

**AN ANALYSIS ON STUDENTS' ABILITY IN USING SIMPLE  
PRESENT TENSE AT XI GRADE OF SOCIAL SCIENCES 1  
OF SMAN 1 KAMPAR ON ACADEMIC YEAR 2016/2017**

**(Descriptive Research)**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements for Getting Sarjana  
Degree of Education in English Department*



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2017**

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Skripsi yang Berjudul :

AN ANALYSIS ON STUDENTS' ABILITY IN USING SIMPLE PRESENT  
TENSE AT XI GRADE OF SOCIAL SCIENCES 1 OF SMAN 1 KAMPAR  
ON ACADEMIC YEAR 2016/2017

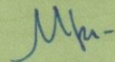
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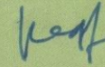
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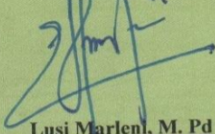
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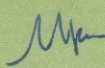





HALAMAN PENGESAHAN PENGUJI

Dinyatakan lulus setelah dipertahankan di depan tim penguji skripsi  
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### PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**An Analysis on Students' Ability in Using Simple Present Tense at XI Grade of Social Sciences 1 of SMAN I Kampar on Academic Year 2016/2017**" ini dan seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini, atau ada klaim dari pihak lain terhadap karya saya.

Bangkinang, 30 Agustus 2017  
Yang membuat pernyataan,



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May this “Skripsi” can be useful for the writer in particular, and for the readers in general. The writer realizes that this “Skripsi” is far from being perfect. Therefore, the writer would like to accept any suggestion for valuable improvement in another research. Finally, the writer thanks very much to them all.

Bangkinang, 15 June 2017

The Writer

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## ABSTRACT

**Reni Andriani, (2017) : An Analysis on Students' Ability in Using Simple Present Tense at XI Grade of Social Sciences 1 of SMAN 1 Kampar academic year 2016/2017**

This research is purposed to know students' ability and the level of their ability of XI grade of SMAN 1 Kampar in using simple present tense. This research is categorized as descriptive analysis, because this research the focus on the students' ability in using simple present tense. The respondent of the research is 32 of XI grade of Social Sciences 1 of SMAN 1 Kampar. An analysis of the test is to know what extent was the students' ability level in using simple present tense, and did the students' ability in using simple present tense. The result of the test was analyzed to know the students' ability in using the simple present tense. The finding of this research shows that the average score in the form of the simple present of verb be is 33,89%, and the average score in the form of simple present tense of verb is 57,04%.

In addition, the result of the test shows that the students' ability in using simple present tense is on low level. from the data got it showed that the students did errors most is in the usage of simple present tense is simple present tense of verb be. The students' ability in using simple present tense is still low.

**Keywords:** Students' ability, Simple Present tense

## **ABSTRAK**

**Reni Andriani, 2017 : sebuah analisa kemampuan siswa didalam menggunakan simple present tense kelas XI IPS 1 SMAN 1 Kampar tahun ajaran 2016/2017**

Penelitian ini bertujuan mengetahui kemampuan dan tingkat kemampuan siswa kelas XI menggunakan kalimat simple present tense. Penelitian ini dikategorikan sebagai analisa deskriptif, karena penelitian ini berfokuskan pada kemampuan siswa dalam menggunakan kalimat simple present tense. Responden penelitian ini berjumlah 32 siswa dari kelas XI IPS 1 SMAN 1 Kampar. Analisis hasil tes untuk mengetahui berapakah tingkat kemampuan siswa dalam menggunakan kalimat simple present tense, dan apakah siswa mampu dalam menggunakan kalimat simple present tense. Hasil penelitian menunjukkan bahwa nilai rata-rata pada tes bentuk simple present tense of verb be adalah 33,89% dan nilai rata-rata pada tes bentuk simple present tense of verb adalah 57,04%.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa siswa memiliki kemampuan yang sangat rendah dalam menggunakan simple present tense. Kesalahan siswa yang paling banyak adalah dalam penggunaan simple present tense adalah simple present tense bentuk kata kerja to be. Kemampuan siswa dalam menggunakan simple present tense adalah masih rendah.

**Kata kunci :** kemampuan siswa, simple present tense.



## PREFACE

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The writer would like to address her thanks and great gratitude to her advisor, for his time, guidance, valuable helps, correction, and suggestions for the completion of this thesis.

