

ANALYSIS OF THE DIFFICULTIES OF CONSTITUTIONAL LAW STUDENTS IN LEARNING ENGLISH TENSES AT THE AL-ZAYTUN INSTITUTE

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ABSTRACT

Tenses in English are used to convey when an event occurs or someone does something. Tenses are divided into 4 types namely present, past, future, and past future. Tenses material provides specific guidance in making effective sentences and expressing activities in the past, present, and future. This research aims to analyze students' difficulties in learning English tenses. This research uses a qualitative approach with a case study method. Data collection was conducted through in-depth interviews and participant observation of students of constitutional law at Al-Zaytun Islamic Institute of Indonesia, in learning English tenses. The results showed that 90% of constitutional law students in the Midterm Examination on average only knew 5 tenses out of 13 tenses. This research shows that most students of constitutional law do not have a strong basic understanding of the structure and basic concepts of English grammar, especially tenses. This is due to the lack of emphasis on grammar as well as student interest.

Keywords: *Tenses, Students, Al-Zaytun*

A. Introduction

English is an international language that everyone should be able to master. Mastering English is very important in order to compete with the outside world. But in reality many people find it difficult to use English. The importance of learning English can be seen from making this

language one of the subjects that must be taught at school and these lessons are studied by students from junior high school to college.

In learning English, many students find it difficult to learn its forms and structures. This is due to the lack of understanding and also the influence of their mother tongue. Setiyadi

(2006:23) reveals "Language learners whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tense." Students in Indonesia who do not have tenses tend to have difficulties in learning English that has tenses. This difficulty makes students make mistakes in using the target language, namely English. Errors will usually be consistent and systematic. These errors will last for a long time if not corrected

In this manner, this considers points to distinguish the most variables that impact the understanding of tenses among protected law understudies at the Al-Zaytun Indonesian Founded of Islamic Religion. In expansion, this inquire about will moreover investigate elective educating strategies that can move forward students' capacity to apply tenses fittingly in genuine settings. It is trusted that this investigate can give bits of knowledge for teachers and educational modules designers in planning more viable educating procedures related to the authority of tenses in English.

Research background

There are three fundamental components in students' troubles in

learning tenses in English, the primary is due to the need of essential understanding of English, particularly with respect to lexicon and linguistic use. This insufficient fundamental understanding makes it troublesome for them to get it more complex tense concepts. Moment, since of contrasts in dialect structure. Indonesian and English have exceptionally diverse linguistic structures. In Indonesian, tenses don't have much impact on the frame of the verb, though in English, tenses impact the frame of the verb utilized. This makes understudies ought to get it the concept of tense and changes in verb shapes that don't exist in their mother tongue. Third, understudies regularly don't get sufficient hone in applying tenses in genuine settings, such as in discussions or composing papers. In truth, reliable hone is exceptionally critical to ace the utilize of tenses.

Research focus

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in making strides students' understanding of English tenses?

Tenses are a syntactic framework utilized to show time, length, or coherence of an activity or occasion (Azar, 1999). English has 12 primary tenses, each with diverse capacities and rules. Understanding tenses is exceptionally critical in communication, since off base utilize of them can cause miscommunication (Murphy, 2019). Students' Trouble in Understanding Tenses. Understudies frequently encounter challenges in learning tenses due to different components, counting:

1. Dialect Framework Contrasts Indonesian, as the mother tongue of the larger part of understudies, does not have a complex tense framework. Activities in Indonesian are regularly essentially shown by time data without changing the verb shape (Huda, 2020). This causes negative exchange when understudies learn English.
2. Complexity of Tenses Tenses in English have particular utilization rules, such as the contrast between straightforward past and

