Metacognitive Strategy Implementation In Teaching English Tenses To College Students: A Classroom Action Research

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Abstract. The purpose of this study is to conduct some steps using a metacognitive strategy for teaching English tenses in order to develop college students' skills in mastering English writing using three English basic tenses namely simple present tense, simple past tense, and simple future tense. This strategy is considered very effective and implemented by the researcher to increase students' skills in learning English tenses. This is classroom action research. The students themselves participated in solving their problems related to the materials given based on the syllabus of the English subject. Participants of this research are the students, 33 students, of Gunadarma University who are learning Business English 1 in the academic year of 2020/2021. The result of this study, problem-based learning through some steps using a metacognitive strategy, has been well implemented including the completeness of the lesson plans before teaching each material. Based on the findings, the implementation of a metacognitive learning strategy can improve student achievement by above 100% in mastering English tenses.

Keywords: metacognitive strategy, English tenses, classroom action research

1. Introduction

As an English instructor for higher education in some private universities in Jakarta, especially for the university students in their first, second, seventh, and eighth semesters, the researcher encountered that many of the students still do not know to differ between English parts of speech such as verb, adverb, adjective, and noun. Referring to the syllabuses given by the coordinators, the students almost have difficulty following as well as understanding the lessons about English tenses taught by their English lecturers in their first and second semesters. The syllabuses of general English subjects arranged by most Indonesian universities for their students are about the 16 English tenses, among them are Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect Tense, and Past Perfect Tense. As the researcher has mentioned before most of his students still do not understand or even classify the English parts of speech, and it is still a big problem for the students to understand English tenses related to their English subject syllabus. Due to the fact that most of the students in higher education have been learning English for more than 15 years, most of them still do not understand how to use a correct English structure in their

sentences in speaking and in writing as well. Besides, they lack English vocabulary which makes them difficult to build English sentences especially while they were writing notes in English. Based on the difficulties encountered by some Indonesian students in higher education, the researcher wants to design some effective steps or strategies for teaching the students in making English sentences correctly, especially in the three basic English tenses mentioned above.

Due to the fact that each student has to pass the English subject in order to fulfill his credits achievement in higher education, any English lecturer or instructor is hoped to prepare the best teaching method for the students in learning English subject. Defining a student's achievement and also the factors which impact a student's progress is critical to becoming a successful teacher (Pooja, 2017). Student achievement will be developing when the quality instruction given by the teacher meets the instructional standards. As teachers know that student achievement is a measure of the student's success in the learning process. "Instructor's inadequate teaching proficiency in higher education has also been identified as a critical factor affecting students' motivation to learn" (Sogunro, 2017). "Student achievement is measured by high stakes test scores, high school graduation and dropout rates, and the percentage of students who attend post-secondary educational institutions" (Sable, 2016).

There are two strategies commonly used by educators in the teaching-learning process namely direct strategies (subconscious tasks) and indirect strategies (conscious strategies classified as cognitive, metacognitive, memory-related, social, affective, and compensation). A useful learning strategy must have the criteria namely 1) the task; 2) the learning style; and 3) relevant strategies (Oxford, 1990; Knopp, 2019). A learning strategy is a specific, conscious or unconscious approach in thought, process, technique, and action individuals use to understand, store, and remember content in order to plan, implement, and evaluate task performance and outcomes to know how to use what is learned (Chamot & Kupper, 1989; Gass & Mackey, 2007; Oxford, 2003; Protheroe & Clarke, 2008).

Language learning strategy more specifically addresses the techniques or methods learners use in or out of context in learning vocabulary form and meaning and which fall into two categories—direct and indirect (Nation & Meara, 2013; Rubin, 1975).

"Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall" (Rebecca & Oxford, 2003).

