

Learning Tenses Using “Tepuk Keledai Cerdik” Technique for First Semester Students of English Education Program

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Abstract

Tenses materials are basic grammar lessons that make students better at understanding grammar learning at the next level. The learning situation in this monotonous pandemic period is, of course, very detrimental for students if lecturers do not try to create innovations and learning creations. "Tepuk Keledai Cerdik" is a language teaching technique, especially with regard to grammar which is closely related to tenses. These two methods, which are combined into one name, have brought significant results to the students' ability to understand tenses in English subjects. This research is a qualitative descriptive study. The method used in data collection is the direct method. The data collected from the results of the use of "Tepuk Keledai Cerdik" in learning tenses must be valid and reliable lingual data, because these two conditions are the main factors for proper analysis. "Tepuk Keledai Cerdik" has brought significant results to the students' ability to understand questions related to grammar. The results above indicate an increase in students' ability to speak English in writing by 45.78%. *Tepuk Keledai Cerdik* technique has been practiced by the author since 2018 in the basic communicative grammar course in the English Education study program. And this technique has brought significant results that are closely related to motivation, interest, the level of active participation of students in learning English and students' skills in solving problems in a logical and practical way.

Keywords: Learning tenses; *Tehnik Tepuk Keledai Cerdik*

A. Introduction

Changing perceptions that have already implicated the thinking of first semester English education students about the difficulty of learning English, especially those related to grammar problems, is indeed not an easy thing. Moreover, when they were in high school, the students came from various majors, not only from the language department. For them, English is something that is very difficult to say or write. This fact is exacerbated by the situation that often occurs today during a pandemic, where lecturers and students cannot meet directly in the learning process. So that a lot of grammar material, especially those related to tenses, cannot be conveyed properly to students. In fact, these tenses materials are basic grammar learning which allows students to better understand grammar learning at the next level. The learning situation in this monotonous pandemic period is, of course, very detrimental for students if lecturers do not try to create innovations and learning creations.

From the situation described above, a learning technique is needed that makes students conditioned to be able to understand tenses in an easy and fun way even though they are learning from home. From various situations that I have observed previously, it turns out that students do not want learning that is tense and fixated on manuals only. They want to learn by laughing, freely but with understanding to be gained. Because with a relaxed learning situation, it turns out that students will be enthusiastic about understanding the given tenses.

This is a challenge for lecturers who are in charge of basic grammar courses. Because it takes extraordinary energy, creative, innovative and targeted techniques to make English education students understand tenses more easily even though learning tenses is done online.

To overcome the problems above, a language teaching technique, especially related to grammar, was created, which is called "Tepuk Keledai Cerdik". These two methods, which are combined into one name, have brought significant results to the students' ability to understand tenses in English subjects.

B. Literature Review

In simple terms, tenses can be interpreted as a form of verb that shows time. (Febriani, 2013: 4) Tenses can also be interpreted as a type of grammar that puts a situation or action in time, which shows an event that is currently happening. Another opinion is the opinion (Jerry, 2014: 3) that every language has the same basic pattern in the formation of a sentence. The pattern is *Subject + Predicate + Object*. *The subject* is the actor, the *predicate* means the action taken by the *subject*, while the *object* is the one who is subject to work.

“Tepuk Keledai Cerdik” are two learning methods combined into one name. The first method is by patting, in which there is delivery material to go to the next learning and the second is "Keledai Cerdik", which is a method used to understand and answer questions with precise tricks in the form of simple key words. very logical and practical and easy for students to understand.

The reasons why *Tepuk Keledai Cerdik* technique is used in an active, creative, and fun English learning process are as follows:

1. **Psychologically** ; Clapping and singing are simple things that are often done by a learner since they were in Kindergarten. However, according to research experts, applause has an extraordinary essence. According to Dr. Idit Sulkin, member of the BGU Music Science Lab in the Department of the Arts, the benefits of true applause are:
 - a. Applause is useful for developing and increasing the emotional, physiological, sociological and cognitive needs of children and adolescents to be able to prepare for further growth.
 - b. Clapping is good for health is to put all parts of the surface of one hand with the surface of the other hand, then clap rhythmically and for a sufficient duration so that the surface of the hand feels hotter and brings the effect of changing the work of the body, including one of which is to stimulate the nerves that cause concentration.
 - c. Applause can affect the brain's intelligence hormone so that it will stimulate the brain to affect the development of other brain areas.
 - d. Applause is also able to practice social integrity and emotional attitude. The cheerful atmosphere, cohesiveness, to produce a beautiful

rhythm of togetherness and joy has in fact given birth to an awareness of the importance of responsibility, maintaining togetherness and helping to appreciate and feel the beauty.

