

THE INFLUENCE OF MINIMAL SENTENCE PAIRS TOWARDS STUDENTS' TENSES MASTERY AT THE SECOND SEMESTER OF THE EIGHTH CLASS OF SMP NEGERI 19 BANDAR LAMPUNG

Febriyanti
STKIP PGRI Bandar Lampung

ABSTRACT

Student's tenses mastery is influenced by many factors. One of them is the technique which the teacher uses in teaching. The research applied Minimal Sentence Pairs in teaching tenses in the classroom. Then, it analyzed the result of the technique in order to know its influence.

The research was conducted at the second semester of the eighth class of SMP Negeri 19 Bandar Lampung. The students of 8C was as experimental class that was taught by Minimal Sentence Pairs and 8D was as control class that was taught by Conventional Technique. The samples were taken based on cluster random sampling technique. To analyze the data, this research used experimental method by using t-test formula.

The result shows that there is positive influence of Minimal Sentence Pairs towards students' tenses mastery at the second semester of the eighth class of SMP Negeri 19 Bandar Lampung. It is shown from distribution list with $dk=78$ obtained the t_{ratio} is $t_{0.975}$ or significant level of 5% and t_{ratio} $t_{0.95}$ and significant level of 1% equals to 2.00 and 1.67. They are smaller than t_{cal} (t-test) = 11.86. The average score of the students' tenses mastery who are taught by minimal sentence pairs $X_1= 81.73$ is higher than who are taught by conventional technique $X_2= 53.15$.

Keywords: Minimal sentence pairs, Tenses mastery

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INTRODUCTION

Every country has its own language and of course with its own grammar rules and vocabularies. In communication, we need a language. The function of language is to transfer the ideas, thinking, and opinions from one person to another. So, other people can understand what we mean. By language, we can communicate each other.

As good Indonesian, we must love our language. And I think that every country in the world loves its own language. Indonesian, our language, is the inheritance of our beloved country. It is the unifying force because Indonesia has so many cultures and each culture has its own language. As we know that we have the catch word, that is “Bhinneka Tunggal Ika” so to unite those languages, our beloved language, Indonesian, was created. That is the language which we use to communicate with fellow Indonesians. Now, what about English?

English is the unifying force of the languages in the world. I can not imagine if the world has not the one language to unite the various languages, or we can call it the international language. I think each country does not know each other, can not communicate each other, and can not work together. All countries have known and learned English. It has been taught from the elementary level until the advanced level. Some countries have determined English as their second language. And even, The United Nation stated that someone is called illiterate if he/she doesn't know English, can not speak, read and write in English. That is why English is very important.

In Indonesia, English is still as the first foreign language. We do not use it to speak in our daily life. We only use it in the formal meeting or in the some institutes. Although English had been determined as the international language and all countries agreed with it because it is considered that it is the easiest language to be learnt, in fact, there are so many people especially students in our country, find difficulties in mastering English. Why can it happen?

It is caused by the tenses. It has sixteen tenses. All of them are important. If we do not know them, we can not use them. Tenses are used whenever we speak, read, and write something in English. So, if we do not understand it, we can be called as the illiterate. As we know that English in Indonesia has been taught from the elementary school until the university level. At elementary level, the English teachers only teach the basic of English likes vocabularies of things, animals, simple grammar, and so on. The students at Junior High School have started to learn tenses and grammar deeper. The tenses that are taught such as Simple Present Tense, Simple Past Tense, Simple Future Tense, Simple Present Continuous Tense, Simple Past

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Continuous Tense, Simple Future Continuous Tense and Simple Perfect Tense. To be able to learn another language easily, we should know the concept how the language is formed.

