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English as the Needs of Students of a Public University in Timor Leste

Sancho Da Costa Patricio

Universidade Nacional Timor Lorosa'e, Dili, Timor Leste

ABSTRACT

English plays an important role for the life of the people of East Timor. So it is studied from secondary to tertiary schools. However, the resources of English are not sufficiently available. Under the development concerns the conditions that are faced by both the educator and learners in English as a foreign language course at the university. The specific problem is related to teaching and learning processes involved with active and passive voice. The case that will be taken into consideration is quite complex and involves language teaching methodology. These important issues need to be addressed and action research is an appropriate way to facilitate the improvement of teaching and learning skills.

This action research was conducted from September – October 2008. The students were given a parallel test to identify a baseline data on the areas of their weaknesses. An intervention strategy was employed and further data gathering occurred to assess the efficacy of the action research. During the weeks of intervention, there are some positive results of students' understanding of tenses is dramatically improved. This can be seen from the baseline data and the post intervention which is derived from 40.8% to 76.8%.

Finally, East Timor a multilingual society, so, at schools a student speaks more than one language. Under this condition a teacher should be flexible to use the students' native language to teach English.

Introduction

In terms of education, action research is an activity of a teacher that can be conducted at the same time as a researcher is measuring the achievement of teaching and learning in order to reach particular educative goals. As Maxwell (2003:4) said: “action researchers need to realize that they have a dual role – as teacher and researcher”.

Teaching and learning English for non-English speaking country background, as well as new country such as East Timor, is not an easy task. This can be seen when teaching English to students as a foreign language. The challenge is made more difficult when resources are not sufficiently available.

In relation to teaching and learning, there are some differences languages such as confusion and transfer between Tetun, Portuguese and Indonesian languages, all of which a common languages in East Timor. Besides that, there are many differences in the curriculum system in relation to the influence of two long periods of Portuguese and then Indonesian colonization.

English is a new, compulsory subject at secondary and tertiary levels. English plays an important role in various aspects of life in East Timor, especially the economy, and people want to learn this language. Under this condition, English courses are available in almost every district in East Timor. In this case I conducted his action research at an institution of tertiary education in East Timor.

In conducting the action research the writer provides a volunteer course focused upon English tenses mainly on the Simple Present, Simple Past, Present Perfect and Future Tense. I provided this course because of students’ needs. They think that English tenses are the key to knowing English. The time of action research was done in September and October 2008. Action research is an appropriate strategy to use in this situation since improvement in students’ knowledge and use of English tenses was the focus of the research.

There is a variety of writers' ideas of defining the meanings of 'action research'. Based on the definition of Grundy (1995: 5, 9) "Action research is to decide where to begin and make plans for the group's activities. This will decide how often the group will meet, and setting targets for planning, action, collecting evidence and reflection". She also adds that action research is not only a process of change but also for a professional improvement. Moreover, action research is not change for change's sake; however, it is change toward improvement. Maxwell (2003: 5, 6) adds:

Action research implies a particular setting or situation, that is, the research is undertaken amongst the real world of people, places, time and resource constraints ... Then, the action research is not done by someone from somewhere else on somebody else. The action researchers are in control because they interpret the situation, formulate the question, create the action, and collect and analyze the data with respect to a specific situation in which they find themselves.

Furthermore, O'Brien (1998) views, "action research is learning by doing – a group of people identify a problem, doing something to resolve it, see how their successful their effort were, and if not satisfy try again".

Reconnaissance

Action research is grounded in the realities of the situation identified in the reconnaissance. There are three aspects to reconnaissance; situational analysis, researcher/teacher competence and literature (Maxwell 2003).

School Background

There are some significant differences of school background that impact upon students learning of English. All primary schools in East Timor are taught in Portuguese since

most of the teachers are graduates from the Portuguese system. Most of Portuguese teachers are from the older. While some secondary schools use Portuguese language in teaching and learning, most use Indonesian. This is because most of the school teachers are graduates of the Indonesian system, who do not speak or understand Portuguese. This complication is an outcome of two long period of colonization by Portugal and Indonesia. Two opposing pressures converge to produce little school-based knowledge of English in the present students of the university.

Then, at the present university that the action research taken place, can be said, it is still very new that found in the year 2000 after got its freedom in 1999 from Indonesia. This institution is situated in the central of Dili city and it is near by the parliament house. Dili city is the capital of East Timor. It is located to the north coast of East Timor. Dili is a small city, which consists of approximately 250.000 people.