I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Bangkinang, Juni 2017

The Writer

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

English is the first foreign language and one of the main subject learned by Indonesian students. The aim of learning English is to develop students' ability to master the English language skills. English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Every language has the rules that must be followed by the user of a certain language. It has its own grammar rules which have a great role on one's acquisition in English. Grammar is needed even in communication. In talking about grammar, there are many valuable parts that should be learnt by the students. The study of grammar can greatly enhance understanding and fluency.

English language is unique, because there is one thing that very different from the other language in the world. It is called "tense", it is very important thing that should be known by the user of English language. Tenses are different form of verb and change their forms depending upon the time at the event. Tenses are the verb shows the time when the action takes place, took place, and will take place in English sentence.

It shows that in English, the basic tenses are categorized into three parts, they are present tense, past tense and future tense. Each of them is used different time. Therefore rules in English language are principal. As a speaker

of language we cannot ignore them, otherwise we could not be able to put words together in the meaningful way. But, in this research, the researcher only used simple present tense to analyze the students' ability.

Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life, especially using the formula of simple present tense. Wrong perception of Simple Present Tense will affect the students ability in constructing or understanding Simple Present Tense sentences. Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

Based on the observation that researchers find in SMA N 1 Kampar especially at class XI, when they learning about using simple present tense, it was found that many students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. Besides that, the students can identify and make a sentence in which Simple Present Tense is used. In the interview with the English teacher, it was known class XI was the class which had the lowest ability in using Simple Present Tense especially in using subject-verb agreement, adverb and usage. Based on the information given by the English teacher, the students of this class had low ability in mastering grammar especially simple present tense when they were in junior high school.

They could not use the subject-verb agreement and usage, it was known that the ability of the students in using Simple Present Tense was low. It was found that many students often did not understand why some sentences used auxiliaries, *is*, *am*, and *are* instead of auxiliaries *do* and *does*. Some students still chose “*My mother is work in the supermarket*” instead of saying “*My mother works in supermarket*”. Moreover, They encounter difficulties in constructing both verbal and nominal, sentences positive utterance – in third person subjects, negative utterance – in selecting the auxiliaries, and interrogative utterance - in selecting the auxiliaries and changing the verb into the base form even though they have been studying the English language for many years but they are still lack of grammatical aspect.

Therefore, the researcher was encouraged to find out the causes of the problems undergone by the students through interview. The students’ comments were as follows: Simple present tense was still difficult, they felt bored to study grammar, they did not understand what their teacher had taught about simple present tense and they did not get enough practice in using simple present tense. And the most significant reason of this was the way how the teacher taught Simple Present Tense influenced the students’ motivation in learning.

From the observation, the researcher found that the English teacher tended to teach the grammar deductively. The teacher taught Simple Present Tense by giving a note on the whiteboard, gave some examples, and then asked the students to take a note. After that the students were only given limited time



to do some exercises. Here the students easily felt bored of the teaching methods since there was no interesting and attractive activity involved in their learning process.

Furthermore, the students also often thought that learning Simple Present Tense was difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their learning process. The students enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would become not interested in learning if the technique used was monotonous. It made the learning process not effective.

Learning simple present tense in the class very important because The simple present tense is one of the basic tenses in the English language. It is the first tense you learn before all other tenses. It is very important to know how to build it.

The researcher to find out in conducting a research about the problems of using in English in simple present tense, because it is the basic English grammar, one tense that is often used in language skill, and subject-predicate are the main grammatical divisions of a sentence in simple present tense. For that reason the writer intends to put this case in the research entitled “An analysis on students’ ability in using simple present tense at XI grade of social sciences of SMA N 1 Kampar on academic year 2016/2017”.

## **B. Identification of the Problem**

Based on the background of the study above, the researcher can formulate the problem in this research as follow:

1. The students still had difficulties in mastering grammar, especially in mastering Simple Present Tense.
2. There are many students don't understand in using subject-verb agreement, adverb.
3. Many students encounter difficulties in constructing both verbal and nominal.
4. The students' difficulties understand sentences positive in third person subjects, negative in selecting the auxiliaries, and interrogative.

## **C. Limitation of the Problem**

In this research, the writer has limitation of the study to make the research easier. The study is only focused on the students using simple present tense specially in using sentences positive in third person subjects, negative in selecting the auxiliaries, and interrogative.

