

PROCEEDINGS



The 8th International Conference of Developing
Educational Professionals in South East Asia

Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development

9 - 10 December 2014
Universitas Negeri Jakarta
Jakarta, Indonesia

English Department
Faculty of Languages and Arts
Universitas Negeri Jakarta

and

Developing Educational Professionals in
South East Asia (DEPISA)

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Educational Professionals in South East Asia**

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and Teaching to Foster Teacher
Professional Development**

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Jakarta, Indonesia

Editor:

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The 8th DEPISA Conference 2014



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"Collaborative Research-based Learning and Teaching to Foster Teacher Professional Development"

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Developing Education Professionals in South East Asia (DEPISA).



THE 8th INTERNATIONAL CONFERENCE OF DEVELOPING EDUCATIONAL PROFESSIONALS IN SOUTH EAST ASIA

Aims and Scopes

The 8th DEPISA is an international meeting point for professionals and practitioners in education to share, reflect, and exchange ideas as well as experiences in researching and supporting Teacher Professional Development across educational levels. The conference also aims at further expanding its network to include other educational institutions across the world.

The theme of the 8th DEPISA is "Collaborative Research-based Learning and Teaching to Foster Teacher Professional Development". Papers in this proceedings cover action research for learning innovation, pedagogy and learning innovation, ICT and learning innovation, learning of content subjects, cultural aspects in education and learning, quality assurance in teaching and learning, mentoring teachers as learners, and teacher education for 21st century.

Steering Committee

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TABLE OF CONTENTS

Editorial Board	i
Table of Contents	ii
Editors' Note	vi
Foreword (Vice Rector IV UNJ)	vii
Foreword (Steering Committee)	viii

PAPER PRESENTATIONS

Contributions of Transformational Leadership Principal and Job Satisfaction Kindergarten Teacher Toward Organizational Citizenship Behavior (OCB) Kindergarten Teacher in Kudus, Central Java, Indonesia (Adim Dwi Putranti)	1
Resistance to Change, Subjective Happiness, and Commitment in Teaching. (Aisyah, M.Si, Fakultas Psikologi, Universitas Pancasila, Jakarta)	14
Needs Analysis of Printing and Publishing Students toward English Course (Aji Ramdani, State University of Jakarta. Prayogo Hadi Sulistio, Indraprasta PGRI University. NuryansyahAdijaya, MuhammadiyahUniversity of Jakarta)	22
The Promoting of Second Year Physical Education Student Teacher's Achievement Motivation in Learning Management Course. (Apinporn Satitpakeekul, Faculty of Education Nakhon si Thammarat Rajabhat University, Thailand)	29
Students' Perception on ICT in English Language Learning: Opportunities and Challenges (Aryusmar, Bina Nusantara University Jakarta)	35
Authentic Feedback in Speaking Class: Effective or Ineffective (Candradewi Wahyu Anggraeni, State University of Semarang. Herman Khunaivi, state University of Semarang)	43
The Perspective of Inclusive School for Future Students with Special Needs through More Effective Education Strategy in Jakarta Province (Connie Chairunnisa, Lecturer of Graduate School of Education Administration Program of UHAMKA, the University of Muhamadiyah Prof. Dr. Hamka Jakarta)	54



The Teaching of BIPA at Three Universities (Defina, Siti Aisah, and Febi Nur Biduri IPB-Bogor, Sultan Agengtirtayasa University-Banten, Darma Persada University-Jakarta)	65
Portfolios Assessment: by Students, By teachers (Dr. Elvy Usmirawati, DIPL., TESOL, M. PD, English Teacher of Senior High School of 100 Jakarta, Indonesia)	71
Improving Literary Appreciation through the Use of Ccritical Thinking (an Action Research in the Third Grade Students of the English Study Program Widya Dharna University Klaten in 2012/2013) (Endang Eko Djati Setiawati)	77
Playing Percussion Instruments to Improve Counting Skills and Learning Motivation in 4-5-Year-old Children (Estrelita Ryasti Sari & Niko Sudibjo, Universitas Pelita Harapan Jakarta)	88
Online Discusssion as a Pre-Writing Activity in English Writing Course (Gatot Prasetyo, M.A., M.PD, University of Pekalongan, Pekalongan, Indonesia)	101
Peer Feedback in Portfolio Assessment of Students' Foreign Language Writing Using Teacher's Weblog (Hartono, English Education Department of Sultan Agung Islamic University, UNISSULA)	109
The Correlation between Level of Vocabulary Mastery and Students' Japanese Reading Skills in Hyouli and Dokkai Subject (Haryono, Jenderal Soedirman University, Indonesia)	118
The Improvement of Basic English Speaking Skill Through Communicative Approach on the Primary School Teacher Program Collaboration Students of Membramo (Dr. Herlina, M.Pd, Education Faculty State University of Jakarta)	133
Using ICT to Teach Mathematics in English (L. Angelianawati, Candra Ditasona, Christian University of Indonesia)	147
An Analysis of Students' Barriers in Writing (Analytical Exposition Text) (Lucky R. Nurjamin, Postgraduate Student of English Education Program in State University of Jakarta)	157