This national university consists of several faculties: Faculty of Education, faculty of Agriculture, Faculty of Economy, Faculty of Engineering, Faculty of Health, and Faculty of Political Science. In terms of facilities, there are still some obstacles that faced by the students and the educators. It is happened due to East Timor is as a new country that the development mostly the government focuses on the reconstructions and economic sectors. Under this condition the government is still not able to provide a sufficient budget to develop the university. As a result of this, there is not good library of English. In this case, eventhough English is as compulsory subject but the student can not effort to improve their English skills. Besides the students, the educator also get difficulty in getting resources for teaching and learning. Usually the educators find on their own materials for teaching. Moreover, the rooms for class teaching are not sufficiently available. Usually, in a class the number of students can be more than 100. This condition certainly affect the effectiveness of class teaching.

Uneffectiveness of teaching and learning English are not only caused by the insufficient of the material resources but also by the lackness of human resources. Human resources here means the numbers of English teachers are still not enough. As a result, often a

teacher is overloaded of subject teaching.

Curriculum

There are some recent differences in the curriculum system of education in East Timor. The Minister of Education has set up a new curriculum for primary school. However, for a number of reasons, secondary and tertiary education is mostly still using the curriculum from the former Indonesian colonial period. In relation to learning a language, psychologically, primary school students learn a new language easily. In the primary school curriculum there is no English program. However, in the secondary schools and tertiary institutions English is a compulsory subject.

In the tertiary school institution which I conducted my action research English is taught in four semesters in the first to fourth semesters of the degree. The university or the government reasons that in the era of globalization, a person with a degree must understand English. Besides that, students are willing to learn English because, in a new country which is still lacking human resources, university students who finish their degree with good English can take advantage of a lot of opportunities to continue study or get jobs.

Although English is as a compulsory subject at the university, it is difficult for students to master. Many students search for some extra English course which can help improve their English skills. However, most of the English courses that are around Dili city cost a lot of money available only to those students who have sufficient money. Then, the students, who do not depend on the free English course, are offered by individuals or NGOs. The government usually only provides courses free of charge for the Portuguese language.

Learners

I offered an extra English class at my university. Then, to know the attitudes of students towards English I put an announcement of the board at the campus that “For those students who are not English Department students who need to improve your English skills in grammar, especially tenses, you may come and register your names in my office”. After that many students came to my office to register. The students came from different faculties such as education, agriculture and economics.

This willingness indicates some positive attitudes towards learning English as a Foreign Language. Some students want to learn English to be able to communicate with foreign people — providers of humanitarian aid, international peacekeepers, and the like. Then, some students are working hard to learn English because they want to continue their study in foreign countries. Moreover, some students want to learn English because of they want to get jobs. In reality, those who can understand English well in Timor Leste get jobs easily. Many students can get jobs although they have not finished their study. Furthermore, some students want to learn English just to improve their dignity in the community because nowadays in East Timor a degree person who is not able to speak or understand English usually is not well recognized as an intellectual person.

The students that came in to my English class were not small number, 95 students. In this case, students are divided into three classes. The first class consists of 35 students, the second class is 30 students as well as the third class 30 students. The second class was the sample of my study. “A teacher who faces 25 students in a class period of 50 minutes has no more than 2 minutes, at best, per pupil for one-to-one interaction during any period. The greater the number of students in a class, the fewer the opportunities for students to participate orally” NCTE (1990). Limited resources, such as rooms, references in the library and internet access, meant that the students depended on the class teaching.

In my first day of observation, some students said they can speak English, however, they find difficulties in understanding English tenses. This often makes them confused especially in active and passive forms. Others said that when they read English newspaper they often find difficulties in some sentences in passive forms. Finally, in East Timor, English is as a foreign language or as a fourth language which is totally different from their mother tongue. Further, in East Timor the students who graduate from the secondary schools that already familiar with basic grammar such as tenses and they do not difficulty in learning English.

