decimal digits in grades
      Use this to set the number of decimal places in the grade for the quiz.

h. Select the options for students to review the quiz. You may choose whether to show students their responses together with their scores, the correct answers, and general and/or specific feedback:
   → Feedback
      This is question response-specific text.
   → General feedback
      This is text shown after attempting a question regardless of response given. It may be used to provide background information or perhaps a link to further information.

i. Select the security options:
   → Show quiz in a secure window
      Selecting this option will open the quiz in a new window without the forward and back buttons, address bar, or other navigational features. This will prevent students from navigating to other sites during the quiz.
   → Require password
      You can set a password for the quiz that students will need to enter before they can take the quiz. You can use this to restrict who takes a quiz and when they take it.
   → Require network address
      This option restricts access to the test to certain IP address ranges. If you want to require students to take a test from a certain lab on campus, set the network address range to cover the networks in the lab.
j. Select the common module options:
   → Group mode
      This is another location in which to set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.
   → Visible
      This determines whether students may view the activity or not.

k. Click the “Save changes” button.

l. Click to the quiz name that you’ve made.

m. In the option “Edit”, choose “Import”

n. Choose the file format “Hot Potatoes format”

o. Choose the file and upload the file

p. If you’ve finished, click “Update this Quiz”

5. To access the class report, you can follow the steps:
   Click “Report” in the administration block. Choose from the following:
   a. Logs
      Select any combination of group, student, date, activity, and actions, and then click the “Get these logs” button.
      You can see what pages the student accessed, the time and date she accessed it, the IP address she came from, and her actions (view, add, update, delete)
   b. Current activity
      The “Live logs from the past hour” link in the middle of the Reports page opens a pop-up window listing all course activity in the past hour, which refreshes every minute.
   c. Activity report
      This lists how many times each course activity has been viewed and the last time it was viewed.
   d. Participation reports
   To generate a participation report:
      a. Select an activity module, the time period to look back over, to show only student reports, and the actions you are interested in (views, posts, or all actions), then click the Go button.
      b. A list of all instances of the selected activity module in the course will be generated. Select one, and then click the Go button.
If you wish, you can select particular users and send them a message. Select “Add/send message” from the drop-down menu and click the OK button.

e. Statistics

If your system administrator has enabled site statistics, you can also get more detailed summary reports from the statistics menu.

6. You can access the grades area by clicking the Grades link in the Administration block on your course page. To display the grades for one particular student only, click on his name. This is useful when you are looking at grades together with a student and you need to protect the privacy of other students.

C. AS STUDENT

1. You should choose “Student” in the “Assign roles” in the administration block.

2. In the topic outline, there are four topics. The topics are Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense. In each topic, there are a theory and exercises.

3. You can access the theory by clicking the link of the theory and download it.

4. In each topic, you have some exercises that you can do. Some exercises only can be opened on the exact date.

5. If you want to do the exercise, just click on the link.

6. After you’ve finished doing the exercise, just click “submit”.

7. You can check your grade or your friends’ grades by clicking the “Grades” link in the administration block.

8. Don’t forget to log off after you’ve finished your work.
APPENDIX D

The Competency Standards and Basic Competencies
<table>
<thead>
<tr>
<th>No.</th>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To express meaning of short functional text and simple essay in the form of <em>recount, narrative, and procedure</em> in the daily life contexts and to access knowledge.</td>
<td>To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of <em>narrative text</em>.</td>
<td><em>Simple Present Tense</em></td>
</tr>
<tr>
<td>2.</td>
<td>To express meaning of short functional text and simple essay in the form of <em>recount, narrative, and procedure</em> in the daily life contexts and to access knowledge.</td>
<td>To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of <em>narrative text</em>.</td>
<td><em>Present Continuous Tense</em></td>
</tr>
<tr>
<td>3.</td>
<td>To express meaning of short functional text and simple essay in the form of <em>recount, narrative, and procedure</em> in the daily life contexts and to access knowledge.</td>
<td>To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of <em>recount text</em>.</td>
<td><em>Simple Past Tense</em></td>
</tr>
<tr>
<td>4.</td>
<td>To express meaning of short functional text and simple essay in the form of <em>recount, narrative, and procedure</em> in the daily life contexts and to access knowledge.</td>
<td>To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of <em>recount text</em>.</td>
<td><em>Past Continuous Tense</em></td>
</tr>
</tbody>
</table>
APPENDIX E