Level of Burnout among Social Science Teachers in Selected State Universities in the National Capital Region (NCR): Basis for a Proposed Intervention Program (Marivic Mendoza Pimentel, Philippine Normal University, Taft Avenue, Manila, Philippines)	164
Parents' Attitude on the Use of Ebook in a Primary Level Public School Context (Melissa T. Bartolome, Lead Researcher; Gerry C. Areta & April Ann M. Curugan, Co-researchers, Philippine Normal University, Taft Avenue, Manila, Philippines)	185
Vocabulary Learning Strategies Employed by Good Language Learners of English Department Students at Universitas Kristen Indonesia (UKI) (Merani Karlina Boang Manalu, State University of Jakarta)	193
The Awakening Classroom (Montree Wiwasukh, Faculty of Humanities and Social Sciences, Nakhon Pathom Rajabhat University, Nakhon Pathom, Thailand)	210
Bias in the National English Prediction Test for Junior High School (Murniati, Universitas Bunda Mulia)	214
Developing Questions in Lesson Plan by Initially Setting the "Target" Question for Students (Nana Suciati, STKIP-PGRI Banjarmasin)	220
The Application of Traditional Games to Develop Social and Gross Motor Skills in 4-5 year-old Children (Olifia Rombot & Niko Sudibjo, Universitas Pelita Harapan Jakarta)	227
Students' Perception towards Mathematics and Science Subjects using English Language as a Medium of Assessment (Reza Fauzan Rahman, PB. Soedirman International Junior High School)	237
Conflict Management Style of College Students at the Philippine Normal University (PNU) (Ronald Allan S. Mabunga and Maria Eljie M. Mabunga, Philippine Normal University)	243



The Effect of Online Quiz Corrective Feedback on Grammatical Competence in Writing an Essay (Ronaldi, Postgraduate student of english Department, UNJ)	258
The Implementation of a Web-Based Learning Activity to Enhance Students' English Speaking Proficiency and Confidence (Shelma Shakira Bhakti, M.Pd. and Patrick J. Capuano, SMP Labschool Kebayoran and NIS Jakarta)	272
Design of E-Smart Academic Information System Based on Knowledge Management System at National Institute of Science and Technology Jakarta (Siti Nurmiati and Neny Rosmawarni, Information Systems, Faculty of Mathematics and Natural Sciences, Institut Sains dan Teknologi Nasional)	277
Developing Computer-Based Timeline Media to Teach English Tenses (Susana Teopilus, Hady Sutris Winarlim, and Diana Lestariningsih A., Widya Mandala Catholic University Surabaya)	288
Improving Midwifery Students' Speaking Ability by Means of Role-Play Technique (Sarovah Widiawati and Mushowwirah Lestari, UNJ)	300
Collaboration of Think Pair Share and Graphic Novel Online to Encourage Writing Skill on 10 Grade Level (Thobias Sarbunan, Postgraduate Student of english Department, UNJ)	312
Simple and Affordable Multimedia Tools to Develop Learning Materials (Todo F. B. Sibuea, S.Pd., M.Hum., STBA LIA Jakarta)	324
Integrating Content and Foreign Language Skills in Mathematics for Future Teachers in Mathematics Education; a Lesson Learnt from Mathematics Study Program State University of Jakarta (Tutuk Narfanti, Farianin Hermin)	332



Editor's note

The 8th International Conference of Developing Educational Professionals in South East Asia is an international meeting point to share, reflect, and exchange ideas as well as experiences in researching and supporting educational professionals in collaborative research-based learning and teaching to foster teacher professional development. The conference aims at further expanding its network to include other educational institutions.

The theme of the 8th International Conference of Developing Educational Professionals in South East Asia is “Collaborative Research-Based Learning and Teaching to Foster teacher Professional Development”. Papers in this proceedings cover pedagogical aspects of teaching and learning approaches and methodologies, psychological-related goals of education, IT-preschool age to adults, teachers, and parents, the language teaching-learning-assessing triangle, attitude and capacity building in nursing courses, mathematics, and science teaching, educational policy, material development, motivation and management styles at university.

Appreciation should go to our home institution, *Universitas Negeri Jakarta*, for providing support of the process. Credits also go all the organizing committee for the commitment to do their best to make this big project possible.