While the students are willing to learn English, they need some good motivations and approaches to learning. This means a teacher should give them some effective procedures or methods so the students know how to learn the language by themselves when the course is end. Related to methods, Wesley (2006) gives some important steps of how to teach yourself a foreign language, “first, course materials which you need to teach yourself in vocabulary and pronunciation. Second, getting started, third, making progress, fourth, be consistent means it is extremely important to study for a short time every day and fifth, taking off the training wheels means using dual language books such as dictionary and carry on conversation”, <http://www.pickthebrain.com/blog/how-to-teach-yourself-a-foreign-language/>

During the first meeting of my observation, the students were given the pre test about the tenses. The parallel tests, baseline and post test, consisted of **20** multiple choice and **five essay** items. The students looked pessimistic to learn tenses because in their experiences they did not often get English tenses texts which explain specifically about the active and passive forms. Some grammar books do explain active and passive forms however the students found them hard to understand leading to confusion.

Researcher Competence

The researcher has some competences of English Teacher Education in Teaching English as a Second Language (ESL) of East Timor National University. Besides that, the

researcher also has his post graduate qualification in Teaching English to the Speakers of Other Languages TESOL at the University of New England University, N.S.W. Australia. Moreover, the researcher attended an Action Research Training in April 2008 at the same university. Related to the action research the researcher thinks it is good to prepare the beginners of learning English with basic grammar usage skills like tense and wants to improve his skills in this area.

Literature

Harmer (2004:12) defines “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are to carelessly violated, communication may suffer”. Meanwhile Stivick (1991: 82) adds that we use grammar to express meaning from the world outside language and also to shape and organize sound waves in the air or mark on a paper”.

In relation to above statement, good methods of teaching English grammar is essential, without applying specific approach and methods in teaching can bring insufficient result of teaching learning of the target language. In this case, methods of teaching of English grammar in the country like East Timor requires a teacher to use the students’ native languages or the language that is known well to teach the target language. For example, Celce – Murcia (1979: 3) described that “In the Grammar Translation Methods, classes are taught in the mother tongue, with little active use of the target language”.

Then, Freeman (1986: 11, 12) states that “The teacher who uses Grammar – Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. Then in learning vocabulary and grammar less attention is given to speaking and listening”. Also, “teach the grammar point in the target language or the students’ first language or both. The goal is to facilitate understanding”, <http://www.nclrc.org/essentials/grammar/goalsgram.htm>.

Furthermore, Nicholls (2003:78) describes that “The traditional grammar approach has a cognitive orientation regarding the language as an object to be studied rather than as a tool to be used, and thus encouraging students to study its grammatical and other systems, particularly in their written form comparing them with the mother tongue”.

Moreover, in the methods of teaching grammar, a teacher also may deliver the lesson through reading. Then, use different kinds of materials in reading can motivate the learners to learn English actively. As Bamford & Day (2004:3) describe that “Variety of reading materials can encourage a flexible approach to reading”.

In teaching and learning a new language a teacher usually uses various approaches and methods to improve the students understanding of the target language. One of the various methods can be through practice or drill. Stevick (1991: 90) “In teaching English the drill is necessary because it can lead the student to produce a series of phrases or sentences that have same thing in common, in the hope that as they do so they will develop some new inner resources that will enable them to produce phrases or sentence on the same pattern independently in the future”.

When the students produce phrases or sentence, they need first to improve their vocabulary. Furthermore, to improve the students’ vocabulary can be through reading and listening. When they find difficult vocabulary in the reading and the listening they may get the meaning in the bilingual dictionary or teacher may help them. Finally, the students need to memorize the words that they get. Mora (2008) explains that vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is developed as quickly as possible, since it is considered more important that grammar skills. <<http://coe.sdsu.edu/people/jmora/almmethods.htm>>

So, when the students have got many vocabularies, they can start to form sentences in writing short sentence, speaking or dialogue. As Stevick, (1991: 70) shares that “A dialogue is sample of how the language is used”. Freeman (1986:123) “In the Communicative Approach method we use the target language to accomplish some

function, such as arguing, persuading, or promising. Then, since the communication is a process, it is insufficient for students to simply have knowledge of target language forms, means, and function. Student must be able to apply this knowledge in negotiating the meaning which is through the interaction between the speakers and listeners or the writer or reader so the meaning become clear. Then, same ideas expressed by Nicholls (2002:11) that “Learners learn most effectively if they focus primarily on the communication of meaning”.

