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METACOGNITIVE STRATEGY IMPLEMENTATION IN TEACHING ENGLISH TENSES TO COLLEGE STUDENTS: A CLASSROOM ACTION RESEARCH

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Abstract

The purpose of this study to conduct some steps using 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 implemented by the researcher to increase students' skill 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, 32 students, of Gunadarma university who are learning Business English 1 in the academic year of 2020/2021. The result of this study, a problem-based learning through some steps using metacognitive strategy, has been well implemented including the completeness of the lesson plans before teaching each material. Based on the findings, the implementation of metacognitive learning strategy can improve student achievement above 100% in mastering English tenses.

Keywords: *metacognitive strategy, English tenses, classroom action research*

Introduction

As an English instructor for higher educations in some private universities in Jakarta, especially for the university students on their first, second, seventh and eighth semester, the researcher encountered that many of the students still do not know to differ among English parts of speech such as verb, adverb, adjective and noun. Referring to the syllabuses given by the coordinators, the students almost have difficulty to follow as well as to understand the lessons about English tenses taught by their English lecturers in their first and second semester. The syllabuses of general English subjects arranged by most Indonesian universities for their students are about the 16 English tenses, among of 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 that most of his students still do not understand or even classify the English parts of speech, it is still a big problem for the students to understand about English tenses related to their English subject syllabus. Due to the fact that most of the students in higher education have been learning English more than 15 years, most of them still do not understand how to use a correct English structure on their sentences in speaking and in writing as well. Besides, they are lack of English vocabularies which make them difficult to build English sentences especially while they were writing some notes in English. Based on those 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 fulfil his credits achievement in higher education, any English lecturer or instructor is hoped to prepare a best teaching method for the students in learning English subject. Defining a student's achievement and also the factors which impact student's progress is critical to becoming a successful teacher (Pooja, 2017). A 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 for 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 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) learning style; and 3) relevant strategies (Oxford, 1990; Knopp, 2019). A learning strategy is the 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 the who are pro-active in their pursuit of language learning (Macaro, 2001). It means that in order to be successful in learning new language, learners should be more active in finding ways to learn which suit their needs. In this use, 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). A good learning can be conducted by selecting an appropriate strategy and adapting the strategy as well where necessary. They also mentioned that an effective learning must transfer a strategy to overcome new problems in 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, 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 the students have different or unique methods in learning something. The students in the classroom are like tree's leaves—they are not exactly the same with others. Each leaf has a unique colour, shapes and size, 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 compare to other students. Each student has his different style and method in learning. Each of them has different disabilities, objectives, and different interest 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 in understanding the materials given by their teachers.

The development of technologies day by day also impact the learning styles of the nowadays' students. That is way it is very helpful for educators to still continue to conduct some new researches in order to design and to find out updated various techniques or strategies to teach the

students in their learning process. Some researchers can develop their own strategy in the teaching process. A good and a reliable teaching strategy can be quite difficult and it needs a continuous modification related to some various studies to teach. "Language learning styles refer to cognitive variations in learning a second language. It is about an individuals' preferred way of processing, that is, of perceiving, conceptualizing, organizing, and recalling information related to language learning" (Zafar & Meenakshi, 2012).