December, 2014



Foreword (Vice Rector 4 UNJ)

Distinguished speakers, honorable guests and all participants of the 8th International Conference of developing Educational Professionals in South East Asia. I would like to extend the warmest welcome to all of you attending this International conference at Universitas Negeri Jakarta. It is my pleasure to meet you all in this very important conference in which I believe many papers and sharing of best practices of teacher development will be discussed.

The vision of Universitas Negeri Jakarta is to build future leaders. To implement such a vision, Universitas Negeri Jakarta is committed to continuously contribute its role so that leaders in education sector might be made and/or when possible might be born. This is applicable in both teaching and non-teaching professions. To achieve it, I am convinced that collaboration with many educational institutions is imperative. Therefore, in this regards, I must support this very important event.

Ladies and Gentlemen,

I must acknowledge and express sincere gratitude to University of Sydney, Australia who initiated a project in 2015 entitled “Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development”. I believe without such a program DEPISA conference might not be possible. In particular, allow me to mention Dr. Kevin Laws and Dr. Lesley Harbon of the University of Sydney Australia for their initiatives to accommodate Teacher Professional Development through DEPISA. My credit also goes to Prof. Dr. Ilza Mayuni, MA for all of her efforts to make this 8thInternational Conference DEPISA possible. Acknowledgement must also be given to speakers and presenters of plenary sessions who have serious concern to share their expertise and professional experiences as far as teacher development is concerned.

I must also share my gratitude to universities collaborated under DEPISA who have been working hard to make this conference possible. I hope in the future more universities from more countries might be invited so that DEPISA could play its role to cover wider areas in the globe.

I must appreciate Steering and Organizing Committee, the English Department and the Faculty of Languages and Art of Universitas Negeri Jakarta. Your contribution is very significant to make this event possible.

Last but not least, I must also mention and address my sincere gratitude to all speakers and paper presenters as well as all participants of this conference. Without your active participation this event is not possible.

Thank you very much.

December, 2014

Vice Rector 4 UNJ

Foreword



This Depisa International Conference Proceedings , marking the 8th of the Depisa conference, is devoted to the developing educational professionals in Southeast Asia convened by the State University of Jakarta in cooperation with Depisa on 9-10 December 2014. The theme of the conference was *Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development*. This issue addresses the compiled keynote speeches from the plenary sessions of the conference and the selected papers presented in the parallel sessions.

The two keynote speakers whose addresses are included here are Lesley Harbon, University of Sydney, and Arief Rachman, State University of Jakarta. They take bird's eye view of the current situation in which Harbon focusses on the increasing educational practices in Southeast Asia with the theme *A Developing Community of Practice: What can We Claim so far?* Rachman, a nationally-recognized figure of education in Indonesia highlights the endless endeavour to develop teacher's professionalism and the alteration of the recently established curriculum 2013. They commenced the conference exploring various issues on educational praxis in different fields in Southeast Asia.

The other contributors of this issue are teachers and faculty members of all education levels from kindergarten to university mostly from Indonesia and other countries of Thailand, Vietnam, Laos, Korea, and Philippines. They examine pedagogical aspects of teaching and learning approaches and methodologies, psychological-related goals of education like leadership and volunteerism, and IT-pertinent teaching practices. The subjects studied are a wide-ranging learners from preschool age to adults, teachers, and parents and the focusses are the language teaching-learning-assessing triangle, attitude and capacity building in nursing courses, mathematics and science teaching, educational policy, material development, motivation, and management styles at university.

I believe that you will find this issue of proceedings compiling papers and research reports useful to widen your horizon on educational development, especially in Southeast Asia. Besides, it could help enhance your educational professionalism through the lessons learned from the contributors' experiences and ideas. This proceedings could be found at English Department of State University of Jakarta and is published alongside the Depisa Monograph scheduled to be issued in every Depisa conference biannually.

Ifan Iskandar

Chair of Steering Committee of the 8th DEPISA Conference
Universitas Negeri Jakarta



DEVELOPING COMPUTER-BASED TIMELINE MEDIA TO TEACH ENGLISH TENSES

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Abstract

In English, verbs have several forms: infinitive, present participle, preterite, and past participle. The tense and mode used to express an activity in English determines which verb form is used. Unlike English, Indonesian does not recognize these changes. This difference is one of the factors causing problems to Indonesian learners in mastering English Tenses, one of the important grammatical aspects to master in English learning.

Teopilus (2008) in her previous research “Problems in Applying English Tenses Faced by the Students of the English Education Study Program as Shown by Their Thinking Aloud Protocols” found out that the students of the English Education Study Program still made mistakes in using English Tenses. The findings show that one of the causes of these problems is the students’ inability of understanding the time concept of the English Tenses.