The best learners are those who are proactive in their pursuit of language learning (Macaro, 2001). It means that in order to be successful in learning a new language, learners should be more active in finding ways to learn which suit their needs. In this case, one of the best ways to improve learners' language learning is by employing strategies. The elements which affect our language abilities are motivation, techniques, methods but also appropriate language strategy (Chilkiewicz, 2015). Good learning can be conducted by selecting an appropriate strategy and adapting the strategy as well where

necessary. They also mentioned that effective learning must transfer a strategy to overcome new problems in the learning process (Nisbet & Shucksmith, 2017).

"The factors that are connected to the choice of strategy use are language being learned, degree of awareness, age, motivational level, learning style, personality types, major of study, and cultural background. Furthermore, proficiency levels, educational background, and years of studying the language are also variables taken into consideration" (Fithriyah & Yusuf, 2019).

As teachers, it is very essential to keep in mind that all students have different or unique methods of learning something. The students in the classroom are like tree leaves—they are not exactly the same as others. Each leaf has a unique color, shape, and size, and so does each of the students. To face these different kinds of students, a teacher also has to use different methods to teach the students (Narmaditya et al., 2017). Each learner or student in the learning process is unique. Every student has different abilities compared to other students. Each student has his different style and method in learning. Each of them has different disabilities, objectives, and different interests in the learning content (Logan, 1973). It means that each of the students in the classroom distinguished ways to reach their objectives in the learning process. They also have various modes or methods of understanding the materials given by their teachers.

The development of technologies day by day also impacts the learning styles of the nowadays' students. That is the way it is very helpful for educators to still continue to conduct new research in order to design and find out updated various techniques or strategies to teach the students in their learning process. Some researchers can develop their own strategies in the teaching process. A good and reliable teaching strategy can be quite difficult and it needs continuous modification related to various studies to teach. "Language learning styles refer to cognitive variations in learning a second language. It is about an individual's preferred way of processing, that is, of perceiving, conceptualizing, organizing, and recalling information related to language learning" (Zafar & Meenakshi, 2012).

Previous research written by Alhabbash et al. (2016) designed a teaching system called an intelligent tutoring system in order to teach grammar English tenses by using ITSB (Intelligent Tutoring System Builder) tool. They taught English conversation by interacting directly with the students. They stated that "... the intelligent tutoring system to teach the English Grammar tenses that contains two users are teachers and students. In other words, each user is composed of different interfaces for the other user both separately. The student Interfaces has been designed for the student to interact with the system which displays tests for each lesson. The student chooses a lesson from the list of lessons; the system displays the first difficulty level of the test questions randomly". The second previous research was conducted by Khodabandeh & Tharirian (2020) entitled "Exploring the Impact of Blended, Flipped, and Traditional Teaching Strategies for Teaching Grammar on Iranian EFL Learners' through English Newspaper Articles". They wanted to know the comparison between flipped and blended learning strategy's impacts on English writing courses. In their teaching process, they used Ed-Tech tools. To

evaluate their students' skills, they used pre-test and post-test. The teaching materials they used in the research were twelve articles selected from various newspapers.

By doing this class action research, the researcher wants to design some effective steps or strategies to teach the English tenses effectively to the students in higher education, especially for those who still have problems understanding English sentences—especially on the three English basic tenses namely simple present tense, simple past tense, and simple future tenses. These three basic tenses are very helpful to master daily speaking, he usually talks about his daily activities (using the simple present tense), his past activities or experiences (using the simple past tense), and his ambitions or goals in the future (using simple future).

2. Method

The research used a qualitative descriptive method with a class action research approach. This research was fully conducted through the action of teaching and learning English in the classroom. Participants of this research were the students of Gunadarma University who had a subject of English (General English) to be learned in the academic year 2020/2021. The researcher used purposive sampling to collect the data about the errors in using English tenses. This type of research was a classroom action research based on lesson study used in the teaching process. This research used a qualitative descriptive approach. Classroom action research is defined as one of the problem-solving strategies that utilize concrete actions and capacity-building processes in detecting and resolving problems. This research was conducted in two cycles through four stages: action plan, implementation, observation, and reflection. English educators should do the implementation of teaching plans and observe the effects of the action on learning and teaching behavior to bring about a change in the classroom (Richards et al., 2005). Assessment of the student obtained from the cognitive test score at each end of the cycle. To know the improvement of student learning outcomes was obtained from the completeness of student learning outcomes in each test. Students were considered to be successful in passing the subject if they reached ≥ 65. It was regulated by the passing score standard in the study program.