## **D. Question of the Research**

Based on the background of the study above, the research question is :  
how are the students' ability in using simple present tense at SMA N 1 Kampar  
?

### **E. Purpose of the Research**

The purpose of this research are : To know the students ability about simple present tense at SMA N 1 Kampar. And analysis how the students' ability in using the formula simple present tense when make a sentence.

### **F. Significance of the Research**

The writer would like to investigate the student's problems in using simple present tense at SMA N 1 Kampar. The result will be going to be achieved in this research would be useful to provide input to:

1. For the School

The result of the writer will be valuable to know the student's problems in using the tense are like and what the level of the student's problems. This can be used to anticipate whether it is necessary to plan a remedial teaching for some slow learners or not.

2. For the English Teachers of Senior High School

The result of this research is to give a guideline for the teachers of English to improve students' knowledge of simple present tense. The teacher can anticipate specific problems when they teach common cases of the sentence pattern of simple present tense for the XI Social 1 senior high school.

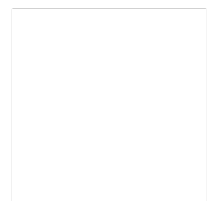
### **G. Definition of the Key Terms**

1. Students' ability

Students ability is out standing characteristics of an individual related to the effective performance and superior in a educational or situation.

## 2. Simple present tense

Simple present tense is one of the kinds of the tenses or grammar. Simple present tense is the tense used to express an action or activity that takes place / happening at the current time in a simple form, activity or work performed repeatedly, daily habits, events or actions that have nothing to do with time, and to express general truths.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURES**

#### **A. Review of Related Theories**

##### **1. The Nature of Simple Present Tense**

Tense is a systematic structure to describe different forms of verbs that showed the time of action. Meanwhile, simple present tense is formed by using the simple form of the verb that is the form which was listed in the dictionary or it was called infinitive without 'to'. When the third person singular subject is present, an -es or -s ending is added (Cook and Suter, 1983:49). Brewton et al also stated that the present tense expresses an action or a state of being in the present (Brewton et al, 1962:263). Based on the explanation above, I can conclude that simple present tense is formed by using infinitive without 'to' and when the third person singular subject is present, a suffix -es or -s is added to the verb. Simple present tense expresses an action or a state of being in the present.

According to (Krohn : 1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

From the definition above, simple present tense is the tense that may be used to express an activities that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding *s* or *es*. And if the subject the first, second, and plural person, simple present tense uses the simple verb and is added

#### **a. Form of simple present**

##### **1) Present tense of verb be**



Present tense form of 'be' is formed with to be *am, are, or is* after the subject of the sentence. According to Praninskas (1961:2) in English, the present tense of 'be' is used to express following situations:

- a) Profession, trade, occupation

Mr. Allen is a Professor.

- b) Nationality

Mr. Suharto is an Indonesian.

- c) Size and shape

Mr. Allen is tall.

- d) Age

Doni is twenty-five

- e) Characteristic

Mr. Allen is clever

- f) Condition

Jack is sick.

- g) Place

The children are here.

- h) Color

This book is green.

• **Pattern of Present Tense of Verb Be**

S+ be + a noun or a noun phrase
---------------------------------

Example : Madonna is a singer.

Madona is a beautiful woman.

S + be + adjective or adjective phrase
--

Example : Michael Jackson is famous.

Dewi is extremely courteous.

S + be + adverb or adverbial phrase
-------------------------------------

Example : Eric is here.

Clinton is from the State of Arkansas.

In negative statements with the verb *be*, the word *not* is used after the verb *be*. For example: He is not a teacher. In yes/no question, *be* comes before the subject of the question. For example: Is he a teacher? In question word, *be* comes before the subject and after the question word. For example: Who is he?

The verb 'be' has different forms after different subjects. The present tense forms of *be* are *am*, *are*, and *is* (construction: 'm, 're, and 's). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc).

Based on the table above to make an affirmative statement with *be*, after subject put the appropriate *be* (*am*, *are*, *is*) to the

subject the followed by adjective/adverb of place/noun phrase.

For example : she is a teacher.