To overcome the problems, in this research, the researchers develop computer-based timeline media to teach the first six English Tenses and analyze their effectiveness. A number of subjects are given the instruction using the developed computer-based timeline media. The data analyses yield the following findings: (1) There is a significant increase from the average of the subjects’ pre test scores to their post test scores; and (2) The 3 t-tests conducted prove that there is a significant difference in the obtained gain scores of the subjects.

These findings prove that the subjects’ knowledge of the six English Tenses improves after they have been taught these tenses using the developed media. This implies that the computer-based timeline media developed in this research are able to help Indonesian learners comprehend the six English Tenses more effectively.

Keywords: timeline media, English Tense, computer-based

Introduction

In English, verbs have several forms: infinitive/base form, present participle or ing form, preterite or past form, and past participle. The tense and mode used to express an activity in English determines which verb form is used. Unlike English, Indonesian does not recognize these changes in its verb forms. The only change that exists is the addition of affixes to the verbs. This difference is one of the factors causing problems to Indonesian learners in mastering English Tenses, one of the important grammatical aspects to master in English learning.

Teopilus (2008) in her previous research “Problems in Applying English Tenses Faced by the Students of the English Education Study Program as Shown by Their Thinking Aloud Protocols” found out that the students of the English Education Study Program still made mistakes in using



English Tenses. The findings show that one of the causes of these problems is the inability of the students to understand the time concept of the English Tenses.

To overcome the problems experienced by Indonesian learners in learning and mastering English Tenses, the researchers are motivated to develop computer-based timeline media to teach English Tenses and analyze their effectiveness. The pictures and animation in these media will visualize the actions/activities expressed in the verb forms used in the sentences, as the three parts of the time zone (Past, Present, and Future) clearly display the time location of the actions expressed. Using these media, English teachers will be facilitated in explaining the English Tenses to their students; students will, therefore, be helped to comprehend the time concept expressed in each English Tense more easily. This research entitled ‘Developing Computer-based Timeline Media to Teach English Tenses’ aims at designing and developing teaching modules using computerized timeline-media to teach English Tenses and evaluating the effectiveness of these modules in helping the Indonesian learners to comprehend the English Tenses. This study limits its scope only to the first six English Tenses (Simple Present Tense, Present Progressive Tense, Simple Past Tense, Past Progressive Tense, Simple Future Tense, and Future Progressive Tense).

Timeline Media to Teach English Tenses

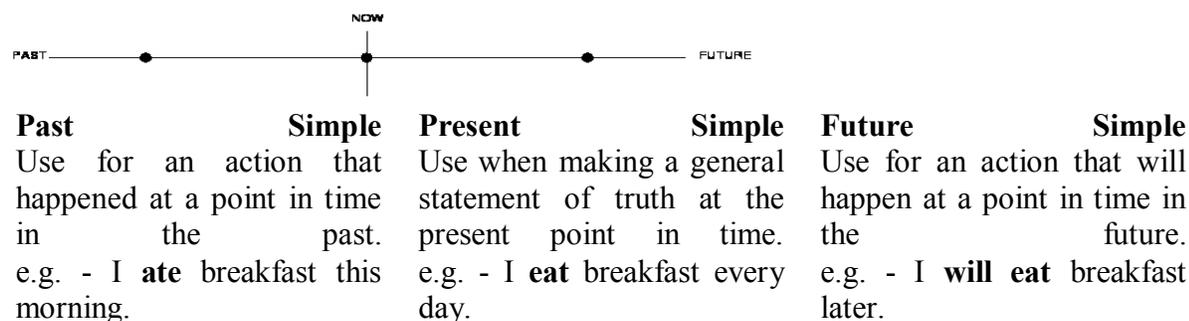
Gareth Rees (2005) states that timelines are diagrams that illustrate the reference to time made by a given piece of language. They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situations in time and in relation to other events. In English language teaching, particularly in the teaching of English Tenses, a timeline is a diagram which describes the time reference showing how an event or happening is placed in the timeline in relation to another event or happening. Timeline media give the following benefits in helping Indonesian learners to comprehend the English Tenses:

- Timeline media simplify the abstract explanation about the past time, present time and future tense.
- Timeline media clearly visualize the three time zones: past, present, and future; Indonesian learners will, therefore, immediately see which time zone is referred to in the action expressed in the sentence and what English Tense is correctly used to do so.

Baker (2013) describes the timeline media to teach English Tenses as follows:

Simple Tenses:

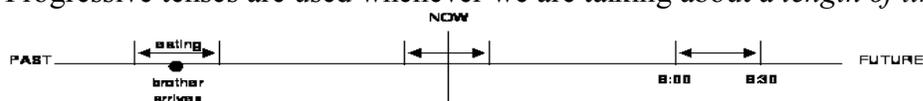
Simple tenses are used whenever we are talking about a *point in time*.



Progressive Tenses:



Progressive tenses are used whenever we are talking about a *length of time*.