Class Action Research (CAR) aims to provide systemic methods in order to solve problems encountered in process of teaching and learning in the classroom. By doing this research, teachers can investigate the teaching methods, the learning process, and the assessment used in the classroom which aims to develop and improve the teaching and the learning process as well (Mills & Gay, 2019; Mertler, 2009; Stringer at al., 2009; Creswell, 2008). Action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their (a) social or educational practices, (b) understanding of these practices, and (c) situations in which practices are carried out (Hoxha, 2013). Implementing the principle of action research, this study involved four steps: plan, act, observe, and reflect. The procedure of this action research was taken from the design proposed by Kemmis and Mc Taggart shown in Figure 1 below (Kusumah & Dwitagama, 2009).
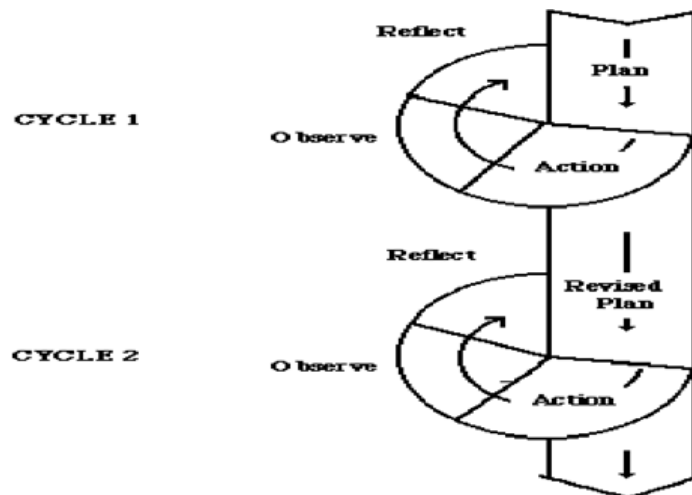
Figure 1. Class Action Research Model

A research procedure was a set of procedures or steps done in order to get the most accurate result. The research began with the preliminary study of problem identification and then continued with some stages namely planning, implementing, observing, and reflecting.

1. Preliminary Observation: The researchers did preliminary observation at the first meeting—the first week in September 2021. The interview is via Zoom meeting with all the students. This interview covered some oral questions related to the student's identity and how long they had been learning English. Then, each student randomly was asked to mention what parts of speech were some of the words shared by the researcher on his computer monitor. Each student had different words. Then, within 30 minutes, the students were asked to type three narrative texts (stories)—containing their past activities, daily life, and their ambitions. To save time, they were asked to write only one paragraph of each story. Then they were asked to send their writing to the researcher's email address.

2. Planning: In the planning stage, the researcher prepared a suitable strategy, and a learning instrument, designed the lesson plan, and prepared the criteria for success. To solve the problem of the student's ability in using three basic tenses (simple present, simple past, and simple future tense). In this planning stage, there are two main activities conducted by the researcher, they are:

a. Designing the Lesson Plan

A lesson plan was developed by the teacher to guide the instruction. In this research, the researcher developed lesson plans to manage the classroom situation while the action was implemented. It consisted of the identity of the students, the pre-test score, time allocated, and state curriculum standards. (2) Indicators: the minimum score standard for passing the English subject (3) Learning objectives: the learning outcomes for the lesson. (4) Learning material: the materials that would be given to the students suitable with the curriculum standard (5) Learning methods: learning methods where the teaching strategies will be used in this lesson (6) Learning steps: in learning steps (7) Material

source: it mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: the post-test scores of the students. "Pre- and post-test of students' proficiency before and after using a particular set of materials to look for change and progress may be used. It may also be possible to set up more elaborate experimental projects, although it has to be remembered that action research is anchored in what classroom teachers can do essentially on their own" (Fang, 2007).

b. Preparing the Criteria of Success

The action was considered to run successfully if 70% of the students got a score minimum of 65 on the test. It meant that the student who got a score of 65 or more was classified as passed and who got less than 65 were classified as failed based on assessment criteria in their study program.