In learning a foreign language certainly a learner must have some clear reasons and motivation. Having a good motivation and consistent to learn a new learn language he or she possible to improve their skills in that language quickly. As The Brain (2006) identifies that in learning a foreign language there are 5 great reasons: first, improve your English; second, enhance your travel experience; third, languages are beautiful; fourth, join the global community; and finally, it’s just playing sexy,

<<http://www.pickthebrain.com/blog/5-great-reason-to-learn-a-foreign-language/>>,

Besides motivation, a learner also needs to get an adequate study technique from educator to gain the effectiveness of learning a target language. For the effective learning there are some tips as follows: **Make your mouth or hand do what your mind is learning** Study out loud. Moreover, Study day-by-day. You cannot get by in a foreign language course by cramming at the last minute. You may be able to `learn' vocabulary items that way, but you cannot teach your mouth to use them in sentences. Occasionally go back and review `old' topics and vocabulary. Then, **don't be afraid to make mistakes.**

<<http://www.columbia.edu/cu/augustine/study/lingua.html>>

Research Question

How can I make the students understand English tenses in Active and Passive Voice especially in Simple Present, Simple Past, Simple Future and Present Perfect Tense?

Action Plan

The proposed action plan includes several factors. It involves where, when, who, what and how of the action research. When considering the implementation of action research a researcher needs to set up a plan like place, time and the participants to be involved. Besides that, decisions need to be made relating to what questions should be given to the participants and what lesson plan will be involved. The action plan includes the following actions to be undertaken. First, observe the attitudes of the students toward English and giving the pre-test. Second, give the general meanings/functions of simple present tense, simple past, present perfect tense and future tense. Brain storm the time for using those tenses. To make sure that the students understand the tenses during the intervention, each of the four tenses must be taught in one or two sessions of meetings to make the students clear in understanding the function of the tenses. Third, explain to the students the formula of the four tenses giving some example of active and passive voice. Fourth, after the explanation students are asked to practice asking or answering questions. This is to encourage the students to be familiar with the tenses. In asking the questions students are flexible to use any of the three languages (English, Tetun and Indonesian). Fifth, students were asked to answer the questions provided in the text. Sixth, sessions of class teaching providing more related resources, such as reading and some summary exercises. Finally, data were gathered during the weeks of action research.

In addition to the action plans, plans for data gathering are needed. As discussed above parallel pre- and post-tests (see Appendix 1) on the students' use of English tenses were carried out. Attendance was also checked and the students' attitude to the lessons was monitored.

Actions

The second meeting of the class is typical of the way in which the class was taught. I prepared for learning of the simple present tense. The class teaching raised a lot of questions. Some students asked questions in English and some asked by using Indonesian

language. Then, some students asked questions by using their first language Tetun.. In responding to the student's questions, I was really flexible to use the three languages, but I explained in English and translated into Indonesian or Tetun. However, I found difficulty in explaining the tenses in Tetun because Tetun language is not yet complete or well developed. Besides that, structurally and grammatically, Tetun is totally different from English. Nicholls (2002: 181) points out that the “traditional grammar translation approach about analysis of structural patterns and rules often explicitly contrasts with the native language”. Fortunately, the Indonesian language has passive and active forms in sentence constructions which can provide the translation between the both languages. Using the three languages in teaching is as one of the methods of my intervention that cannot be avoided. To make the teaching easier, I provided the summary of tenses which I wrote on the white board. Harmer (2004: 137) states that “The most versatile piece of teaching equipment is the board and the board provides a motivating focal point during whole-class grouping”.

To make students not to confuse in my teaching, on the board, I wrote first the active form. The active sentence for example, I eat bread daily. Then the negative sentence I do not eat bread daily. Moreover, the interrogative form ‘Do I eat bread daily?. Moreover, the passive form: Positive sentence “The bread is eaten by me daily”. The negative sentence: “The bread is not eaten by me daily”. The interrogative sentence: Is the bread eaten by me daily? Then, one of the summary of tenses as follows:

Ex. Simple Present Tense

Active Voice

Subject	Verb	Object	Adverb of time
I	eat	rice	everyday
You We You (plural) They Toni and Nina	eat	apples banana	daily

He She It Sara	eats	bread	monthly yearly
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Passive Voice

Object	Verb	Past participle	preposition	Object pronoun & object	Adverb of time
The rice	is	eaten	by	me	everyday
The apples	are			you	
The banana	is			us	weekly
				them	monthly
		you			
				Toni and Nina	
The breads	are			him	yearly
				her	
				it	
				Sara	

Note: The table was made the same for all four tenses from active to passive.