Past Progressive	Present Progressive	Future Progressive
Use for an action that was happening for a length of time in the past when another action happened in the middle of it.	Use for an action that is happening now.	Use for an action that will be happening for a length of time in the future.
e.g. - I was eating breakfast when my brother arrived.	e.g. - Right now, I am eating breakfast.	e.g. - I will be eating breakfast from 9:00 to 9:30.

Perfect Tenses:

Perfect tenses are used whenever we are talking about a *point in time before another point in time*.



Past Perfect	Present Perfect	Future Perfect
Use for an action that happened in the past before another action.	Use for an action that happened in the past before the present moment.	Use for an action that will happen in the future before another action.
e.g. - I had already eaten breakfast when my brother arrived.	e.g. - I have already eaten breakfast.	e.g. - I will have already eaten breakfast by the time my brothers arrives.

Perfect Progressive Tenses:

Perfect Progressive tenses are used whenever we are talking about a *length of time up to a point in time*.



Past Perfect Progressive	Present Perfect Progressive	Future Perfect Progressive
Use for an action that was happening for a length of time in the past up to the moment when another action happened.	Use for an action that was happening for a length of time up to the present moment.	Use for an action that will be happening in the future for a length of time up to the moment when another action will happen.
e.g. - I had been eating	e.g. - I have been eating my	e.g. - I will have been eating my breakfast for 30



breakfast for 30 minutes. breakfast for 30 minutes. minutes by the time you
 when my brother arrived. arrive.

Although there are no fixed or clear rules in describing the events in a timeline, it is necessary that symbols are consistently used, for example: in assigning the time zones in the timeline media, the area on the left of the vertical line represents the past time, the vertical line refers to the present time, and the area on the right of the vertical line refers to the future time. Rees (2005) summarizes the use of the symbols in the timeline as follows:

A single event or action	x
A repeated action or habit	x x x x x
A permanent state or situation	_____
A temporary state, situation or repeated/Progressive action	or ~~~~~
Exact time of event is unknown	????
A point in time	↓ _____
A period in time	_____

The concept of time or tense in English is used to refer to past, present, or future. In each of the tense category, there are subcategories called aspects, which refer to the duration of an event. In English, there are four aspects, namely *Simple*, *Progressive*, *Perfect*, and *Perfect Progressive*. The Simple aspect does not show the beginning or the ending of an event, but it only shows whether an event happens or not. The Perfect aspect shows that the ending of the event is known and is used to emphasize that the event is over. The *Progressive* aspect indicates that an event is in progress. The *Perfect Progressive* aspect shows that an event has/had been and is/was in progress at a certain time.

Teaching English Tenses to Learners

Two approaches to teaching English grammar: deductive and inductive approaches. Nunan (2005) states that there are two basic ways to introduce a new grammar item, deductively or inductively. In a deductive approach, the teacher presents the grammar rule and then gives students exercises in which they apply the rule. In an inductive approach, the teacher presents samples of language, and the students have to come to an intuitive understanding of the rule. In relation to the teaching of *English Tenses*, when the deductive approach is used, a teacher will start with the explanation of the verb forms or usage and functions or uses, and after that he or she will give the students more examples and exercises so that they can use the tense correctly. The inductive approach is used when the teacher starts with examples of the verb forms to be taught, and students are guided to discover their conclusion of the verb forms. More examples and exercises are given to them so that they can use the verb forms correctly.

The key to the successful teaching of English grammar, in this case English Tenses is implanting the grammar concept and providing the opportunity for the learners to frequently use it meaningfully in context so that they can use it correctly. For this purpose, a lot of exercises need to be given to them and repeated again and again. To this point, Nunan (2005) argues that



research has shown that a grammatical item will be more successfully mastered by one's practicing 15 minutes over four days than by an hour's practice on a single day. This proves that repeating or revisiting a grammatical item several times will result in a better mastery.

Learning Styles

Conner (2007) argues that Learning styles classify different ways people learn and how they approach information. Nunan (1995) states that learning style refers to any individual's preferred ways of going about learning. With reference to the different learning styles, students can be classified into 3 types: visual learning style, auditory learning style, and kinesthetic learning style. Visual style is learning by seeing. Students with this learning style benefit greatly from teaching that utilizes illustrations, charts, diagrams, videos, etc. Auditory learning style is learning by hearing. Students with this learning style benefits the lecture or oral explanation delivered in the classroom environment, as they are able to comprehend, process and retain the information provided. Kinesthetic style is learning by doing. Students with this style benefit from hands-on learning experience.