2. **Theoretically: Grammatical** characteristics in English are quite characteristic and their application in real use. So here, I try to keep making English material into meaningful material for students, namely material that can provide experience and learning for students, especially with things that are close to their daily lives.
3. **Methodologically** ; Encouraging us to seek other forms of teaching creativity and innovation in learning English in order to create active, creative and fun learning.
4. **Academically** : *Tepuk Keledai Cerdik* is very helpful for students as an initial introduction for students to understand the material to be taught. While the *Keledai Cerdik* method itself is a method or trick like a donkey bridge that is equipped with practical and logical key words and tricks to make it easier for students to answer English questions and the TOEFL/TOEIC test.

C. Research Methodology

This research is a qualitative descriptive study. The method used in data collection is the direct method. The data collected from the results of the use of *Tepuk Keledai Cerdik* in learning tenses must be valid and reliable lingual data, because these two conditions are the main factors for conducting an appropriate analysis (Sudaryanto, 1990:34). With this method, researchers go directly to the field to collect data. But because this is a pandemic season, data collection can be collected online through the mastery of tenses that have been mastered by the lower semester students with the "*Tepuk Keledai Cerdik*" technique. Techniques used in providing data are measurement techniques and interviews assisted with online note-taking techniques.

The analysis technique uses quantitative and qualitative analysis. Quantitatively, the data were analyzed by statistical methods. Thus, the data is presented in tabulations and graphs. Qualitative analysis is used by analyzing, explaining clearly, and describing the problems underlying the acquisition of mastery skills and the use of tenses for English Education students in the first semester 1.

D. Findings

As proof of the success of the *Tepuk Keledai Cerdik* technique in which there is a donkey bridge that contains key words and accurate tricks to answer questions briefly, easily, logically and practically, here I describe the results of the TOEP exam that was carried out in semester 1 .

The year 2018/2019 was the first time I started implementing the *Tepuk Keledai Cerdik* technique in this English Education study program and 2019/2020 was the third year of applying this method. Where, from the tables and graphs below , we can compare the results obtained from year to year. The test used is in the form of an English practice exam which is used to measure the level of students' ability to master English, especially in terms of *grammar* which is closely related to tenses.

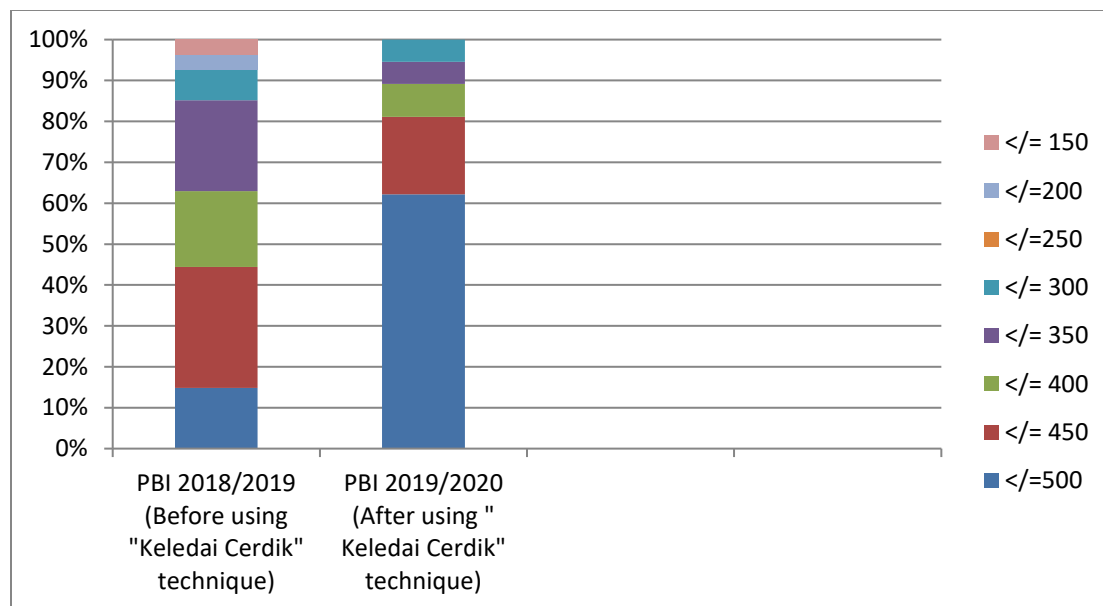
TOEP Exam Results 2018/2019: $8/28 \times 100\% = 28.57\%$

2019/2020 TOEP Exam Results: $29/39 \times 100\% = 74,35\%$

From the results of the comparison above, it can be concluded that teaching using the *Tepuk Keledai Cerdik* technique has brought significant results to students' ability to understand questions related to grammar. The results above show an increase in students' ability to speak English in writing by 45.78%.