3. Implementing: In cycle 1, the researcher focused on an introduction including an interview, a pre-test, the student's writing and oral speaking, and the teaching process related to the preliminary designed strategies in teaching three basic English tenses. In cycle two, during the review sessions, the researcher adds some activities such as having the students speak in partners, building vocabulary from other students' stories, and others. The two review sessions (speaking and grammar review) are the time for the researcher to have the students discuss the problems that they still have in learning about the three basic English tenses. After both review sessions, the teacher gave the students a post-test for evaluating the students' achievement in mastering the three basic English tenses.

4. Reflecting: In this stage, the researcher reflected and analyzed whether the teaching-learning process was done successfully or not in order to reach the learning outcomes of the lesson plan in cycle 1. It was intended to know whether the actions that had been done had weaknesses or not. The researcher also compared the results of the study with the criteria of success. The researcher analyzed whether the actions in the first cycle had achieved the learning outcomes of the teaching-learning process or not. Then the information was used to revise the lesson plan of the first cycle to make the lesson plan for the second cycle (in the review sessions). In other words, the weaknesses in the first cycle were revised to make a better lesson plan for the second cycle.

3. Result and Discussion

3.1. Result

Here are the steps or strategies conducted by the researcher to teach the students to master those three basic tenses mentioned above.

1. Planning L2 Task & Monitoring Mistakes

1.1. Simple Present Tense Usage in Students' Writing

The researcher, as the English lecturer of English subjects for the participants, will explain all the syllabus contents of English subjects during their active semester. This will make them understand and get prepared to learn about the lesson they will get from the beginning until the end of the semester for English subjects. The researcher then asks for all the students to write about their daily activities in English on a full page of a piece of

paper. The researcher mentioned that that was only for a measurement test so that the students were free from stress in writing their story and they did not need to consult with their dictionaries. At the end of the meeting, all students hand in their work to the researcher. Their work in this first step will help the researcher to know the participant's understanding of using the simple present tense. The problems encountered by the students found from the result of their work will help the researcher to design a strategy for teaching a simple present tense lesson to the students.

At home, the researcher will check his students' work results. As the research mentioned in the background of this research, it is true that most of the students made many mistakes in using the verb "to be" (is, am, are) and the verbs (V1 + ~s/~es) in their writing.

The researcher will show 10 of their mistakes (marked in underlined words & asterisks) in using the verb "to be" (is, am, are) as follows:

1) He **go** to school every day.
2) He **(*...)** smart. (*missing verb "to be" 'is')
3) We **playing** soccer every afternoon.
4) He **(*...)** beautiful. (*missing verb "to be" 'is')
5) I **am** usually wake up at 5 a.m.
6) I and her **going** to mall.
7) We **are** do sports every afternoon
) I and my sister **washing** plates
9) I am **is** a student at English faculty
10) He **is** always **accompany** me to do my homework

1.2. Simple Past Tense Usage in Students' Writing

The researcher will ask all the participants to write about their past experiences in English on a full page of a piece of paper. Same with the first meeting, the researcher ensures them all that their work will not be assessed by scoring in order to make them free from stress in writing their story and they do not need to consult with their dictionaries. At the end of the meeting, all the students handed in their work to the researcher. Their work in this second step will be data for the researcher to find the students' problems encountered by them from their results of work. It will help the researcher to design a strategy for teaching a simple past-tense lesson to the students.

At home, the researcher will check his students' work results. As the research mentioned in the background of this research, it is true that most of the students made many mistakes in using the verb "to be" (was, were) and the verbs (V2) especially in using irregular verbs in their writing.