A language consists of text. Text consists of sentences, which themselves consist of words, and the words (when spoken) consist of sounds. All language in use can be analyzed at each of these four levels: text, sentence, word, and sound. (Scott Thornbury, 1999 : 1) From that statement, we should know how to make a good sentence. Because sentence consists of words, we should know the kinds of word. Words are divided into four forms they are noun, verb, adjective, and adverb. Then, we should how to put them correctly in the sentence. Because of the reason, we know how important for us to learn grammar. "Grammar is partly the study of what forms (or structure) are possible in a language." (Scott Thornbury, 1999 : 1).

English is not the same as Indonesian. English has tenses. "Tense is verb form that shows the time of action or state." (Hornby : 1995). So, if we want to say or write something in English, the sentence that we produce must depend on tense we are going to use as suitable as the time of actions. The research found that students find difficulties in learning and mastering tenses. Because we always find the difficulties in learning tenses, especially we are always confused to determine what tenses we should use both in spoken or written. It is caused the students rarely use English outside the class. This research would like to try to use 'minimal sentence pairs' to teach tenses.

When two different forms are identical in every way except for one sound segment that occurs in the same place in the string, the two words are called a minimal pair. (Victoria Fromklin, 1990 : 67) Based on the statement above, it is the same as minimal sentence pairs. In minimal sentence pairs, we can use different forms of sentence which are identical between one tense and another. By using this technique, it is hoped that the students can learn and master the English tenses.

METHOD

This research used experimental method to know the influence of minimal sentence pairs towards students' tenses. This research took two classes to investigate. The first class is used as experimental class (where the researcher taught tenses by minimal sentence pairs) and the second class is used as control class (where the researcher taught tenses by conventional technique). The sample was taken from the second semester of the eighth class of SMP Negeri 19 Bandar Lampung.

The population of research is all the students of the eighth grade of the second semester of SMP Negeri 19 Bandar Lampung in 2009/2010, which

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consist of seven classes. Each class consist of 40 and 41 students so the total number of students is 283 students. In conducting the sample of the research, it used cluster random sampling technique because the average score of each classes are homogenous.

Before executing the hypothesis, it is better to know whether the data normal or not. The research used Chi Square ratio (χ^2_{ratio})

H₀ = The data have normal distribution.

H_a = The data have unnormal distribution.

The formula of Normality of the test as follows:

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notes :

O_i = Observed frequency

E_i = Expected frequency

(Sudjana, 1996:273)

With the criterion test: H₀ is rejected if $\chi^2_{ratio} \geq \chi^2_{(1-\alpha)(K-3)}$ with α for significant level of 5% (0.05) and 1% (0.01). If the sample has normal distribution, it means H₀ hypothesis is accepted. Before knowing the normality data by using Chi-Square formula, it tried to count some points from the data test:

- 1) The interval from the calculation the biggest data minus the smallest Span = The Biggest Data – The Smallest Data
- 2) Total Number of Interval Class (K) = 1 + 3.3 log n With n = sample
- 3) Length of interval class (P) = $\frac{R}{K}$ With R = interval K = Total number of interval

After that, it counts the average rate and standard deviation from the data test, with formula:

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Notes :

$\bar{X}$ = Average rate

f = Frequency

x = Score achievement

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With:

$$S^2 = \frac{n(\sum fx^2) - (\sum fx)^2}{n(n-1)}$$

Notes :

S² = standard deviation

n = the number of sample

f = frequency

x = score achievement

The next step is determining the expected frequency (E_i) and perception frequency (O_i) as follows:

- 1) Delimiting the boundary of the class (X) by using subtracting the lowest score in the class by 0.5
- 2) Calculating Z for the boundary of the class with formula:

$$Z = \frac{X - \bar{X}}{S_2}$$

- 3) Calculating with international class by seeing Z value list
- 4) Calculating expected frequency (E_i) by multiplying wide of every interval with the total of the data that is: E_i = L_i•N

Homogeneity Test of Variance is to know whether the data are homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{s^2(\text{The Highest Variance})}{s^2(\text{The Lowest Variance})}$$

Notes :

F = The homogeneity of variance

S = Standard Deviation

The hypotheses are:

H₀ = The variance of the data are homogeneous

H_a = The variance of the data are not homogeneous

The criteria is accepted H₀ if F_{cal} < F_{tab}^{1/2} α(V1.V2) (Sudjana, 1996:250)

Hypothesis test is used to prove whether they are accepted or not. The formula of test as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

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Notes:

- 1 = Mean of experimental class
- 2 = Mean of control class
- n1 = The total students from experimental class
- n2 = The total students from the control class
- S1 = The standard deviation from experimental class
- S2 = The standard deviation from control class
- S = The combination standard deviation(Sudjana, 2005:239)

Testing of Hypothesis

The Testing of the Equality of the Average Score

$H_01: \mu_1 = \mu_2$ (There is no influence of Minimal Sentence Pairs towards students' tenses mastery at the second semester of the eighth class at SMP Negeri 19 Bandar Lampung).

$H_a1: \mu_1 \neq \mu_2$ (There is influence of Minimal Sentence Pairs towards students' tenses mastery at the second semester of the eighth class at SMP Negeri 19 Bandar Lampung).

The criteria is accepted if H_a1 if $t_{cal} > t_{tab}$ at significant level 5% and 1%.

The Testing of the Difference of Two Average

$H_02: \mu_1 < \mu_2$ (The average score of students' tenses mastery who are taught by Minimal Sentence Pairs is difference than those who are taught by Conventional Techique at the second semester of the eighth class of SMP Negeri 19 Bandar Lampung in 2009/2010).

$H_a2: \mu_1 > \mu_2$ (The average score of students' tenses mastery who are taught by Minimal Sentence Pairs is higher than those who are taught by Conventional Technique at the second semester of the eight class of SMP Negeri 19 Bandar Lampung in 2009/2010).

The alternative hypothesis (H_a) is accepted on this research. The criteria is accepted is H_a1 if $t_{cal} > t_{tab}$ at significant level 5% and 1%.

THE RESEARCH REPORT

The Test of Hypothesis

To test the hypothesis in this research, the research used a statistical of t-test. From tables above obtained:

- n_1 = 40
- n_2 = 40

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$$\overline{X}_1 = 81.73$$

$$\overline{X}_2 = 53.15$$

$$S_1^2 = 103.99$$

$$S_2^2 = 135.21$$

Then, the data is included into the following t-test formula:

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 S^2 &= \frac{(40 - 1)103.99 + (40 - 1)135.21}{40 + 40 - 2} \\
 S^2 &= \frac{39 \cdot 103.99 + 39 \cdot 135.21}{78} \\
 S^2 &= \frac{4055.61 + 5273.19}{78} \\
 S^2 &= \frac{9328.80}{78} \\
 S^2 &= 119.60 \\
 S &= 10.94
 \end{aligned}$$

This price is included into the t-test formula as follows:

$$\begin{aligned}
 t_{\text{test}} &= \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{81.73 - 53.15}{10.94 \sqrt{\frac{1}{40} + \frac{1}{40}}} \\
 &= \frac{28.58}{10.94 \sqrt{0.025 + 0.025}} \\
 &= \frac{28.58}{10.94 \sqrt{0.05}} \\
 &= \frac{28.58}{10.94 \times 0.22} \\
 &= \frac{28.58}{2.41} \\
 &= 11.86
 \end{aligned}$$

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The Testing of The Equal of Two average score

The testing of hypothesis is to show any influence of minimal sentence pairs towards students' tenses.

The hypothesis is:

$H_0 : \mu = \mu_1$ = there is not any influence of minimal sentence pairs towards students' tenses mastery.

$H_i : \mu \neq \mu_1$ = there is any influence of minimal sentence pairs towards students; tenses mastery.