- display culminate, which regularly befuddles understudies (Swan, 2005). In expansion, the numerous special cases within the language structure rules include to the level of trouble.
3. Need of Commonsense Preparing Learning tenses that as it were centers on hypothesis and memorization tends to be less viable. Ellis (2003) notes that contextualized hone and application in genuine communication are basic for a profound understanding of tenses.
 - Sorts of Common Botches. A few thinks about have distinguished common botches that understudies make in learning tenses, such as:
 1. Mistakes in choosing tenses: Trouble in choosing tenses that are fitting to the time setting, such as recognizing between straightforward past and show idealize (Wijayanti, 2018)
 2. Blunders in Verb Tenses: Understudies regularly make botches in utilizing unpredictable verb shapes within the straightforward past and past participle (Hanafi, 2017).
 - 3. Blunders in Negative and Interrogative Sentence Structure: The utilize of assistant verbs such as do, does, and did is regularly a source of perplexity (Harmer, 2001).
 - Arrangements to Overcome Troubles. Different approaches have been proposed to assist understudies overcome troubles in learning tenses, counting:
 1. Relevant Approach Instructing tenses in genuine communication settings, such as through exchange, stories, or reenactments of ordinary circumstances, is more successful than conventional repetition memorization strategis (Yates,2002).
 2. Utilize of Innovation Instruction Learning applications such as Duolingo, Grammarly, and Quizlet can offer assistance understudies

hone tenses freely. Kusumawardani's (2020) investigate appears that the utilize of this innovation increments understudy understanding by up to 30%. 3. Organized Work out Giving efficient works out such as filling in crevices (fill-in-the-blank), composing sentences, or making sections with certain tenses can offer assistance understudies get it tense utilization designs (Ellis, 2003). Past Inquire about Comes about. The taking after are a few discoveries from inquire about on the challenges of learning tenses:

1. Azar (1999) in his book *Understanding and Utilizing English Language structure* states that understanding tenses requires a profound authority of verb tense changes and time setting.
2. Yates (2002) found that educating tenses based on relevant hone is more viable than memorization-based approaches.
3. Wijayanti (2018) in her investigate on understudies in Indonesian colleges

found that 75% of understudies had trouble recognizing between straightforward past and show culminate.

4. Kusumawardani (2020): Uncovered that application-based instructive innovation is compelling in making a difference understudies hone and get it tenses.

This writing survey appears that students' troubles in learning English tenses are caused by different components, both inner and outside. With the proper approach, these deterrents can be minimized so that understudies are able to get it and utilize tenses viably.

B. Method

The type of research used in this study is descriptive qualitative. Qualitative research is a type of research conducted in a particular environment in real (natural) life (Choirul, 2024). According to Lexy J Moleong (2005), this research aims to understand the phenomena experienced by individuals thoroughly through descriptions and specific contexts.

This research uses an open questionnaire approach. The questionnaire is a data collection technique that is done by giving a set of written questions to respondents to answer. Open questionnaires, in this context, allow respondents to provide answers according to their own thoughts and experiences, so that researchers can obtain more in-depth and detailed information (Sugiyono, 2013).

In this study, researchers used an open questionnaire as an effective tool in understanding the difficulties of the HTN-01 class of IAI Al-Azis students in learning English. The questionnaire was distributed online to respondents to facilitate filling out the questionnaire because the HTN-01 class is mostly filled with workers and parents who certainly make them unable to be interviewed one by one.

This research aims to explore two main things, namely what difficulties are experienced in learning English and solutions that can be applied to increase understanding in learning English and how far in understanding the English language.

By combining descriptive qualitative methods with an open questionnaire approach, the

researcher hopes to outline the benefits of the results of this study in improving English language skills in IAI Al-Azis HTN-01 class students. Each analysis carried out is observed through data and literature studies, so that the descriptive method used can focus on the research objectives.