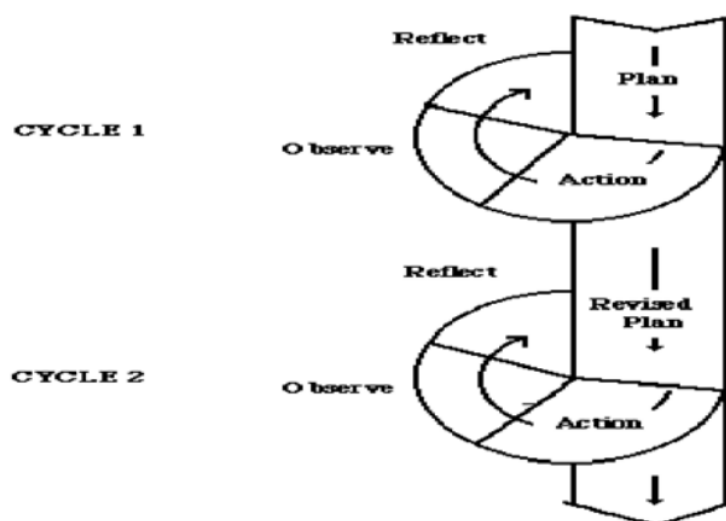
Previous research written by Alhabbash et al. (2016) designed a teaching system called an intelligent tutoring system in order to teach grammar English tenses by using ITSB (Intelligent Tutoring System Builder) tool. They taught English conversation by interacting directly with the students. They stated 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 interacts with the system through 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 strategies impacts on English writing courses. On 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 in understanding the 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 because on human being's daily speaking he usually talks about his daily activities (using simple present tense), his past activities or experiences (using simple past tense), and his ambitions or goals in the future (using simple future).

Method

The research used a qualitative descriptive method with class action research approach. This research was fully conducted by an 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 academic year 2020/2021. The researcher used a purposive sampling to collect the data about the errors of using English tenses. This type of research was a classroom action research based on lesson study used in the teaching process. This research used qualitative descriptive approach. Classroom action research 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, implement, observe, and reflection. English educators should do implementation of teaching plans and observe the effects of the action on learning and teaching behaviour 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 was considered to be successful passing the subject if they reached ≥ 65 . It was regulated on 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, the assessment used in the classroom which aims to develop and to improve the teaching and the learning process as well (Mills & Gay, 2019; Mertler, 2009; Stringer et al., 2009; Creswell, 2008). Action research as 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 an 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).



Picture 1. Class Action Research Model

¹ 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 as problem identification, and then continued by some stages namely planning, implementing, observing and reflecting.

1. Preliminary Observation: The researchers did preliminary observation on the first meeting—the first week in the September 2021. The interview is via zoom meeting to all the students. This interview covered some oral questions related the students' identity and about how long they had been learning English. Then, each student randomly was asked to mentioned what parts of speech were some of 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 about their past activities, daily life, and their ambitions. To save the time, they were asked to write only in one paragraph of each story. Then they were asked to send their writing to the researcher's email address.

¹ 2. Planning: In the planning stage, the researcher prepared ¹⁷ a suitable strategy, a learning instrument, designed the ²³ lesson plan, prepared the criteria of success. To solve the problem of the students' ability in using three basic tenses (simple present, simple past, and simple future tense). In this planning stage, there are two ¹¹ 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 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 for the students suitable with the curriculum standard (5) Learning methods: learning methods were 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 teacher can do essentially on their own" (Fang, 2007).

b. Preparing the Criteria of Success

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

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

Result and Discussion

Result

Here are the steps or strategies conducted by the researcher to teach the students mastering 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 subject for the participants, will explain about all the syllabus contents of English subject on their active semester. This will make them understand and get prepared to learn about lesson they will get from the beginning until the end of semester for English subject. The researcher then asks for all the students to write about their daily activities in English on 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 not need to consulting with their dictionaries. At the end of the meeting, all of the students hand in their work to the researcher. Their work in this first step will much help the research to know his participant's understanding in using 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 for the students.

At home, the researcher will check his students' work result. 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) on 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
- 8) 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 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 not need to consulting with their dictionaries. At the end of the meeting, all the students hand in their work to the researcher. Their work in this second step will be a data for the researcher to find the students' problems encountered by them from their result of work. It will help the researcher to design a strategy for teaching a simple past tense lesson for the students.

At home, the researcher will check his students' work result. 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 on 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

In this following step is about to get to know the students' ability in making English sentences using simple future tense. The researcher will ask all the participants to write about their ambitions or goals on 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 not need to consulting with their dictionaries. At the end of the meeting,

all the students hand in their work to the researcher. Their work in this step will also be a data for the researcher to find the students' problems encountered by the them. The result of their work will help the researcher to design a strategy for teaching a simple future tense lesson for the students.