## 2) Present tense of verb

The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es, (Soemarto, 1994:27). In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are *always, often, usually, everyday, sometime, never, occasionally, seldom, twice a week*, etc. For example: I *always* go to school by bus. He *often* goes to bed late.

### • Pattern of Present Tense Form of Other Verb

#### a) Positive Form

I, We, You, They + Verb + Complement
--------------------------------------

And

He, She, It, Singular name of people, Noun + Verb + s/es + Complement
--

For example: I have much money.

We read a newspaper everyday

She seldom watches television.

Doni often goes to bed late.

From the example above, it can be summarized that in a third singular subject. It can make an affirmative statement by using verb other than be. Add s or es to the verb and for the other subjects just put the main verb.

b) Negative Form

To make the negative sentence in the simple present tense, we put *do not* or *does not* after the subject. The pattern is:

I, We, You, They + Do not + Verb + Complement
---

And

He, She, It, Singular name of people, Noun + Does not + Verb + Complement
--

For example : I do not have much money.

We do not read a newspaper everyday.

She does not always watch television.

Doni does not often go to bed late.

From the formula above, for the third singular subject to make negative statement add does not after the subject. And for the other subjects add do not after the subjects.

c) Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Do + I, We, You, They + Verb + Complement?
--

And

Does + He, She, It, Singular name of people, Noun +  
Verb + Complement?

For example: Do I have much money?

Do we read a newspaper everyday?

Does she seldom watch television?

Does Doni often go to bed late?

The formula of interrogative sentence with be in the beginning of the sentence or before the subject then following by subject. And then, adjective/adverb of place/noun.

#### d) Negative Interrogative Form

To make the negative interrogative question in the simple present tense, we put *do* or *does* before the subject.

The pattern is:

Do not + I, We, You, They + Verb + Complement?

And

Does not + He, She, It, Singular name of people, Noun  
+ Verb + Complement?

Or

Do + I, We, You, They + Not + Verb + Complement?

And

Does + He, She, It, Singular name of people, Noun +  
Not + Verb + Complement?

For example: Do not I have much money?

Or

Do I not have much money?

Or

Do we not read a newspaper everyday?

Or

Does she not watch television?

Or

Does not Doni often go to bed late?

In the information question, we use question word *who*, *what*, *when*, and *where*. When *who* or *what* is as a subject, the auxiliary *do/does* is not used in this sentence, and the verb that follows is singular, but the answer could be either singular or plural. And in negative question word, we put *do* or *does* after the question word. Example: Who lives in the house? The answer could be John or John and Michael. What makes him happy? The answer could be movie or money and health.

And when *who* and *what* are as an object and *where*, *when* are as an adverbial, we put *do* or *does* after question word.



Example : Who does Jack live with?

What does Doni buy?

Where do they go?

When do they study in a group?

The *s / es* form is used after a singular name, noun, or one of the pronouns; he, she, or it. There are some characteristics in making the *s / es* form in the simple present tense. Add *es* for verbs ending in *o*, or in a letter or combination of letters which represent a sibilant sound such as: *s, sh, ch, x, or, z*.

Example: kiss : kisses

Go : goes

Watch : watches

And for verbs ending in *y* preceded by a consonant, the *y* is changed to *i* and *es* is added.

Example: study : studies

Hurry : hurries

### **b. Uses of Simple Present Tense**

Frank (1972) stated that the simple present tense could be used:

- 1) To express a habitual action, with adverbs like usually, always, or often.

Example: They often play football together.

- 2) To state a general truth

Example: The earth revolves around the sun.

- 3) To express future action, especially with verbs of movement or travel such as ‘come’, ‘leave’, ‘stay’, or ‘arrive’.

Example: I arrive in Hong Kong on Saturday.

- 4) In commentaries on games and plays

Example: He takes the shuttlecock and sends it high above the net.

- 5) In exclamations, announcements or demonstrations.

Example: Our club gives its annual dinner next week. (Frank, 1972:66)

Moreover, Azzar (1981:20) stated that the simple present tense is used to express events or situations that exist *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future. For example: It snows in Alaska.

The simple present tense is also used to express non-action states or condition. It may indicate an action that exists right now or at the moment of speaking (Frank, 1972: 69). The verbs involve:

- a) Mental states: know, understand, believe, think, agree, etc.

Example: She knows you very well.

I think you are right.

I agree with you.

- b) Emotional states: like, love, hate, appreciate, etc.