Graph 1

Comparison graph of student scores before and after using *Keledai Cerdik Tehnik*.



E. Discussion

1. Examples of materials Grammar English which Compiled Before and After Using "Smart Ass Tap"

a. Material about Tenses

Materials compiled before using the technique of *Tepuk Keledai Cerdik*

i. Present area (*Simple present tense, present continuous tense, present perfect tense and present perfect continuous tense*)

- S + V1/VS + Adverb/ adverb (This tense expresses current habits)
- S+ is/am/are + Ving + Adverb (This tense expresses the work being done at the moment
- S + has/have + V3 + Adverb (This tense expresses work that has been completed at this time)
- S + has/have been + Ving + Adverb (This tense expresses work that is still being done until now)

ii. Past area (*Simple Past Tense, past continuous tense, past perfect tense, past perfect continuous tense*)

- S + V2 + Adverb (This tense states an activity that was done in the past)
- S + was/were + Ving (This tense states an activity that was being done in the past)
- S+ had+V3+ Adverb (This tense expresses an activity that started in the past and ended in the past too)
- S+had been Ving+ Adverb (This tense expresses work that was still being done in the past).

iii. Future area (*Future tense, Future continuous tense, future perfect tense, future perfect continuous tense*)

- S + will + V1 + adverb (tenses declared the work to be done in

time to the data ng)

- S + will be + Ving + Adverb (This tense expresses work that will be done in the future)
- S+will have+ V3 + Adverb (This tense expresses work that will be completed in the future)
- S+will have been + Ving + Adverb (This tense expresses work that will still be done in the future)

The materials That Have Been Compiled Using the technique of

Tepuk Keledai Cerdik

“Tepuk Keledai Tenses”

V1/VS plok habit sekarang

Is/am/are Ving plok sedang sekarang

Has/have V3 plok sudah sekarang

Has/have been Ving plok masih sekarang

V2 itu tenses lampau

Was/were plus Ving plok itu sedang lampau

Had plus V3 plok itu sudah lampau

Had been plus Ving plok itu masih lampau

Will plus V1 plok itulah akan

Will be plus Ving plok itu akan sedang

Will have V3 plok itu akan telah

Will have been Ving plok itu akan masih

b. The Materials of Conditional Sentence and Subjunctive

Materials compiled before using the technique of *Tepuk Keledai Cerdik*

i.If + S + V1 – S + Will + V1

ii.If + S + V2 – S + would + V1

iii.If + Had V3- S + would have + V3

Materials compiled after using the the technique of *Tepuk Keledai*

Cerdik

“Conditional Keledai Cerdik”

Plok V1 , Will V1 plok

Plok V2 , Would V1 plok

Plok Had V3, Would have V3 plok

The two examples of grammatical material as written above are examples of the initial stimulus to go to learning or the next heavier material. I made the clap with the aim that at the beginning of learning, students would be more motivated and happy. Motivation and joy are invaluable provisions to be able to give students a long-lasting understanding effect. Durable here means that students will still remember the subject matter that we provide even in a long period of time or in other words students will always be impressed and excited by the learning given. In addition, *Tepuk Keledai Cerdik* contains light material which is much different from the actual material which is quite heavy. It will give easy effect for students. They will not be burdened with a row of tenses or grammar formulas which from the beginning have made students bored and not eager to learn it.

I'm not stuck with just one clap. When the grammar formula is a bit long or complicated, then I will modify it with the help of table beats, so that it will produce a harmonious rhythm that is more beautiful than just clapping.

c. Examples of questions analyzed using the technique of *Tepuk Keledai Cerdik*

After completion of struggling with the example of *Tepuk Keledai Cerdik*, then I will hang for students to use as an initial stimulus to work on several issues related to these materials. Where in this technique there are key words that are used to answer questions correctly. The technique is called by *Keledai Cerdik*.

The following are examples of grammar test questions that were solved using the technique of *Keledai Cerdik*

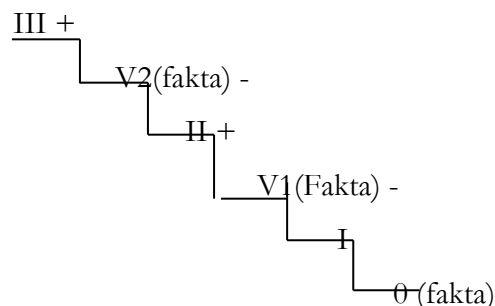
- 1) Questions related to *tenses*. In tenses, the keywords related to the present form of auxiliary verbs are *V1/Vs/ is, am, are, have/has* while the past tense auxiliary verbs (*V2 /Ved*)/ *was, were, did, had* as mentioned in *Tepuk Keledai Cerdik* (*V2 plok itu lampau*) in it :

a) “Why **didn't** Didi want to go home?”
 “His mother...him for causing the car accident”
 A) would blame B) Has blamed C) is blaming D) had blamed E) blames
 Tricks with "Keledai Cerdas": K ata key to her that **did not** mean this issue is within the past. So look for answers that contain the past keyword as well, then the answer is **D) had blamed** (because *had* is a keyword in the past tense).

