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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-995/In.09/1/1-d/PP.00.9/06/2025
Lampiran : -
Perihal : Izin Penelitian

Ambon, 23 Juni 2025

Kepada Yth:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Di-
Ambon

Assalamu 'Alaikum Wr. Wb.

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Institut Agama Islam Negeri Ambon, Nomor:304/In.09/7/4-a/PP.00.9/06/2025 tanggal 3 Juni 2025, Perihal Izin Penelitian terhadap mahasiswa:

Nama : Fajrin Simal
NIM : 210307038
Jurusan/ Fakultas : Bahasa Inggris / FITK
Judul Penelitian : " Analysis Factor Affecting Students Difficulties In Learning English Tenses at Grammar Class English Education Departement IAIN Ambon
Lokasi Penelitian : FITK Jurusan Bahasa Inggris IAIN Ambon
Waktu : 2 Juni 2025 – 2 Juli 2025

Dengan ini kami menyetujui dan mengizinkan kegiatan mahasiswa tersebut dalam rangka penyelesaian Skripsi sebagai tugas akhir studi dengan ketentuan sebagai berikut:

1. Menjunjung tinggi Etika, Moral dan Budaya Akademik Perguruan Tinggi
2. Menaatii semua ketentuan/peraturan yang berlaku serta memperhatikan keamanan dan ketertiban umum
3. Melaporkan hasil kegiatan Penelitian setelah selesai pelaksanaan Penelitian sesuai waktu yang ditentukan

Demikian, atas perhatian dan kerjasamanya di sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb



Kepala Biro AUAK

H. Jamaludin Bugis, M. Pd

- Tembusan Yth.
- Rektor sebagai laporan
 - Ketua Prodi Bahasa Inggris
 - Mahasiswa yang bersangkutan
 - Arsip

ATTACHMENT

INTERVIEW SHEET

Instructions: Please answer honestly and as clearly as possible based on your experience and opinion.

Respondent Data

Name: _____

Age: _____

Semester: _____

How was your health condition when you took the tenses lesson?

1. Have physical conditions such as fatigue, lack of sleep, or illness ever affected your ability to understand tenses?
2. In your opinion, how much influence does your physical condition have on your difficulty in learning tenses?
3. Do you feel you have a sufficient foundation of competence in English before studying tenses?
4. What are the main difficulties you face when learning tenses?
5. How is your level of understanding of the tenses material so far?
6. In your opinion, what is the influence
7. What motivates you to learn English tenses?
8. Have you ever felt unmotivated when learning tenses? If so, what caused it?
9. How does your motivation influence your desire and effort in understanding tenses?
10. How does your family support you in the process of learning English, especially tenses?
11. Does your family environment encourage or help you learn English?
12. In your opinion, how big a role does your family play in influencing your difficulties in learning tenses?
13. Do the school facilities support the tenses learning process (e.g. books, classrooms, learning media)?
14. Do the existing facilities influence your interest and ability in learning tenses?
15. In your opinion, what facilities are most needed to help you learn tenses better?
16. How does your environment (friends, community, social media) influence your English learning?
17. Is there an environment that supports or hinders the process of learning tenses?
18. How much influence does your environment have on your ability to understand tenses?

19. What teaching methods do lecturers/teachers use to teach tenses?
20. Does this method help you understand tenses well?
21. What method or way do you think is more effective to help learn tenses?
22. Are there any obstacles related to the learning methods that you experienced?

LECTURER INTERVIEW SHEET

Lecturer Data

Lecturer Name: _____

Subject: _____

Interview Date: _____

1. In your opinion, how much influence does a student's physical condition (such as health and fatigue) have on their ability to understand tenses?
2. Have you ever observed students who seemed unwell while studying tenses? How did this affect their participation?
3. Do you feel that students have a sufficient foundation of English competence before studying tenses? If not, what is missing?
4. What are the main difficulties you see students face in understanding tenses? Is this related to their core competencies?
5. How do you assess the level of student motivation in learning tenses?
6. What do you do to increase student motivation in learning tenses?
7. In your opinion, how big a role does family support play in the student learning process, especially in understanding tenses?
8. Have you ever heard students complain about the lack of support from their families in learning English?
9. Do you feel that the facilities at school (such as books, classrooms, and learning media) are sufficient to support learning tenses?
10. What additional facilities do you think need to be provided to help students learn tenses better?
11. How does the students' social environment (friends, community) influence their learning in understanding tenses?
12. Do you see any negative influence from the environment on students' ability to learn tenses?
13. What teaching methods do you use to teach tenses? Do you find them effective?
14. Do you receive feedback from students regarding your teaching methods? If so, what are their responses?