Moreover, to make the students easy to understand the tense, they were provided some reading texts and short dialogue. For, example about a short conversation of daily activities which start with 'W' question such as 'what':

- A. Good morning.
- B. Good morning.
- A. What time do you usually wake up?
- B. I usually wake up at..... (5 o'clock) in the morning.
- A. What time do you have breakfast?
- B. I have my breakfast at(7 o'clock)
- A. What time do you usually go to school?
- B. I usually go to school at.....(7:30)
- A. What time do you go home?
- B. I go home at.....(12 o'clock)
- A. What do you do in the after noon?
- B. In afternoon I go forwalking, fishing, playing soccer etc.

Before the students were asked to memorize the dialogue, I read it to the class sentence by sentence and the student follow. It is to make the students familiar with pronunciation. Then, the students were asked to morised the text. Finally, the student were given chance to practice dialogue in pair. This made the students were looked anthotiatic when they practiced speaking English through the short dialogue rather than teach them theory of tenses without practice it. Harmer (2004: 155) states that “we may demonstrate form we we want to students to study by offering them a situation which shows the language in action”. As a result of this, some students said “Mestri” (teacher), it is better lest practice more like this so that we will be able to understand the English grammar at same time with speaking skills.

The third meeting, the class was led to review the previous lesson for few minutes and still continued the simple present tense which was focused on the passive voice. The method in the first meeting of teaching was still used.

The fourth meeting was to teach simple past tense. In meeting the students were also provided some handout of short dialogue and short reading text. I knew that mostly the students in the class were young people so I brought them some readings about funny stories. The reading really encouraged the students to concertrate on the sequence and the content of the story. In relation to this, the students reaised a lot of questions about the unfamiliar vocabulary and sentences.

The fifth meeting, the students were taugth present perfect tense. Besides writing on the board, the students were also provided some short reading text and audio taping. I intended to change the activity in teaching in order to make the students not to fill boring. Eventhough, the activity was changed but the level of English was still based upon the students' ability. As Clippel (2007:10) said that “You may be looking for an activity which is suitable for a particular level or practice a certain grammatical structure. In that case the language and level indexes will help you”. The conversation was played for several times to make the students familiar with the tenses and with the pronuntiation of

native speakers. Then, the unfamiliar vocabulary and difficult sentence were translated.

The sixth meeting was about teaching simple future tense. In this session, while giving the students handout of the summary of the tense, the Direct Method was applied. This method, the students were involved in direct communication. In this case, on the board, the students were given some short questions with 'yes' and 'no' answer such as:

Will you go to the market today?	I
Yes, I will	You
No, I will not	They
Will John buy some (Vegetable, meat, ice-cream, etc)?	We
Yes, I will	Toni and Nina
No, I will not	He
Will she read attend English class tomorrow?	She
Yes, I will	John
No, I will not	

The students were asked to memorize and practice in group of three people. In this opportunity the class was also given some handout of short reading text. Then, some unfamiliar vocabulary or short sentence were written on board were translated into the student's native language. Freeman (1986:12) states that "The meaning of the target language is made clear by translating it into the students' native language. The language that is used in the class is mostly the students' native language".

Then, **the seventh meeting** was only to review the all the four tenses. It was meant to make sure the students really master the tenses given. "Occasionally go back and review 'old' topics and vocabulary. Language learning is cumulative. You learn new skills on the basis of old ones. The more you 'recycle' familiar information and skills, the better you will be able to integrate new ones". <http://www.columbia.edu/cu/augustine>.

In the evaluation or review, the students were asked to discuss the materials given during the teaching and learning process. In the discussion, the students were divided into groups of three people. So, the group discussion was consisting of 10 groups. The discussion was made as a game to compete. In the discussion, the students were asked to compose sentences of each of the four tenses from active to passive forms as many as they can. The discussion was timing for 30 minutes, then all tasks papers were collected to correct. The result of the competition showed that the working group had done well, every group mostly correct in their sentence construction from active to passive voice based on the grammatical rules. A few numbers of the mistakes were written on the board and explained. **Finally, the eith meeting** was about the post test. During the test was conducted the students were looked surprise when they got the same questions of the items in the pre test. So, everyone finished their exam on time.