b) *The Engine...smoothly when it suddenly **stopped**.*
 A) Run B) Running C) Has run D) was running E) is running
 Trick with *Keledai Cerdik*: The key word is *Stopped/V2/Ved* which means this question is in the past. In accordance with the previous of *Tepuk Keledai Cerdik*, then the answer containing the past keyword is was, then the answer is *D) was running*.

NB: The technique of *Keledai Cerdik* = Practical and logical technique

- 2) Questions related to *conditional sentences*. The key words in the technique of *Keledai Cerdik* to this material are closely related to *Keledai Cerdik* for conditional sentences, namely *V1/will V1, V2/would V1, hadV3/would have V3*. In addition to the key words mentioned above, for the conditional sentence material, the *Keledai Cerdik* trick also uses the ladder method in analyzing the facts.



If there **were** traffic lights at this intersection there **wouldn't be** so many accidents. We may conclude that....

1. The only accident occur at this intersection
2. This is a dangerous intersection
3. The traffic lights often don't work
4. Despite the traffic lights accident happens
5. Drivers will always be very careful at this intersection

The trick for solving using the technique of *Keledai Cerdik* is:

First, we can remind conditional sentence by using *Tepuk Keledai Cerdik* to do it. So that students can mention the types of conditional sentences above. There are *were (V2)* and *Wouldn't be (would V1)*, that means stating the conditional sentence is type 2+, and we can take students to the "conditional ladder" to understand finding facts for the question sentence above. So, the fact is V1-, because the conditional is V2+.

The fact becomes: *There aren't traffic lights at this intersection so there are many accidents.* It has the same meaning with point B

2. Obstacles Faced in Implementing the Technique of *Tepuk Keledai Cerdik*

- a. The technique of *Tepuk Keledai Cerdik* is a very effective method to be applied in the classroom where some students are difficult to take a calm attitude and concentrate. So, extra energy was needed to give students an understanding of why they should use applause as a means to understand grammatical formulas for them. . Because if we don't have extra energy, we will automatically find it very difficult to control their very noisy attitude when this technique is first applied. It will make the initial learning objectives will not be achieved.
- b. Lack of mastery of tones, claps and grammatical formulas that have been tinkered with will make students underestimate the

material that we convey. Worse, they will not pay any attention to the methods we teach. Although the essence of this method is quite good, if we package it incorrectly, it will make students feel bored and uninterested in the learning that we convey. So, our creativity and shrewdness in making the rhythm of clapping is very much needed. Not enough with that, our shrewdness in fiddling with formulas also needs to be considered so that it does not violate the grammatical rules in it.

- c. *Tepuk Keledai Cerdik* are two techniques combined. When we do not master the material, it will be very clear in front of students. Moreover, at first they were stimulated by applause which was used as music in this method. So, when we make mistakes, the class will automatically be noisy with irregular clapping. So, before we teach this technique, we must prepare the type of clap, the choice of *Keledai Cerdik*/ grammar tricks carefully, so that in the learning process later, we can minimize mistakes in front of students.
- d. Rowdy atmosphere as a result of applause and the rhythm of the table, a little much will disrupt classroom activities adjacent, or may also distract the class more. So we have to give understanding to students so that when they do clapping it must be done with a regular rhythm so that it remains pleasant to listen to.
- e. We will run out of time because we get carried away while teaching clapping to teach the formula given. For that, we must be able to manage the time well according to what has been arranged in the RPS, so that learning continues as we expect administratively as stated in the syllabus and RPS.

F. Conclusion

1. The technique of "Tepuk Keledai Cerdik" was found 10 years ago as my own experience of teaching and learning English. It combines two aspects, namely affective and motor aspects, namely a rhythm with

clapping hands and "Keledai Cerdik" which is a technique in the form of tricks with a keyword for problem solving on a question.

2. "Tepuk Keledai Cerdik" is a technique that is very appropriate to use for classes that have low levels of concentration and understanding. This is a good start to grow students learning grammar which incidentally is the basis of learning a language
3. The technique of *Tepuk Keledai Cerdik* has been practiced by the author since 2018 in the basic communicative grammar course in the English Education study program. And this technique has brought significant results which are closely related to motivation, interest, the level of active participation of students in learning English and students' skills in solving problems in logical and practical ways.

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