Observation Instrument

Instructions: Please tick (✓) in the appropriate column based on your observations of each factor.

Observer Name:

Observation Date:


Class: TBING/B/4

No	Pernyataan	Skala	
		ya	tidak
1	Guru menyiapkan materi tenses dengan jelas dan terstruktur		
2	Guru menjelaskan konsep tenses (present, past, future) dengan jelas		
3	Guru menggunakan media (papan tulis, slide, proyektor) untuk tenses		
4	Guru mengajak siswa bertanya dan berdiskusi tentang tenses		
5	Siswa diberi latihan soal atau praktik membuat kalimat tenses		
6	Guru mengajak siswa bertanya dan berdiskusi tentang tenses		
70	Siswa aktif bertanya, menjawab, dan berdiskusi tentang tenses		
8	Siswa kesulitan menjelaskan fungsi atau kegunaan tenses yang dipelajari.		
9	Guru memberikan umpan balik atas jawaban siswa terkait tenses		



INSTITUT AGAMA ISLAM NEGERI AMBON
PROGRAM STUDI TADRIS BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER (RPS)

NAMA MATA KULIAH	KODE MATA KULIAH	RUMPUN MATA KULIAH	BOBOT (SKS)	SEMESTER	TANGGAL PENYUSUNAN
Grammar (Sentence Structure)	s		2	IV (empat)	10 Februari 2025
OTORISASI	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI
	Dewi Qhuril Malasari Ely, M.Pd		Dewi Qhuril Malasari Ely, M.Pd.		 Andi Masriati, M.Hum
Capaian Pembelajaran	CPL-PRODI (Capaian Pembelajaran Lulusan Program Studi)				
	Sikap				

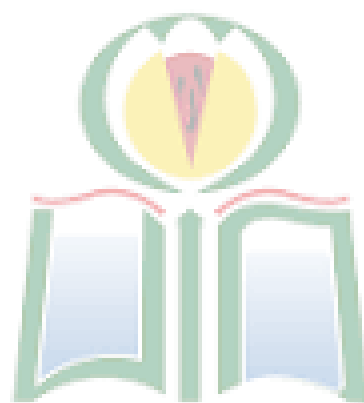
(CP)	S9	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
	Keterampilan Umum	
	KU1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.
	KU2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
	KU4	Mampu menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi.
	KU5	Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data.
	KU7	Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi serta evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.
	KU8	Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah

	plagiasi.
Keterampilan Khusus	
KK1	Mampu berkomunikasi secara lisan dan tertulis dalam Bahasa Inggris, serta membangun hubungan interpersonal yang produktif
KK5	Memiliki keahlian di bidang penerjemahan dan Interpreting teks tertulis dan lisan dari Bahasa Inggris ke Bahasa Indonesia dan dari Bahasa Indonesia ke Bahasa Inggris.