Example: Tono loves Dewi very much.

He likes pop music.

- c) Sense perception: see, hear, taste, smell, feel, etc.

Example: Do you hear me now?

I feel cold today.

- d) Possession: have, own, belong, and posses.

Example: Anton has a new car.

This house belongs to Mr. Rahman.

- e) Other existing states: costs, weight, contain, appear, etc.

Example: This dictionary costs Rp. 50.000,-

This package contains books and shoes.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix -s or -es of the verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentences, and the verb 'be' in the nominal sentences that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

## **2. The Students' Ability in Using Simple Present Tense**

According to Henry (2009, p.1) "ability is a quality or state being able, power to perform, whether physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill,

resource, etc. Moreover in Henry (2009, p.1) state that “ability is a natural tendency to do something successful or well”.

Based on explanation it can conclude that ability is state being able to express or to perform what they have known whether physical moral intellectual or legal capacity. Everyone have different ability so that with this condition will help each other to do the activity. And students’ ability is as out standing characteristics of an individual related to the effective performance and superior in a educational or situation.

Many students’ think that grammar is a rather boring school subject which has little use in a real life. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. According to Martin Parrot, grammar is not the most important thing in the world but if you make a lot of mistakes you may be more difficult to understand, and some kinds of people may look down on you or not take you seriously. Hardly any body speaks or writers a foreign language perfectly, but you will communicate more successfully if you can make your English reasonably correct. There are four forms of tenses that indicate the certain time of action. They are present, past, future and perfect.

The students of SMA N 1 Kampar have studied grammatical rules during their study at SMA and they have learnt for two years of different emphasis in learning it. Learning grammar during one-year-study at SMA emphasized on learning verb, nouns, adjective and adverb. They learnt simple present, past tense and past participle.

The students ability of SMA N 1 Kampar in using simple present tense still lack. There were many students were lack of motivation in learning present tense. so there are many of them got bad score in test. When teacher explain about how to make report text with use simple present tense there are many students can not understand what the teacher explain. The students were lazy and bored during learning process. This problem make the students can not answer the test based on the material are teacher given.

Simple present tense very important to learnt in the class. Simple present tense is one of the kinds of the tenses or grammar. According to Hornby (1989:542) contents that grammar is a set of rules for forming words and combining them into sentences. The rules will help the students to construct sentences. Nunan( 1991:154) contends that by knowing grammar of English language, the learners are able to occur to explain matters that language. They do not only know it, but also be able explain it well.

Besides, English tenses are really different from Indonesian's. the basic difference is that English verbs changing their form because of time changes. On the contrary, Indonesia tenses stay constantly the times changes.

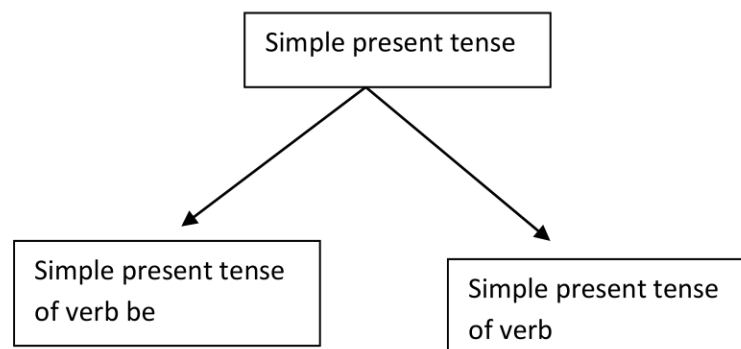
By realizing the differences of these two language, the students' ability when learning simple present tense they did not understand and still confuse what the teacher explain.