The Indicators
The Indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of <em>Simple Present Tenses</em> sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short narrative text about daily life using <em>Simple Present Tenses</em></td>
</tr>
<tr>
<td>2.</td>
<td>Present Continuous Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of <em>Present Continuous Tenses</em> sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make use of <em>Present Continuous Tenses</em> sentences to express an event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a short conversations using <em>Continuous Tenses</em> and present it in front of the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short narrative text using <em>Simple Present Tense and Present Continuous Tense</em></td>
</tr>
<tr>
<td>3.</td>
<td>Simple Past Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of <em>Simple Past Tense</em> sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short <em>recount text</em> about their experiences using <em>Simple Past Tense</em></td>
</tr>
<tr>
<td>4.</td>
<td>Past Continuous Tense</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the characteristics of <em>Past Continuous Tense</em> sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write short <em>recount text</em> about their experiences using <em>Past Continuous Tense</em></td>
</tr>
</tbody>
</table>
APPENDIX F
The Syllabus
## SYLLABUS

**School** : SMA Stella Duce 1 Yogyakarta  
**Course** : English Tenses Review  
**Grade/Semester** : X/1

<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Indicators</th>
<th>Assessments</th>
<th>Sources/Materials</th>
</tr>
</thead>
</table>
| 1. To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contexts and to access knowledge. | 1.1. To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contexts and to access knowledge. | **Simple Present Tense**  
- *The sun rises in the east.*  
- *Rice doesn’t grow in Britain.*  
- *Do you speak English?* | **Pre-Activities**  
- Teacher greets the students  
- Teacher asks the students to mention general facts that they know and they have to analyze their sentences.  
- Teacher asks the students to discuss the sentence pattern and characteristic of **Simple Present Tense**  
**Whilst-Activities**  
- Teacher asks the students to do the online exercises on **Simple Present Tense**  
- Teacher and students discuss the exercise | 2x (2 x 45’)  
2’  
10’  
15’  
30’  
15’ | At the end of the lesson, the students are able to:  
- Analyze the characteristics of **Simple Present Tenses** sentences  
- Write short *narrative text* about daily life using **Simple Present Tenses** | Individual work  
Group work  
Discussion | Students’ writing  
Students’ Performance |

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation Minutes</th>
<th>Indicators</th>
<th>Assessments</th>
<th>Sources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Teacher and students discuss the results of the students’ works</strong></td>
<td>15’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Play game using <em>Simple Present Tense</em> (teacher asks the students to make a chain story about daily activities, each students only has 5’ to make a sentence, if she can't make the sentence, she deserves a penalty).</strong></td>
<td>30’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Post-Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Teacher reviews the characteristics and sentence pattern of <em>Simple Present Tense</em></strong></td>
<td>3’</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Pre-Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Present Continuous Tense</strong></td>
<td>She is driving to work.</td>
<td>1x (2x45’)</td>
<td>At the end of the lesson, the students are able to:</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- It isn’t raining anymore.</td>
<td>3’</td>
<td>- Analyze the characteristics of <em>Present Continuous Tenses</em> sentences</td>
<td>Group work Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- What language are they speaking?</td>
<td>5’</td>
<td>- Make use of <em>Present Continuous Tenses</em></td>
<td>Students’ Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VO Good Habit Cards</td>
</tr>
</tbody>
</table>

2 To express meaning of short functional text and simple essay in the form of **recount**, **narrative**, and **procedure** in the daily life contexts and to access knowledge.