Some of their mistakes (marked in underlined words & asterisks) are as follows:

1) He **is** in my house last night.
2) We **buyed** some food yesterday in canteen.
3) He **(*...)** not **came** to my party last night. (*missing auxiliary verb 'did')
4) They **(*...)** in my house yesterday. (*missing verb "to be" 'were')
5) He **(*...)** late yesterday. (*missing verb "to be" 'was')

6) I **am** gave him a present.
7) We **going** to Bali last year.
8) My cat **sleeping** beside me last night
9) My best friends **was come** to my birthday last month
10) They **bringed** some gifts to me.

1.3. Simple Future Tense Usage in Students' Writing

The following step is about getting to know the students' ability in making English sentences using the simple future tense. The researcher will ask all the participants to write about their ambitions or goals on a full page of a piece of paper. Same with both previous meetings, the researcher ensures them all that their work will not be assessed by scoring in order to make them free from stress in writing their story and they do not need to consult with their dictionaries. At the end of the meeting, all students handed in their work to the researcher. Their work in this step will also be data for the researcher to find the students' problems encountered. The result of their work will help the researcher to design a strategy for teaching a simple future-tense lesson to the students.

At home, the researcher will check his students' work results. As the research mentioned in the background of this research, it is true that most of the students made many mistakes in using the future verb "to be" namely 'be' and the auxiliary verb of the future tense namely 'will'.

Some of their mistakes (marked in underlined words & asterisks) are as follows:
1) He will **goes** to Bandung next week.
2) He buys chocolate for me tomorrow.
3) They **(*...)** be her soon. (*missing the auxiliary 'will')
4) He will **(*...)** in my house tonight. (*missing verb "to be" 'be')
5) I will **going** to Singapore someday.
6) My parents will **coming** to Jakarta.
7) My sister from Mexico will **comes** to visit me in Jakarta.
8) I **am** will **working** in a big company someday.
9) I will **(*…)** a soldier someday. (*missing verb "to be" 'be')
10) I am will continue my study after graduate from undergraduate.

2. Gathering and Organizing Materials

From the previous steps, the researcher has had his students' problems in creating English sentences using simple past, simple present, and simple future tense. After knowing all the problems mentioned above, the researcher then will start the lesson of making a good sentence using those three tenses, especially in using "to be" and 'verb', it is better for the researcher to explain four English word classes or parts of speech namely verb, adverb, noun, and adjective.

2.1. Material 1: English Parts of Speech

The teacher asked each student to mention examples of those four-word classes. After all the students had their turns to speak, then they were asked to choose a partner to have games in guessing word class. A student mentioned a word and then his partner guessed

the word class of the word. The rest of the students then analyzed all together if it was the correct or incorrect word class. Here, the teacher was only an observer as well as a guide. When all the students were arguing and confused, the teacher gave some clear explanations for their problems in defining the word class of the words they were arguing.

Focus:

a. Verbal sentences

Example: Maria goes to her grandma's house every weekend.

Explanation: In this sentence, we do not use to be "is" because there is a verb "goes" in the sentence.

b. Non-verbal sentences

Example: Maria is a student.

Explanation: In this sentence, we use to be "is" because there is no verb in the sentence.

2.2. Material 2: Simple Present Tense

In this step, the participant will discuss more and more about the use of the verb "to be" in simple present tense namely is, am, are; and the researcher emphasize also the use of 'the verb I' for the third singular person—she, he, it.

Topic:

a) Example of a simple sentence which containing only a subject and a predicate.

b) Verbal and nonverbal sentence

c) the verb "to be" of simple present tense—is, am, are.

d) the use of 'V1 + ~s/~es' for a third singular person subject—he, she, it.