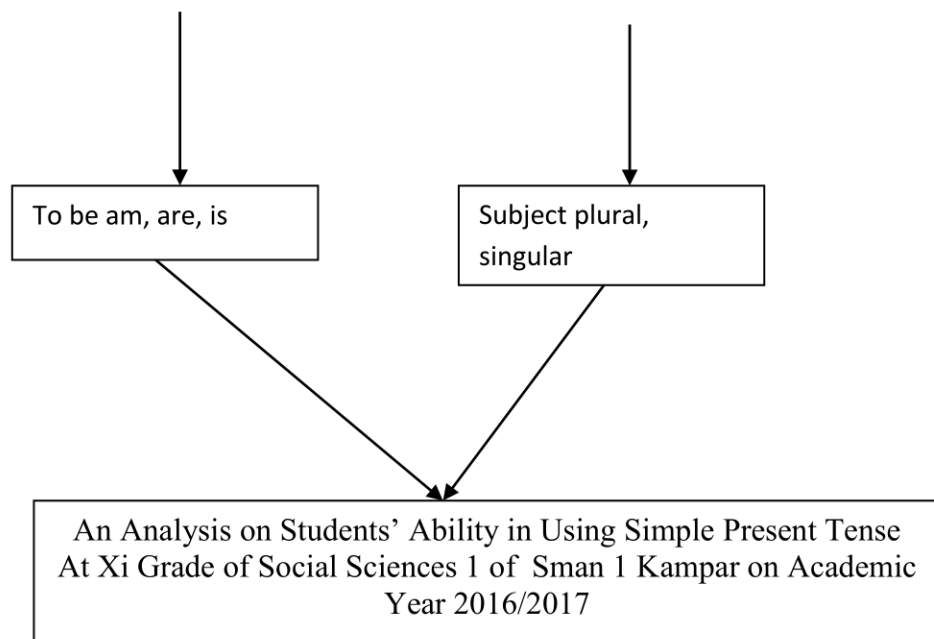
## **B. Review the Relevant Studies**

There are some relevant studies that writer can preview in this research. For example, Siti Husniati (2010), in her unpublished undergraduate thesis about an analysis on grammatical errors in simple present tense on students' descriptive writing a case study focusing on analyzing the grammatical errors in simple present tense and the dominant influence that made by students in their descriptive writing. The objective of the study is to fine the grammatical errors in simple present tense and to investigate the influence of errors that commonly caused in writing descriptive. The methods used by the researcher is documentation method that explained the subject about the language fansion.

Nurhidayati (2004) did a research on errors in using simple present tense and past tense by the second year students of SMUN 1 Tapung Hilir, Kampar. She found errors done by the students were due to overgeneralization 64.5%, incomplete appllication of rules was 70.7% hyphoththesized concept was 53.8%. this finding lighted on the understanding that the students could not comprehend the distraction in the target language Page that was in the learning of English language.

### C. Conceptual Framework





**Figure 2.1**  
**Conceptual framework students' ability in using simple present tense**

Tense is a form of verb used to indicate the time. Kinds of tense is past, present, future, and perfect. Present consist of simple present tense, present continuous tense, present perfect tense, present perfect tense.

The operational concept or conceptual framework is the concept used to describe about the theoretical framework. In this research, the writer would like to present the concepts in order to avoid misunderstanding as well as giving guidance in collecting the data. This explanation is to indicate the concept that the writer uses. There is only one variable use in this study namely the Students' ability in using simple present tense at SMA N 1 Kampar.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Setting of the Research**

##### **1. Time of the Research**

This research was conducted from march until June 2017. Before doing the research, fristly the research observed the location and population where the research carried out. Then, she observed the English teaching learning activity and she watched the method that used by the English teacher about tenses expecially in learning simple present tense. Finally, the research gave short answer question test inorder to get the data and to analyze the most common students' ability in using simple present tense.

Timing of the research can be seen as follows:

**Table 3.1**  
**Time allocation of the research**

No	Activities	March 2017					April 2017				May 2017					June 2017			
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4
1	Filling title of the Research	√																	
2	Proposal Writing		√	√	√	√	√	√											
3	Seminar proposal								√										
4	Implementation of the research									√	√	√	√	√					
5	Data Processing and Preparation of Thesis														√	√	√	√	
6	Thesis Defence																		√

## 2. Location of the Research

The location of the research is SMAN 1 Kampar (Riau Province). It has 24 classrooms, and 88 teachers. SMA N 1 Kampar consists of 24 classes. It has 1 library, 1 computer laboratory, 1 multimedia laboratory, 1 mosque, 1 post security, 1 big hall, 3 canteens, 1 teacher's room, 1 office, and 1 headmaster's room.

The researcher to get the data in the class of XI. Especially, in the class at XI grade of Social Sciences 1.

## B. Method of the Research

The researcher used descriptive method. According Moh. Natsir (1998) states the purpose of descriptive research is to make description or picture of the facts, characteristics and phenomena systematically and accurately.