At home, the researcher will check his students' work result. 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 future tense '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

22 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 in using those three tenses especially in using 'verb "to be"' and 'verb', it is better for the researcher to explain about 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 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 analysed 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 to 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 any 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 'verb "to be"' in simple present tense namely is, am, are; and the researcher emphasize also the use of 'verb I' for the third singular person—she, he, it.

Topic:

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

b) Verbal and nonverbal sentence

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

d) the use of 'V1 + ~s/~es' for 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 steps – 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 which related to the use of ‘was, were’ and ‘verb2’ in simple past tense. Retell and ensure them that if they 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 simple sentence which containing only a subject and a predicate.
- b) Verbal and nonverbal sentence
- c) verb “to be” of simple present tense—was, were.
- d) the use of ‘verb II’, especially for the irregular verbs.

2.4. Material 4: Simple Future Tense

In this step, the researcher will then continue to explain for the students about 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 emphasise the use of auxiliary verb ‘will’ which related to the use of ‘verb “to be” –be’ and ‘verb—V1’. 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 auxiliary verb ‘will’ and the verb “to be” ‘be’ in making nonverbal sentences; and the researcher emphasize also the use of auxiliary ‘will’ directly added by simple form of verb ‘verb I’ for all the subjects.

Topic:

- a) Example of simple sentence
- b) verbal and nonverbal sentence
- c) auxiliary verb ‘will’
- d) verb to be of simple future tense ‘be’.
- e) the use of base form of ‘verb I’

3. Evaluating Task Success

After all the teaching learning techniques and strategies explained on 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 from stress in writing their stories and they not need to consulting with any types of dictionaries. At the end of the meeting, all the students hand 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 any improvements on his writing using good English structure.

3.1. Task 1: Simple Present Tense

The researcher will only explain the result by giving explanation to some improvements of using the correct verb “to be” and the correct verb related to the three English tenses focused from the beginning of this research. Based on of the preliminary study, pre-test conducted by students at the beginning of learning (before action) obtained data below. The researcher will only explain the result by giving explanation to some improvements of 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	Pre-test average	Post Test average	Skills Improvement (%)
Verb to be (is,am, are)	51	85	167

Verb 1 (~s/~es)	30	70	233
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3.2. Task 2: Simple Past Tense

After all the teaching learning techniques and strategies explained on 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 from stress in writing their stories and they not need to consulting with any types of dictionaries. At the end of the meeting, all the students hand 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 any improvements on his writing using good English structure.

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

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Table 2. Pre-test and post-test before and after the implementation of 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 on the previous steps, in this step, the researcher will again ask for 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 from stress in writing their stories and they not need to consulting with any types of dictionaries. At the end of the meeting, all the students hand 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 any improvements on his writing using good English structure.

The researcher will only explain the result by giving explanation to some improvements of 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 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 fill in the blank forms. Both tests containing different sentences but covering the same outcomes. Both pre-test and post-test are in the same numbers—30 questions. The 30 questions include 10 questions for each of 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 ccomparison between pre-test and post-test score average before and after the implementation of metacognitive learning strategy

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

Discussion

This research found that the implementation of metacognitive strategy used by the researcher in teaching English tenses has increased students' skill up to 156%.

The previous research conducted by Alhabbash et al. is different with this research. Alhabbash et al. used a machine tool for teaching English tenses while this research focused on the student-centered learning in which they learned from their mistakes in the guidance of their English tutor.

The research conducted by Khodabandeh & Tharirian is different with 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.

Conclusion

After practicing all these steps or methods in teaching three of English tenses namely **simple present, simple past and simple future tense** for the students in higher education, the researcher saw a very significance improvement in the students' abilities in making or creating 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 lectures as well English teachers in Indonesia to be performed in their English class especially in teaching the three English tenses mentioned before. The researcher suggests to other researchers to design more effective strategies or methods in 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 for 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 this learning strategies proposed in this research can useful for English instructors who will improve his students' skills using 3 English simple tenses (simple present, simple past, simple future) in their daily speaking.

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