2.3. Material 3: Simple Past Tense

After teaching the students about four topics focused on the fifth step – about how to use good structure in making simple present tense sentences, it will be easier for the researcher to continue to the next step. In this sixth step, the researcher will continue to explain the use of simple past tenses. The teacher will start to explain more about verbal and nonverbal sentences related to the use of '*was* and *were*' and 'the verb2' in the simple past tense. Retell and ensure them that if they want to talk or tell other people about their past experiences or their unforgettable moments, then they should use simple past tense.

In this step, the participant will discuss more and more about the use of 'was/were' in making nonverbal sentences; and the researcher emphasize also the use of 'verb II' for all the subjects.

Topic:

a) Example of a simple sentence that contains only a subject and a predicate.

b) Verbal and nonverbal sentence

c) the verb "to be" of simple present tense—*was, were*.

d) the use of 'verb II', especially for irregular verbs.

2.4. Material 4: Simple Future Tense

In this step, the researcher will then continue to explain to the students the use of simple future tenses. The teacher will again start explaining more about verbal and nonverbal sentences. In this simple future tense, the researcher will emphasize the use of the auxiliary verb '*will*' which is related to the use of the verb to be "*be*" and the verb "verb

1". Retell and ensure them that if they want to talk or tell other people about their goals or ambitions in their future, then they should use simple future tense.

In this step, the participant will discuss more and more about the use of the auxiliary verb 'will' and the verb "to be" or 'be' in making nonverbal sentences; and the researcher emphasize also the use of the auxiliary 'will' directly added by the simple form of verb 'verb I' for all the subjects.

Topic:

a) Example of the simple sentence

b) verbal and nonverbal sentence

c) auxiliary verb 'will'

d) verb to be of simple future tense 'be'.

e) the use of the base form of 'verb I'

3. Evaluating Task Success

After all the teaching-learning techniques and strategies explained in the previous steps, in this step, the researcher will again ask for the students to write their daily activities on a full page of a piece of paper using their knowledge and the skills given by the researcher in the previous meetings. The researcher will again tell and ensure to all the students that their work will not be scored at this time so they will feel stress in writing their stories and they not need to consult with any types of dictionaries. At the end of the meeting, all the students handed in their work to the researcher. Each student's work will be compared to his first work. This step is needed in order to see if there are any improvements in his writing using good English structure.

3.1. Task 1: Simple Present Tense

The researcher will only explain the result by giving an explanation of some improvements in using the correct verb "to be" and the correct verb related to the three English tenses focused on from the beginning of this research. Based on the preliminary study, a pre-test conducted by students at the beginning of learning (before action) obtained data below. The researcher will only explain the result by giving an explanation of some improvements in using the correct verb "to be" and the correct verb related to the use of simple present tense.

Table 1. Pre-test & Post-test Before and after the Action

Pre-Test Improvement (%)	Pre-test average	Post Test average	Skills
Verb to be (is,am, are) 167	51	85	
Verb 1 (~s/~es) 233	30	70	

3.2. Task 2: Simple Past Tense

After all the teaching-learning techniques and strategies explained in the previous steps, in this step, the researcher will again ask for the students to write their daily past experiences on a full page of a piece of paper using their knowledge and the skills given by the researcher in the previous meetings. The researcher will again tell and ensure to all the students that their work will not be scored at this time so they will feel stress in writing their stories and they not need to consult with any types of dictionaries. At the end of the meeting, all students handed in their work to the researcher. Each student's work will be compared to his first work. This step is needed in order to see if there are any improvements in his writing using good English structure.

The researcher will only explain the result by giving an explanation of some improvements in using the correct verb "to be" and the correct verb related to the use of simple past tense.

Table 2. Pre-test and post-test before and after the implementation of the metacognitive learning strategy

Pre-test	Pre-test Percentage	Post-test	Skills Improvement (%)
Verb to be (was, were)	40	81	203
Verb 2	32	69	216

3.3. Task 3: Simple Future Tense

After all the teaching-learning techniques and strategies explained in the previous steps, in this step, the researcher will again ask the students to write their goals or their ambitions in the future life on a full page of a piece of paper using their knowledge and the skills given by the researcher in the previous meetings. The researcher will again tell and ensure to all the students that their work will not be scored at this time so they will feel stress in writing their stories and they not need to consult with any types of dictionaries. At the end of the meeting, all the students handed in their work to the researcher. Each student's work will be compared to his first work. This step is needed in order to see if there are any improvements in his writing using good English structure.