Results

The results depend upon a comparison of data on student test scores, attendance and attitudes. Table 1 compares individual and group scores in the baseline data compared to their post-test scores. The average score for the whole group increased from 40.6% to 76.8% using parallel tests. Clearly all individuals increased their test scores markedly.

Table 1: Baseline and post-test student scores on tenses

No of Sample	Baseline		No of Sample	Post-test	
	RA	Scores %		RA	Scores %
1	18	69	1	24	96
2	17	65	2	24	96
3	16	65	3	23	91
4	15	57	4	22	89
5	14	56	5	22	86
6	14	56	6	22	86
7	15	56	7	22	86
8	14	52	8	22	86
9	15	55	9	21	84
10	13	49	10	21	84
11	11	41	11	21	84

12	11	41	12	21	84
13	10	37	13	20	79
14	10	39	14	20	74
15	10	39	15	20	70
16	9	34	16	19	72
17	9	34	17	18	72
18	8	30	18	18	70
19	8	30	19	18	70
20	8	30	20	18	70
21	8	30	21	18	70
22	7	26	22	17	67
23	7	26	23	16	64
24	7	26	24	16	62
25	6	23	25	16	62
26	6	23	26	16	62
27	6	23	27	16	61
28	6	23	28	15	60
29	5	19	29	15	60
30	3	11	30	15	60
Total	306	40.8%	Total	576	76.8 %

During the weeks of intervention the attitudes of the students from the first week to the week eight remained the same. It was always good. The students always came on time to the class. The students kept attending the class regularly reaching 100% attendance.

Conclusion

Beside that East Timor is a multilingual society. So, a student at least speaks more than one language. Under this condition the learners and the educators sometimes get confused with the many languages that used as medium of communication in the process of teaching and learning. So, it can influence the mastery of teaching and learning of English. Besides Portuguese and Tetun languages as the official language of East Timor, English also plays a very important role in the community. Yet, the Indonesian language also still has a big influence on the people of Timor.

In relation to teaching English, the four tenses are not enough to master English. However, learning tenses can be as beginning of independent learning. In this case, the students needed to learn more about English tenses. During this action research project

the 30 students improved their knowledge of English tenses dramatically while maintaining a good attitude and attendance.

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Appendix:

The items for pre and post tests of the action research

NAME :
NIM :
FACULTY :
UNIVERSITY :

Choose the correct options of a, b, c, or d to the statements bellow:

Questions 1 – 5 are about Simple Present Tense

1. Johnto school everyday.
a. Go b. goes c. going d. went
2. Anton usually.....basket ball on Saturday
a. Play b. plays c. playing d. played
3. The basket ball is usually..... by Anton on Saturday
a. Play b. plays c. laying d. played
4. Joseph goes for swimming often. The correct interrogative sentence of the underline the sentence is
a. Do Joseph go for swimming often?
b. Do Joseph going for swimming often?
c. Does Joseph go for swimming often?
d. Did Joseph went for swimming often?
5. Mathew likes singing. The correct negative sentence for the underline statement is
a. Mathew is not like singing.
b. Mathew do not like singing
c. Mathew did not like singing
d. Mathew does not like singing

Questions 6 – 10 are about Simple Past Tense

6. John and Tonyto the United States last week.
a. Go b. goes c. went d. going

7. Ivolleyball yesterday
- a. Play b. played c. playing d. plays
8. Nina ate bread last night. The correct passive sentence of the underline statement is.....
- a. The bread is eaten by Nina last night.
 b. The bread was eaten by Nina last night.
 c. The bread do not eaten by Nina last night.
 d. The bread did not eat by Nina last night.
9. Yesterday Tom went to work by car. The correct interrogative of the underline sentence is
- a. Do Tom went to work by car?
 b. Did Tom went to work by car?
 c. Did Tom go to work by car?
 d. Did Tom going to work by car?
10. Bernadette made a cake last night. The correct negative sentence of the underline sentence is.....
- a. Bernadette did not make a cake last night.
 b. Bernadette did not made a cake last night.
 c. Bernadette not made a cake last night.
 d. Bernadette do not made a cake last night.