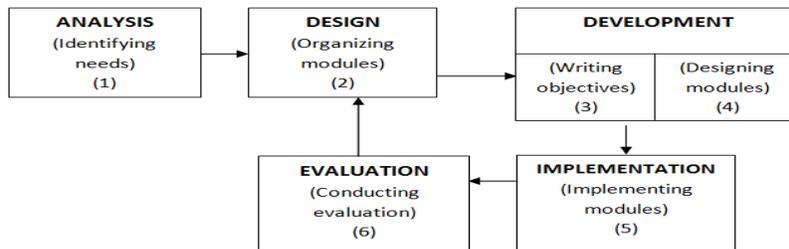
Students use a combination of all these three learning channels to receive and process information; one or more of these three styles is, however, more dominantly preferred and used in learning a new task. This dominant learning style is the best way for the respective students.

So that the teaching of English Tenses can work effectively, it should accommodate the students' different learning styles. The computerized timeline media designed and developed in this research have the visual, auditory, and kinesthetic features. The visual feature is seen from the writing, pictures and animation used; the auditory feature is obtained from the voice and background music in the media; and the kinesthetic feature is also embedded in the animation used and the use of the navigation buttons when doing the independent study with the CD ROM. The computerized timeline media designed here are, therefore, expected to be able to accommodate all these different learning styles.

Research Design

The present research includes 3 major objectives to reach: (1) developing the teaching module of using computerized timeline media in teaching the first six English Tenses, (2) conducting a try-out of the modules in English classes, and (3) evaluating the effectiveness of the use of the modules in helping Indonesian learners master these English tenses. To achieve the objectives, the ADDIE Model of instructional development is adopted and adapted. The following diagram illustrates the design sequence of the present module development, which embraces the three major objectives:





The first four steps (steps 1-4) are related to the first objective, developing of the modules; step 5 is related to the second objective, the try-out of the modules; and step 6 is related to the third objective, the evaluation of the effectiveness of the modules after they are implemented. The elaboration of the steps to reach the objectives is described as follows:

Objective 1: Developing the teaching module of using computerized timeline media in teaching the first six English Tenses

Step 1

The findings of Teopilus's previous research (2008) are used as the needs analysis of the present study, and they indicate the problems in English Tenses faced by the Indonesian. Thus, the findings of the previous research serve as step 1 of the design sequence that is identifying the needs. In the previous study, thirty (30) subjects were selected and asked to do the experimental tasks (doing a set of grammar test in English Tenses, reflecting as much as they can, and verbalizing their thoughts). A retrospective interview was also conducted to clarify their description of the thinking processes during the think-aloud procedure and to reveal some mental strategies which are possibly undetectable through the think-aloud activity. The findings of the study show that the greatest number of the errors made in the English Tenses is related to the incorrect concept or use of the English tenses. The TAPs that have been conducted reveal that the subjects of the study did not really understand the use or concept of the twelve English tenses. In addition, the analysis of the TAPs also indicates that many of the subjects of the study were not able to compare and contrast the perfect tenses (present, future and past). Finally, the analysis of the TAPs reveals that many of the subjects were not able to see the differences between the simple and the progressive tenses.

Step 2

Next, the instructional materials with computer-based timeline media are organized into 2 (two) separate CD ROM's: **the teacher's CD ROM** and **the students' CD ROM**. The teacher's CD ROM consists of 7 (seven) teaching modules: *Introduction to Time Concept*, *Simple Present Tense*, *Present Progressive Tense*, *Simple Past Tense*, *Past Progressive Tense*, *Simple Future Tense*, and *Future Progressive Tense* to be used when explaining the concept and functions of each of these tenses. The students' CD ROM consists of a review of the lessons of the 7 modules (*Introduction to Time Concept*, *Simple Present Tense*, *Present Progressive Tense*, *Simple Past Tense*, *Past Progressive Tense*, *Simple Future Tense*, and *Future Progressive Tense*) followed by the related prototype exercises for them to do independently.

Step 3

The instructional materials are developed to help Indonesian students master the English Tenses, that is they are able to use the correct verb forms of each of the 6 English Tenses



and to apply the functions of each tense correctly in context. Each of the modules discussing the English Tenses begins with the verb form, followed by the functions of the tense. A brief review of the functions is given at the end of the module.

Step 4

In the process of developing the instructional modules, the timeline media along with the voice, pictures, and animation are presented in the modules designed to help students visualize the events described in the written sentences. When all the modules have been developed, the related prototype exercises are developed to give students reinforcement so that they have better mastery.

Objective 2: Conducting a try-out of the modules in English classes

Step 5

The modules are then tried out to the research subjects in the English classes, both at the university level and the senior high school level. The feedback received from the try-out is used to make some necessary revision or changes on the modules. Two meetings of 90 minutes each are used to try out all the developed modules of the computer-based timeline to the subjects. The first meeting is devoted to teaching the subjects the modules of *Introduction to Time Concept, Simple Present Tense, Present Progressive Tense, and Simple Past Tense*. The second meeting is for the next three modules: *Past Progressive Tense, Simple Future Tense, and Future Progressive Tense*.