Based on according above, therefore main purpose of descriptive research is to give description systematically and factually about facts of a certain population. Descriptive method can be defined as a procedure which solves the research problem by describing the recent condition of the object based on the facts objectively. The researcher reasons is for analyzed the students' ability in using simple present tense.

### C. Population and Sample

#### 1. Population

In this research, population and sample were important. "Population is total number of research respondent." (Arikunto, 2006:130). Meanwhile Hadi (2000:220) says that population is any group of person or individuals having qualities or characteristic in common. It does not only refer to person of human beings, but also refer to animal and things. The population of the study was the students of grade XI at SMA N 1 Kampar.

The population of this research is the eleventh grade students of SMA Negeri 1 Kampar. This school has eighth classes, three classes are science program, and five classes are social program. The total number of the students is 274 students.

The population of the research can be seen as follows:

**Table 3.2**  
**The Number of XI Grade of SMAN 1 Kampar**

	Population
--	------------

Class	Male	Female	Total
XI IPS 1	13	19	32
XI IPS 2	14	17	31
XI IPS 3	12	20	32
XI IPS 4	14	22	36
XI IPA 1	17	19	36
XI IPA 2	9	26	35
XI IPA 3	10	26	36
XI IPA 4	9	27	36
Total	98	176	274

## 2. Sample

According to Arikunto (2002: 10), sample is part of population from whom the data of the study were obtained. A good sample is one that represents the population generalization of the result. If the subject is less than 100, it is better to take all of the subjects. But, if it has more subjects, it can be taken 10 – 15 % or 20 – 25 % as sample.

From the population of SMAN 1 Kampar which consist of 274 students of XI grade, this research used cluster random sampling technique. Cluster random sampling technique is a technique selecting sample randomly by the groups not individuals.

The sample of this research is the eleventh grade students of SMAN 1 Kampar. Especially, the students' of grade XI Social 1. There were 32 students in this class. The researcher focuss of 32 students.

#### **D. Instruments of the Research**

In this research, the researcher used four kinds of instruments to collect data, namely : test, and questionnaires.

##### **1. Test**

The researcher gave the test to all the students. The type of the test was multiple choice. It was focused on simple present tense. The test for the students' consist of 25 questions. And then, the students' answer the questions. The purpose of the test is to know the the students' ability in using simple present tense.

##### **2. Questionnaires**

In this study the researcher takes the questioner by using one ways, there is the questioners for the students'. The questioner for the students' was aimed to take the data from teaching materials in learning simple present tense.

#### **E. Techniques of Collecting Data**

Collecting data is a process of obtaining the data in a reseach. There are several techniques to collect the data, such as observing, test, and questionnaires. In this research, the researcher uses test and questinnaires to collecct the data.

##### **1. Test**

By the test, the researcher wants to know the the students' ability in using simple present tense. In this case, the researcher uses a test from which the students have to find the problem in using simple present tense.

In collecting the data, the researcher gives the test to all the research subject. The procedures test the researcher takes in collecting the data are as follows:

- a. The researcher gave the answer sheets to all the students as the research subject.
- b. The researcher collected the answer sheets after the students finished the test and used them as the research data.
- c. Finally, the researcher analyzed the data to describe the students' ability in using simple present tense.

**Table 3.2**  
**Blue Print of the Test of Simple Present tense**

No	Item to be Tested	Number Item	Time
1.	Present tense of verb be	1, 2, 5, 6, 11, 12, 14, 15, 17, 19, 20, 22, 24.	45 minute
2.	Present tense of verb	3, 4, 7, 8, 9,10, 13, 16, 18, 21, 23, 25.	

Example test for the students :

- 1) She \_\_\_\_\_ her dog everyday

- a. To feed                      b. Feed  
c. Feeds                         d. Feeding

2) I \_\_\_\_ always \_\_\_\_ to the dentist

- a. Do not, go                  b. Does not, go  
c. Do not, went               d. Does not, went

3) When \_\_ you \_\_\_\_ a shower?

- a. Do, took                      b. Do, take  
c. Do, taken                    d. Do, taking

## 2. Questionnaires

In collecting the data, the researcher give the questions to the students'. The researcher use the questionnaires which consists of five question. The questionnaires is used to know what the students' ability in using simple present tense. After analyzed the questionnaire that students' filled the researcher got some information that can be seen below :

a. Sering membuka kamus ketika mencari kata kerja.