Questions 11 – 14 are about the Future Tense

11. WeAustralia next year
- a. will go to b. going to c. going to d. would go to
12. I will learn English intensively. The passive sentence is
- a. English will be learning by me intensively.
 b. English will learnt by me intensively.
 c. English is learnt by intensively.
 d. English will be learnt by me intensively.
13. I am going to buy a ticket for bios kop for to night. The correct negative sentence is.....
- a. I do not buy a ticket for bios kop to night.
 b. I am not going to buy a ticket for bios kop for to night.
 c. I am buying a ticket for bios kop to night.
 d. I will buying a ticket for bios kop tonight.

14. We will play table tennis tomorrow. The correct interrogative sentence is.....

- a. Will us play table tennis tomorrow?
- b. Will they play table tennis tomorrow?
- c. Will we play table tennis tomorrow?
- d. Do we will play table tennis tomorrow?

Questions 15 – 20 are about Present Perfect Tense

15. Ithe rice.

- a. have eat
- b. have eating
- c. have been eating
- d. have eaten

16. Shea cup of coffee

- a. has eat
- b. have drunk
- c. has drunk
- d. has been drunk

17. Ronaldo has played football. The passive form of the underline sentence is

- a. The football have played by Ronaldo.
- b. The football have been played by Ronaldo.
- c. The football has played by Ronaldo.
- d. The football has been played by Ronaldo.

18. I have gone to the market. The interrogative of the underline sentence is.....

- a. Have I gone to the market?
- b. Have I been to the market?
- c. Have I go to the market?
- d. Has I go to the market?

19. I have finished my work. The negative sentence is.....

- a. I have not finishing my work.
- b. I has not finished my work.
- c. I have not finished my work.
- d. I have not been finished my work.

20. Albert and Annthe movie.

- a. Albert and Ann have watching the movie.
- b. Albert and Ann have watched the movie.
- c. Albert and Ann have been watching the movie.
- d. Albert and Ann have been watch the movie.

Change the sentences from active to passive forms:

1. Jose writes an article to Timor Post newspaper weekly
2. Margaret speaks four languages
3. Nina kicked the boy yesterday
4. Domingos will buy a present for the wedding party
5. Anton has written a letter

Table of attendant list during the intervention and the names are not the real one.

No	Name	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
1	Anton	✓	✓	✓	✓	✓	✓	✓	✓
2	Madeira		✓	✓	✓	✓	✓	✓	✓
3	Abrao	✓	✓	✓	✓	✓	✓	✓	✓
4	Andrade	✓	✓	✓	✓	✓	✓	✓	✓
5	Jelio	✓	✓	✓	✓	✓	✓	✓	✓
6	Da Costa	S	✓	✓	✓	✓	✓	✓	✓
7	Selmo	✓	✓	✓	✓	✓	✓	✓	✓
8	Lito	✓	✓	✓	✓	✓	✓	✓	✓
9	Nono	✓	✓	✓	✓	✓	S	✓	✓
10	Mariz	✓	✓	✓	✓	✓	✓	✓	✓
11	Santos	✓	✓	✓	✓	✓	✓	✓	✓
12	Tilman	✓	✓	✓	✓	✓	✓	✓	✓
13	De Jesus	✓	✓	✓	✓	✓	✓	✓	✓
14	Ligio	✓	S	✓	✓	✓	✓	✓	✓
15	Ramos	✓	✓	✓	✓	✓	✓	✓	✓
16	Ximenes	✓	L	✓	✓	✓	✓	✓	✓
17	Nando	✓	✓	✓	✓	✓	✓	✓	✓
18	Patricio	✓	✓	✓	✓	✓	✓	✓	✓
19	Xavier	S	✓	✓	✓	✓	✓	✓	✓
20	Joni	✓	✓	✓	✓	✓	✓	✓	✓
21	Jose	✓	✓	✓	✓	✓	✓	✓	✓
22	Lino	✓	✓	✓	✓	✓	✓	✓	✓
23	Ana	✓	✓	✓	✓	✓	✓	✓	✓
24	Efa	✓	✓	✓	✓	✓	✓	✓	✓
25	Joaquina	✓	✓	✓	✓	S	✓	✓	✓
26	Licinia	✓	✓	✓	✓	✓	✓	✓	✓
27	Luisa	✓	✓	✓	✓	✓	✓	✓	✓
28	Mariana	✓	✓	✓	✓	✓	✓	✓	✓
29	Mauricio	✓	✓	✓	✓	✓	✓	✓	✓
30	Mateus	✓	✓	✓	✓	✓	✓	✓	✓