Objective 3: Evaluating the effectiveness of the use of the module in helping Indonesian learners master these English tenses.

Step 6

In this research, the effectiveness of only the teachers' modules is evaluated. To find out whether these modules can effectively help Indonesian learners master the 6 English Tenses, a pretest is given to the subjects prior to the teaching of the modules, and a post test is given to them afterwards. Then, a t-test is used to calculate and compare the pretest scores and the posttest scores of the research subjects.

Research Subjects

The subjects of this study are grouped into two clusters:

(a) University students (22 subjects)

These subjects were the first semester students at the English Education Study Program taking Structure 1 course. They had been studying at the present study program for about two months when they were included as the subjects of the study.

(b) Senior high school students (21+12= 33 subjects)

These subjects came from two different schools (School A and School B) in Surabaya. The subjects from School A were 21 grade X students, and the subjects from School B were 11 grade XII students.

Research Instruments

There are 3 instruments used in this research:

(1) A test on time concept



This test is to measure the subjects' knowledge of the simple concept of the time zones: the past time zone, the present time zone, and the future time zone. There are 10 multiple choice questions in this test. This is given to the subjects prior to the pre test.

- (2) A test on the six English Tenses (which serves as the pre test and post test)

This test is to measure the subjects' knowledge of the respective 6 English Tenses. There are 25 short answer (completion) questions in this test.

- (3) A questionnaire

This is used to find out subjects' opinions and receive further feedback on the media developed.

Data Analysis and Findings

I. Module Effectiveness

To evaluate the effectiveness of the computer-based timeline media developed in the present study, a t-test calculation of the subjects' pretest scores and post test scores is conducted. The T-Test is conducted to find out whether the following Ho or Ha is accepted:

Ho: There is no difference between the pre test scores and the post test scores.

Ha: There is a difference between the pre test scores and the post test scores.

The formula of the Paired t test is as follows:

$$t = \frac{\sum di}{\sqrt{\frac{N \sum di^2 - (\sum di)^2}{N-1}}} \quad \text{Level of Significance (P) = 0.05}$$

d = difference between the pre test score and the post test score

N = number of subjects

The data analysis is described in two clusters, the subjects from the English Department and the subjects from the senior high school:

A. Cluster of the Subjects from the English Department

The mean score of the subjects' time concept test scores is 89.09, which indicates that the subjects have sufficient knowledge of the three time zones: past, present, and future. Most of their pretest scores of the English Tenses are considered insufficient, and the mean of the pretest scores is 40.9090909. The posttest scores show improvement, and the mean of the posttest scores is 55. There is an increase of 14.09 points from the pretest mean score to the posttest score mean score.

Table 1: University Subjects' Pretest and Posttest Scores



Subject	Pre test	Post test	d	d*d
M1	44	52	8	64
M2	52	72	20	400
M3	24	36	12	144
M4	64	76	12	144
M5	48	60	12	144
M6	52	60	8	64
M7	48	56	8	64
M8	24	56	32	1024
M9	80	64	-16	256
M10	52	60	8	64
M11	44	76	32	1024
M12	12	20	8	64
M13	24	44	20	400
M14	52	76	24	576
M15	40	52	12	144
M16	68	100	32	1024
M17	32	32	0	0
M18	12	24	12	144
M19	12	40	28	784
M20	64	84	20	400
M21	20	24	4	16
M22	32	46	14	196
Σ	900	1210	310	7140

Mean of pre test scores = 40.9090909
Standard of deviation of pre test = 19.3978622
Mean of post test scores = 55
Standard of deviation of post test = 20.8372377

Calculation Result:

t calculated = 5.752778216; t table = 2.08

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score

B. Cluster of the Subjects from the Senior High School

There are two sub-clusters of the subjects:

B1. Subjects from School A

The mean score of the subjects' time concept test scores is 78.09, which indicates that the subjects from School A also have sufficient knowledge of the three time zones: past, present, and future. Most of their pretest scores of the English Tenses are considered insufficient, and the mean of the pretest scores is 26.66667. The posttest scores show improvement, and the mean of the posttest scores is 38.28571. There is an increase of 11.61904 points from the pretest mean score to the posttest score mean score.