	Pengetahuan	
	P1	Menguasai konsep dasar teoretik dan mempunyai kemampuan profesional dalam bidang pendidikan Bahasa Inggris.
	P4	Menguasai logika berpikir ilmiah dalam mengkaji fenomena pendidikan, kemasyarakatan dan kebahasaan secara teoretis maupun empiris.
	P6	Mampu menerapkan pemikiran dan perilaku sistematis, kreatif, inovatif, dan bertanggung jawab dalam penerapan pengetahuan di bidang keahlian berbahasa, pendidikan Bahasa Inggris, kebahasaan dan kesusastraan.
	CPMK (Capaian Pembelajaran Lulusan yang Dibebankan Pada Mata Kuliah)	
	M1	Mahasiswa mampu menguasai struktur bahasa Inggris pada tingkat menengah/intermediate (KU2, KU5, KU7, KK1)
	M2	Mahasiswa mampu menganalisis kalimat berdasarkan fungsinya (KU1, KK5)
	M3	Mahasiswa mampu membuat pembenaran dari soal-soal yang salah menjadi kalimat yang benar (KU5, KK1)
	M4	Mahasiswa mampu mengidentifikasi masalah-masalah dalam struktur bahasa Inggris untuk memahami berbagai macam teks (P1)
	M5	Mahasiswa dapat memenuhi target struktur secara gramatikal baik lisan maupun tulisan. (S9, KU7, KK1, P1)
Deskripsi Singkat Mata Kuliah	Pada mata kuliah ini mahasiswa belajar tentang grammar dalam tingkatan Intermediate/menengah dengan teori dan mempelajari soal-soal. Mahasiswa belajar Tenses, menganalisis dan menemukan metode yang tepat dalam mempelajari struktur/ grammar bahasa Inggris, mampu membuat dan menjawab pertanyaan dalam bahasa Inggris, mengidentifikasi <i>Gerunds and Infinitives</i> dalam kalimat.	

<p>Bahan Kajian / Pokok Bahasan</p>	<p>a. Present Time; present simple, present continuous (progressive), present perfect</p> <p>b. Past Time; past simple, past continuous (progressive), past perfect</p> <p>c. Future Time; future simple, future continuous (progressive), future perfect, the perfect continuous (progressive), present perfect continuous</p> <p>(progressive), past perfect continuous (progressive), future perfect continuous (progressive)</p> <p>d. Asking Questions; Yes/no, where, why, when, what time, what kind of, which, whose, how, how often, how far, tag questions.</p> <p>e. Gerunds and Infinitives; gerund as subjects, noun + preposition followed by a gerund, verbs always followed by a gerund, adjective + preposition followed by a gerund, pronouns before a gerund or infinitive, verbs always followed by an infinitive, adjectives followed by an infinitive</p>
<p>Daftar Referensi</p>	<p>Utama:</p> <ol style="list-style-type: none"> 1. Azar, B.A. 2003. 3rd ed. <i>Fundamentals of English Grammar</i>. New York: Pearson Education. 2. Alexander, L.G. 1998. <i>Longman English Grammar for Intermediate Students</i>. New York: Longman.
	<p>GMAT Club. 2011. <i>GMAT Ultimate Grammar</i>. GMAT Club, Inc.</p> <ol style="list-style-type: none"> 3. Purwani, W.A. 2018. <i>Basic English Grammar</i>. Lamongan: English Education Study Program Billfath University. <p>Pendukung:</p>

	<p>4. Aitken, Rosemary. 1992. <i>Teaching Tenses: Ideas for Presenting and Practising Tenses in English</i>. UK: Thomas Nelson and Sons Ltd.</p> <p>5. Eastwood, John. 2002. 2nd ed. <i>Oxford Practice Grammar</i>. New York: Oxford University Press.</p> <p>6. Murphy, Raymond. 2007. 3rd ed. <i>Essential Grammar in Use</i>. Cambridge: Cambridge University Press.</p> <p>7. Murphy, Raymond & R. Altman. 1998. <i>Grammar in Use: Reference and Practice for Intermediate Students of English</i>. USA: Cambridge University Press.</p> <p>8. Oxenden, C., C. Latham-Khoenig, P. Seligson. 2006. <i>New English File: Grammar Checker for Intermediate</i>. New York: Oxford University Press.</p>	
Media Pembelajaran	Perangkat lunak:	Perangkat keras:
	Materi presentasi Intermediate English Grammar (file <i>power point</i>).	<ul style="list-style-type: none"> - LCD dan <i>projector</i>; - Handout Intermediate English Grammar
Nama Dosen Pengampu	Wilujeng Asih Purwani, S.Pd., M.A.	
Matakuliah prasyarat	Intermediate English Grammar	



UNIVERSITAS ISLAM NEGERI
ABDUL MUTHALIB SANGADJI
AMBON