The researcher will only explain the result by giving an explanation of some improvements in using the auxiliary verb 'will; the correct verb verb "to be" (be); and the correct verb related to the use of simple future tense.

Table 3. Pre-test and post-test before and after the implementation of the metacognitive learning strategy

Pre-test	Pre-test Percentage	Post-test	Skills Improvement (%)
Verb to be (be)	47	88	187
auxiliary will + V1	65	93	143

4. Evaluating the Success

Both pre-test and post-test are in essay form—completing the sentences and filling in the blank forms. Both tests contain different sentences but cover the same outcomes. Both pre-test and post-test are in the same numbers—30 questions. The 30 questions include 10 questions for each simple present, simple past, and simple future tense. The questions

cover 15 questions containing non-verbal sentences (using to be) and 15 questions containing verbal sentences (using verb 1 and verb 2)

Table 4. The comparison between pre-test and post-test score averages before and after the implementation of the metacognitive learning strategy

Pre-test Score Average	Post-test Score Average	Skills Improvement (%)
59	87	156

3.2. Discussion

This research found that the implementation of the metacognitive strategy used by the researcher in teaching English tenses has increased students' skills by up to 156%. This finding reveals that some students can successfully develop their understanding of a lesson by learning from the mistakes they made before. A pre-test conducted in the previous meeting was also one of the ways to find some students' difficulties in understanding a lesson that is similar to what Nisbet & Shucksmith (2017) said that effective learning must transfer a strategy that the students can learn by their mistakes. This is similar to what Rebecca & Oxford (2003) mentioned that by identifying our own learning style preferences and by monitoring our mistakes, we can manage our learning process to gain success in the learning result. This research found that a metacognitive learning strategy that allows the students to learn from their mistakes can motivate the students to learn based on their learning styles by giving appropriate learning strategies. By giving an appropriate strategy based on the student's proficiency levels and educational background as Fithriyah and Yusuf (2019) stated earlier that a teacher should consider some factors such as learning style, personality types, proficiency levels, and educational background before choosing a strategy for teaching the students. The previous research conducted by Alhabbash et al. is different from this research. Alhabbash et al. used a machine tool for teaching English tenses while this research focused on student-centered learning in which they learned from their mistakes under the guidance of their English tutor. The research conducted by Khodabandeh & Tharirian is different from this recent research. Khodabandeh & Tharirian articles for their teaching materials while this recent research used the students' own speaking materials based on three life cycles called the past, today, and the future.

4. Conclusion

After practicing all these steps or methods in teaching three English tenses namely simple present, simple past, and simple future tense for the students in higher education, the researcher saw a very significant improvement in the student's abilities in making or creating the better structure of English in writing their stories. In addition, they can easily group the English parts of speech namely adjectives, adverbs, nouns, and verbs. The researcher found out that the students were more active as well as more comfortable in learning English structures.

The researcher hopes that this method can be used by other English lecturers as well as English teachers in Indonesia to be performed in their English classes especially in teaching the three English tenses mentioned before. The researcher suggests to other researchers to design more effective strategies or methods of English teaching for other English tenses so that the students can learn English comfortably and can improve their ability in daily English speaking in their academic activities as well as in their future lives such as the communication in their working places, in their international friendship communities, or other purposes. This research is only focusing on measuring the students' improvement skills in 3 English tenses namely simple present tense, simple past tense, and simple future tense. It is hoped that other researchers may design other effective learning methods for developing the students' improvement skills in other English tenses. It is hoped that the learning strategies proposed in this research can useful for English instructors who will improve their students' skills using 3 English simple tenses (simple present, simple past, simple future) in their daily speaking.

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