Table 2: School A Subjects' Pretest and Posttest Scores



Subject	Pretest	Post Test	d	d*d
SA1	16	12	-4	16
SA2	32	52	20	400
SA3	48	40	-8	64
SA4	0	12	12	144
SA5	20	24	4	16
SA6	36	56	20	400
SA7	28	32	4	16
SA8	48	68	20	400
SA9	36	40	4	16
SA10	20	28	8	64
SA11	8	36	28	784
SA12	64	76	12	144
SA13	40	40	0	0
SA14	32	48	16	256
SA15	28	32	4	16
SA16	20	36	16	256
SA17	4	8	4	16
SA18	48	84	36	1296
SA19	16	44	28	784
SA20	12	16	4	16
SA21	4	20	16	256
Σ	560	804	244	5360

Mean of pre test scores = 26.66667
Standard of deviation of pre test = 17.0802
Mean of post test scores = 38.28571
Standard of deviation of post test = 20.69092

Calculation Result:

t calculated = 4.738802; t table = 2.086

It can be concluded that t cal > t table; Ho is rejected, meaning that there is a difference between the pre test score and the post test score

B2. Subjects from School B

The mean score of the subjects' time concept test scores is 75.83, which indicates that the subjects from School B also have sufficient knowledge of the three time zones: past, present, and future. Most of their pretest scores of the English Tenses are considered insufficient, and the mean of the pretest scores is 15.33. The posttest scores show improvement, and the mean of the posttest scores is 30. There is an increase of 14.67 points from the pretest mean score to the posttest score mean score.

Table 3: School B Subjects' Pretest and Posttest Scores

Subject	Pretest	Post Test	d	d*d
SB1	56	76	20	400
SB2	8	24	16	256
SB3	0	8	8	64
SB4	16	56	40	1600
SB5	12	44	32	1024
SB6	4	4	0	0
SB7	0	16	16	256
SB8	8	24	16	256
SB9	56	76	20	400
SB10	8	8	0	0
SB11	8	12	4	16
SB12	8	12	4	16
Σ	184	360	176	4288



Mean of pre test scores = 15.33333
Standard of deviation of pre test = 19.509128
Mean of post test scores = 30
Standard of deviation of post test = 26.395592

Calculation Result:

t calculated = 4.0789092; t table = 2.2

It can be concluded that $t_{cal} > t_{table}$; H_0 is rejected, meaning that there is a difference between the pre test score and the post test score

II. Questionnaire Analysis

Summary of the results of the questionnaire analysis indicate that:

- Related to the design of the software
 - Display of the modules: subjects' responses are *very good* and *good*.
 - Display of pictures, animation, background music, and colors: subjects' responses are *very good* and *good*.
 - Voice clearness: subjects' responses are *very good* and *good*.
 - Letter font: most subjects' responses are *very good* and *good*; only one subject gives a *poor* response.
- Related to the understanding of the materials
 - Series of the Module materials help learners understand the English Tenses taught: subjects' responses are *very good* and *good*.
 - Pictures, animation, and voice help learners understand the time concept in the English tenses: subjects' responses are *very good* and *good*.

The data analyses yield the following findings:

- a. There is a significant increase from the average of the subject' pre test scores to their post test scores, both at the university level and the senior high school level.
- b. The 3 t-tests conducted prove that there is a significant difference in the obtained gain scores (the difference between the pre test and the post test scores) of all the subjects.
- c. The research subjects generally give favorable responses to the timeline media developed.

Discussion

Though all of the subjects possess sufficient knowledge of the concept of the time zones, it does not mean that they also have sufficient mastery of the six English tenses. The result of the pretest on the English Tenses, however, shows the opposite. Their mastery of these six English Tenses prior to the implementation of the developed timeline media is low. They have problems in using the correct verb forms and functions of the English Tenses to express activities or happenings in the sentences. They seem to be unable to relate the time zones (past, present, and future) to the correct English Tenses to express an event in English. This condition changes after the subjects are given the instruction with the developed timeline media. It is proved by their post test scores, which show a significant gain score obtained by the subjects.

During the classroom instruction, the developed timeline media can simplify the abstract explanation about the past time, present time and future time; furthermore, the timeline media,



along with the voice, pictures, and animation, help the subjects to clearly visualize the activities or happenings illustrated in the three time zones. They can, therefore, immediately see which time zone is referred to in the action expressed in the sentence and what English Tense is correctly used to express it.

In this study, though there is improvement in the subjects' knowledge of the six English Tenses, many of their post test scores are still considered insufficient. This happens because they were not given any time to do any related exercises. Their post test scores would have been much higher if they had done some related exercises.

These research findings, though, prove that the subjects' knowledge of the six English Tenses improves after they have been taught these tenses using the computer-based timeline media. This implies that the computer-based timeline media developed in this research will be able to help Indonesian learners comprehend the six English Tenses more effectively.

Conclusion

The teaching of English, in this case English Tenses, needs to be supported with teaching media that can accommodate students' needs, interest, and learning styles. In the digital era, the use of computer technology, such as the developed computer-based timeline media, is recommended as it fulfills their needs, interest, and learning styles. The research findings have proved that the computer-based timeline media developed in this research help increase the subjects' understanding of the English Tenses.

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