2.1. To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of **narrative text**.

**Present Continuous Tense**

*She is driving to work.*

*It isn’t raining anymore.*

*What language are they speaking?*
<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation Minutes</th>
<th>Indicators</th>
<th>Assessments</th>
<th>Sources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>sentence pattern and the characteristics of <em>Present Continuous Tense</em> sentences</td>
<td>10’</td>
<td>sentences to express an event</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst-Activities</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Play game “Are you sweeping the floor?”</td>
<td>15’</td>
<td>• Make a short conversations using <em>Continuous Tenses</em> and present it in front of the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks the students to do the exercises on <em>Present Continuous Tense</em></td>
<td>30’</td>
<td>Write short <em>narrative text</em> using <em>Simple Present Tense</em> and <em>Present Continuous Tense</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher and students discuss the exercise</td>
<td>15’</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher gives feedback on the students’ work</td>
<td>9’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Post-Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher reviews the characteristics and sentence pattern of <em>Present Continuous Tense</em></td>
<td>3’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To express meaning of short functional text and simple essay in the form of <em>recount, narrative, and</em></td>
<td>3.1. To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the <strong>Simple Past Tense</strong></td>
<td>Edward and Bella went to the prom night. Selly passed th</td>
<td><strong>Pre-Activities</strong></td>
<td>2x (4 x 45’)</td>
<td>At the end of the lesson, the students are able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher greets the students</td>
<td>2’</td>
<td>• Analyze the characteristics of <em>Simple Past Tense</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks the students about their unforgettable experience</td>
<td>5’</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Individual work</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Group work</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Discussion</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Students’ Performance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Basic Competencies</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Indicators</th>
<th>Assessments</th>
<th>Sources/ Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>procedure in the daily life contexts and to access knowledge.</td>
<td>daily life contents and to access knowledge in the form of recount text.</td>
<td>- examination because she studied very hard. - Rima and Christin invited their boyfriends to the party but the boys decided not to come.</td>
<td>• Teacher asks students to analyze their sentences. • Teacher and the students discuss the sentence pattern and characteristic of Simple Past Tense</td>
<td>5’</td>
<td>• Write short recount text about their experiences using Simple Past Tense</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks the students to do the online exercises on Simple Past Tense</td>
<td>15’</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher and students discuss the exercise</td>
<td>30’</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher and students discuss the results of the students’ works</td>
<td>10’</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks students to write a short recount text about their unforgettable using Simple Past Tense</td>
<td>30’</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher reviews the characteristics and sentence pattern of Simple Past Tense</td>
<td>3’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standards</td>
<td>Basic Competencies</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Time Allocation Minutes</td>
<td>Indicators</td>
<td>Assessments</td>
<td>Sources/Materials</td>
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</tr>
</tbody>
</table>
| 4. To express meaning of short functional text and simple essay in the form of *recount*, *narrative*, and *procedure* in the daily life contexts and to access knowledge. | 4.1. To express meaning of short functional text and simple essay accurately, fluently, and acceptably in the daily life contents and to access knowledge in the form of *recount* text. | **Past Continuous Tense**  
- Tamara was reading a novel in the library.  
- I saw Gaby in the park. She was sitting on the grass and eating her lunch.  
- When Mrs. Tyas came, we were playing cards. | **Pre-Activities**  
• Teacher and students review on the topic of the previous meeting.  
• Teacher asks the students what they were doing at the past time and asks students to analyze their sentences.  
• Teacher and the students discuss the sentence pattern and the characteristics of *Past Continuous Tense* sentences  
**Whilst-Activities**  
• Teacher asks the students to do the exercises on *Past Continuous Tense*  
• Teacher and students discuss the exercise  
• Teacher gives feedback on the students’ work  
**Post-Activities**  
• Teacher reviews the characteristics and sentence pattern of *Past Continuous Tense* | 1x (2x45’)  
5’  
10’  
30’  
20’  
10’  
5’ | At the end of the lesson, the students are able to:  
• Analyze the characteristics of *Past Continuous Tense* sentences  
• Write short *recount* text about their experiences using *Past Continuous Tense* | Individual work  
Group work  
Discussion | Students’ writing  
Students’ Performance |
APPENDIX G
The Results of the Interview
Sebenarnya apakah tujuan diadakan *English Tenses Review*?

O, berarti bisa dikatakan *English Tenses Review* itu bertujuan untuk menyamakan kemampuan siswi tentang *English Tenses*?

**Berapa lamakah *English Tenses Review* diadakan?**
Diadakan setiap awal tahun ajaran baru selama kurang lebih dua minggu. Sebenarnya sih fleksibel ya, tidak harus dua minggu, tetapi kita mempunyai patokan bahwa dalam kurun waktu dua minggu itu para siswi sudah bisa mengerti penggunaan keempat *English Tenses*. 

---

**The Results of Interview**

Name : Participant A  
Date : August 23\textsuperscript{rd}, 2010  
Time : 10.05 a.m.  

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
English Tenses apa sajakah yang menjadi bahan English Tenses Review?

English Tenses yang dibahas adalah Simple Present Tense, Present Continuous Tense, Simple Past Tense, dan Past Continuous Tense.

Mengapa hanya keempat English Tenses itu yang menjadi bahan English Tenses Review?

Karena menurut kami, keempat English Tenses itu adalah basic dari Bahasa Inggris dan English Tenses yang sering digunakan dalam percakapan sehari – hari.

Bagaimanakah minat siswi dalam mengikuti English Tenses Review?


Lalu bagaimanakah kemampuan siswi dalam English Tenses?


Selama ini, bagaimana Anda mengajar English Tenses?

Biasanya langsung saya beri sentence lalu anak – anak menganalisa sendiri jenis English Tenses, waktu penggunaan, dan polanya. Setelah itu, saya memberikan rumusan pola English Tenses.

Pernahkah Anda menggunakan komputer/internet sebagai media pembelajaran Bahasa Inggris?

Selama ini belum pernah, selama ini saya hanya mengajar manual saja.
Adakah kendala dalam menggunakan komputer/internet sebagai media pembelajaran Bahasa Inggris?

Kendala yang paling jelas adalah selama satu minggu, lab komputer sekolah sangat oenuh jadwalnya. Hanya untuk mata pelajaran TIK (Teknologi, Informasi, dan Komunikasi) saja, masih harus ada dua kelas yang menggunakan jam di luar jam sekolah untuk bisa menggunakan lab komputer. Selain itu, selama ini saya belum menemukan sebuah web yang benar – benar relevan dengan kemampuan dan keadaan siswi di sini.