C. Result and Discussion

Result

This study involved 16 out of 21 respondents who participated in the questionnaire. From the results of the questionnaire, 4 interview themes emerged related to learning English tenses, such as Difficulties, mistakes that are often made, the influence of difficulties, Effective Learning Methodology

1. Difficulty in Understanding the Concept of Tenses

Constitutional Law students at Al-Zaytun Institute face difficulties in learning English tenses. These factors include lack of vocabulary, inability to understand the tenses formula, lack of practice and pronunciation, lack of guidance from teachers, and ineffective learning. This is in accordance with the results of the questionnaire answered by Mr. Joko as a 1st Semester HTN Student “not

understanding the formula” the results prove that the Institution should improve the learning of tenses by simplifying the material, providing more practical exercises, and using learning methods that are more interactive and in accordance with the needs of students.

2. Frequent Mistakes

Incorrect use of tenses, mismatch of tenses with time or situation, confusing subject and object, and mistakes in changing tenses are among the frequent mistakes made by students. They are also often confused in choosing the right tenses for certain situations, such as distinguishing between present perfect and past simple. These errors indicate that students need a deeper understanding of the use of tenses in English.

3. The Effect of Classroom Learning in Understanding English Tenses

For first semester Constitutional Law students at Al-Zaytun Institute, classroom learning has a significant influence on their understanding of English tenses. Classroom learning provides many opportunities for practice, discussion and constructive feedback, which helps students

understand and use tenses better. Nevertheless, there are some problems that must be fixed in order to make tenses learning more effective in the classroom. However, pa Edy Mulyadi has a different opinion on the matter that most are still dependent on lecturers. This is based on the results of the questionnaire given “*Sebagai mahasiswa kemandirian dan kedewasaan dalam semangat pembelajaran diutamakan agar menjadi cerdas dan manusiawi* (As a student, independence and maturity in the spirit of learning are prioritized in order to be intelligent and humane)” pa Edy proves that as a student, you must be able to be more mature and responsive in learning.

4. Effective Learning Methodology

As a result of the interviews conducted with Constitutional Law students at Al-Zaytun Institute, it can be concluded that there are a number of successful learning methodologies that emphasize the importance of context, application and repetition. These methodologies include contextual, communicative, project-based, visual, error-based, targeted, repetitive, technology-based, and cooperative.

Discussion

Constitutional Law students at Al-Zaytun Institute may face difficulties in learning English tenses due to the following factors. First, poor understanding of the basic concepts of tenses indicates that the subject matter may be difficult for students to understand. Secondly, incorrect use of tenses in sentences indicates that students need more practice and real situations. The interview results show that various contextual, communicative, project-based, visual, error-based, targeted, repetitive, technology-based, cooperative, and experience-based methods greatly help students understand and use tenses better.

Contextual and communicative methods allow students to see how tenses are used in real situations and in daily life, which helps them understand their function and relevance. Project-based and targeted methods allow students to apply tenses in more authentic and meaningful tasks, which helps them understand how tenses are used in meaningful learning.

The repetitive and cooperative methods encourage students to practice regularly and work together in groups. This causes students to

become better at listening and speaking. Experiential and technology-based learning methods offer an engaging and interactive way to learn tenses by using digital tools and activities that provide hands-on experience. These methods not only motivate students to learn more, but also provide immediate feedback that helps students understand and use tenses better. Overall, the use of these methods showed that students gained improved understanding and use of tenses. Students can improve their English skills and become better prepared to speak to professionals and study international law in the future with the right methods.

D. Conclusion

This research shows that Constitutional Law students at Al-Zaytun Institute face various difficulties in learning English tenses, including a lack of understanding of the basic concepts of tenses, frequent errors in the use of tenses, as well as the influence of classroom learning on their understanding. Factors such as lack of vocabulary, inability to understand tenses formulas, and lack of practice and guidance from lecturers contribute to these

difficulties. In addition, although classroom learning provides opportunities to practice and get constructive feedback, there is still a high dependency on lecturers.

Effective learning methodologies, such as contextual, communicative, project-based, visual, error-based, targeted, repetitive, technology-based, cooperative, and experience-based methods are proven to help students in understanding and using tenses better. With the application of these methods, students can improve their English skills and be better prepared to communicate professionally and study international law in the future.

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