The testing criterion :

H_0 is accepted if $t_{\text{table}} \leq t_{\text{ratio}}$ with $t_{\text{table}} = (1 - \frac{1}{2} \alpha) (dk)$

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$dk = (n_1 + n_2) - 2$
 $= 40 + 40 - 2$
 $= 78$

By looking at G_{table} , we can find the value for $\alpha = 0.05$

$T_{\text{table}} = t_{(1 - \frac{1}{2} 0.05)} (78)$
 $= t_{(0.975)} (78)$
 $= 2.00$

Based on the data analysis, it has got $t_{\text{ratio}} = 11.86$ and $t_{\text{table}} = 2.00$. So H_0 is rejected and H_a is accepted. It means that the teaching tenses by using minimal sentence pairs has positive influence.

The Testing of Different of two Average Score

The test of hypothesis is to show the average score of minimal sentence pairs towards students' tenses mastery will be higher than taught Conventional Technique.

The hypothesis is:

$H_0 : \mu_1 = \mu_2$ (the average of students' tenses that is taught by minimal sentence pairs is smaller or equal that the students' tenses that is taught by Conventional Technique).

$H_i : \mu_1 \neq \mu_2$ (the average of students' tenses that is taught by using minimal sentence pairs is higher than students' tenses that is taught by using conventional Technique).

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The testing criterion :

H_0 is accepted if $t_{\text{table}} \leq t_{\text{ratio}}$

With $t_{\text{table}} = (1 - \alpha) (dk)$

Where $dk = (n_1 + n_2) (dk)$

$= 40 + 40 - 2$

$= 78$

By looking at G_{table} , we can find the value for $\alpha = 0.05$

$T_{\text{table}} = t_{(1 - 0.05) (78)}$

$= t_{(0.95) (78)}$

$= 1.67$

The result found was $t_{\text{test}} = 11.86$ moreover the writer looked at the G table for 0.05. The table is $t_{0.95} (78) = 1.67$ or it means $t_{\text{ratio}} > t_{\text{table}}$. So based on the analysis above, we know that the students' tenses mastery that was taught by using minimal sentence pairs was higher than those who was taught by the conventional technique.

Discussion

Generally, tenses is one of important item in learning English. Minimal Sentence Pairs is one of techniques in teaching tenses to gain students' understanding about tenses. To know the influence of minimal sentence pairs towards students' tenses mastery, the research gave multiple choice test consisted of 40 items test to the students. The result of the test was counted by Product Moment formula to know the level of influence.

The result shows that there is positive influence of Minimal Sentence Pairs towards students' tenses mastery at the second semester of the eighth class of SMP Negeri 19 Bandar Lampung. It is shown from distribution list with $dk=78$ obtained the t_{ratio} is $t_{0.975}$ or significant level of 5% and $t_{\text{ratio}} t_{0.95}$ and significant level of 1% equals to 2.00 and 1.67. They are smaller than $t_{\text{cal}} (t\text{-test}) = 11.86$.

The average score of the students' tenses mastery who are taught by minimal sentence pairs $X_1 = 81.73$ is higher than who are taught by conventional technique $X_2 = 53.15$.

SIMPULAN

From the description of the hypothesis test, the research has two conclusions that are resented as follows:

1. There is a positive influence in teaching tenses by minimal sentence pairs of the eighth class of SMP Negeri 19 Bandar Lampung in

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2009/2010. By using minimal sentence pairs, the students can compare and differentiate between one tense to another.

2. The students' tenses mastery who were taught by minimal sentence pairs were better than the students' tenses mastery who were taught by conventional technique in control class.

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Biodata Penulis:

Febriyanti, S.Pd, M.Pd. adalah staff pengajar Program Studi Pendidikan Bahasa Inggris STKIP-PGRI Bandar Lampung. Lahir di Bandar Lampung 26 Februari 1988, menyelesaikan S-1 Pendidikan Bahasa Inggris STKIP-PGRI Bandar Lampung tahun 2010 dan S-2 Pendidikan Bahasa Indonesia STKIP-PGRI Bandar Lampung tahun 2012.