Bagaimanakah pendapat Anda tentang penggunaan komputer/internet sebagai media pembelajaran Bahasa Inggris?

The Results of Interview

Name : Participant B
Date : August 26th, 2010
Time : 10.21 a.m.

Sebenarnya apakah tujuan diadakan English Tenses Review?

Pada saat English Tenses Review, bagaimanakah minat siswi dalam mengikutinya?

Lalu, apakah setelah diadakan English Tenses Review ini, kemampuan siswi dalam English Tenses meningkat?
Iya, umumnya meningkat dengan sangat jelas. Bila diukur dengan prosentase, peningkatan kemampuan sekitar 40 – 60%.

Selama ini, bagaimana Anda mengajar English Tenses?
Selama ini saya hanya mengajar manual saja. Pertama – tama saya member beberapa kalimat lalu saya minta siswi – siswi untuk menganalisis kalimat –
kalimat tersebut berdasarkan Tenses-nya. Setelah itu, baru saya memberikan rangkuman rumus – rumus English Tenses.

Pernahkah Anda menggunakan komputer/internet sebagai media pembelajaran Bahasa Inggris?

Adakah kendala dalam menggunakan komputer/internet sebagai media pembelajaran Bahasa Inggris?
Selain kendala tentang jadwal penggunaan lab computer yang sudah saya sampaikan tadi, ada juga masalah teknis lain, jaringan internet itu sendiri. Di sini, jaringannya belum terlalu bagus, terkadang loading-nya masih lama. Jadi, terlalu beresiko untuk KBM, apalagi kalau digunakan sebagai main activities.

Bagaimanakah pendapat Anda tentang penggunaan komputer/internet sebagai media pembelajaran Bahasa Inggris?
APPENDIX H

The Results of the Pre-design Questionnaire
# The Result of Pre-Design Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Options</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>According to you, how is your English Tenses ability?</td>
<td>a. Excellent</td>
<td>3 (1.77%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Good</td>
<td>39 (23.07%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Adequate</td>
<td>94 (55.62%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Bad</td>
<td>31 (18.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Worse</td>
<td>4 (2.3%)</td>
</tr>
<tr>
<td>2.</td>
<td>What do you think about English Tenses Review which is done in the early semester?</td>
<td>a. Strongly agree</td>
<td>32 (20.11%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>96 (56.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. So so</td>
<td>47 (27.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Disagree</td>
<td>1 (0.05%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Strongly Disagree</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>If you think that English Tenses are difficult, what makes them so?</td>
<td>a. Vocabulary</td>
<td>42 (24.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Diction</td>
<td>25 (14.7%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Sentence Structure</td>
<td>97 (57.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Time to use</td>
<td>48 (28.4%)</td>
</tr>
<tr>
<td>4.</td>
<td>According to you, which English Tense is the most difficult for you?</td>
<td>a. Simple Present Tense</td>
<td>21 (12.4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Present Progressive Tense</td>
<td>44 (26.03%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Simple Past Tense</td>
<td>97 (57.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Past Progressive Tense</td>
<td>48 (28.4%)</td>
</tr>
<tr>
<td>5.</td>
<td>Have you ever heard about the use of internet as English learning media?</td>
<td>a. Yes</td>
<td>111 (65.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>58 (34.3%)</td>
</tr>
<tr>
<td>6.</td>
<td>Have you ever used or done online exercise?</td>
<td>a. Yes</td>
<td>55 (32.5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>114 (67.4%)</td>
</tr>
<tr>
<td>7.</td>
<td>According to you, how is the use of internet as English learning media?</td>
<td>a. Very interesting</td>
<td>19 (11.24%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Interesting</td>
<td>88 (52.07%)</td>
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<td></td>
<td></td>
<td>c. Common</td>
<td>53 (31.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Difficult</td>
<td>7 (4.14%)</td>
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<td></td>
<td></td>
<td>e. Very difficult</td>
<td>-</td>
</tr>
</tbody>
</table>
APPENDIX I
The Results of the Post-design Questionnaire
## The Results of the Post-designed Exercises

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent’s Opinion on</th>
<th>The Respondents’ Scores on the Opinion</th>
<th>Central Tendencies</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>R1</td>
<td>R2</td>
</tr>
<tr>
<td>1</td>
<td>The competence standard is well formulated</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The basic competences are well formulated</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The indicators are well formulated</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The instructions are already clear</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The materials are matched with the competences and indicators</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The materials are interesting, suitable and relevant for the Tenth Grade students of SMA Stella Duce 1 Yogyakarta</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>The designed exercises are able to help students to develop their ability in English Tenses</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The content is relevant with the context and the situation which the language is used</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>The use of Hot Potatoes Software is well-developed</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>The procedure of online exercises are easy to follow</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Generally, the online exercises are well-elaborated</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Overall Means**

3.5