- 1) Ya    2) Tidak

Alasan : .....

b. Sulit membuat kalimat simple present tense dalam bentuk interrogative.

- 1) Ya    2) Tidak

Alasan : .....

c. Rumus simple present tense sangat mudah untuk difahami dan dihafal.

1) Ya

2) Tidak

Alasan : .....

#### **F. Technique of Analyzing Data**

The researcher used the descriptive analysis technique (percentage) to analyze the data. The data is taken from students those are going to be analyzed based on the answers to the test. The researcher analyzed the students' answer of the test and counted them by using percentage.

The formula of percentage :

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency of correct or incorrect answer

N = Number of sample (Sudijono, 2005)

After having the frequency and percentage of error for each question, the researcher then found the average mark by using formula:

$$P = \frac{F}{N \times n} \times 100\%$$

notes :



P = Percentage

F = Frequency of correct or incorrect answer

N = Number of students

n = Number of item test

After getting the average score, the researcher found out the students' level of mastery. The criteria about level of the students. Result for the score, can be seen in the following table:

**Table 3.3**

**The criteria of the students' level of mastery**

Score	Level of Mastery
90 - 100	Very good
80 - 89	Good
65 - 79	Sufficient
55 - 64	Insufficient
Less than 55	poor

Those criteria above mean:

Very Good : the achievement of the students who were able to answer the test items between 90 to 100.

Good : the achievement of the students who were able to answer the test items between 80 to 89.

Sufficient : the achievement of the students who were able to answer the test items between 65 to 79.

Insufficient : the achievement of the students who were able to answer the test items between 55 to 64.

Poor : the achievement of the students who were able to answer the test items between 0 to 55.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Findings of the Research

##### 1. The Description of Data

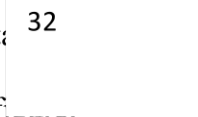
This research was conducted in SMAN 1 Kampar, located in Air Tiris, Kampar, Riau Province. The totals of students are 32. They are consist of 13 male and 19 female. The main concern of this research was focused on analysis on students' ability in using simple present tense at XI grade of Social Sciences 1 of SMAN 1 Kampar.

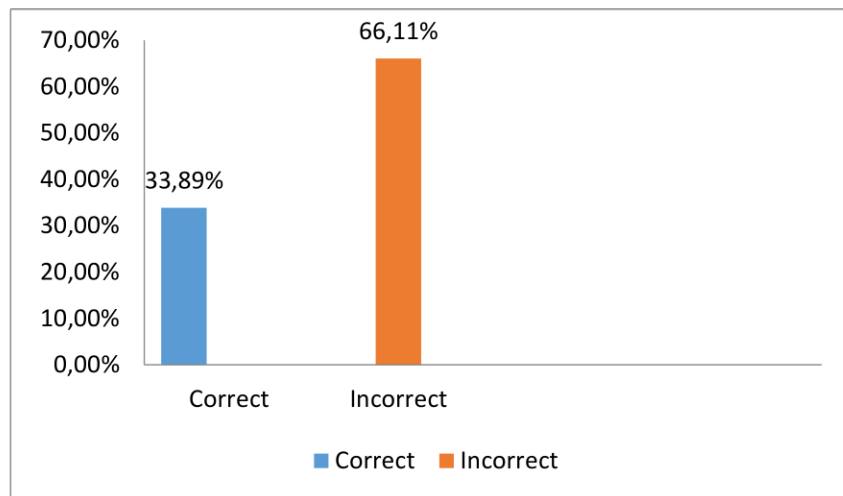
In order to obtain the data of this research, the researcher used the test and questionnaire. The researcher gave the test to the students. The test consists of 25 items which is multiple choices. 13 items for simple present tense of verb be, and 12 items for simple present tense of verb.

Then, the researcher gave the questionnaires to the students. The questionnaires are used to know the factors why the students do some problems in learning simple present tense. The questions consisted of the simple present tense. The research used to get information from the students ability about simple present tense.

#### **a. The Students' Ability In Using Simple Present Tense**

There are two categories including to form area in simple present tense. The first is form of *verb*, and the second is *verb be*. Simple present tense of *verb* consists of 12 questions, simple present tense of *verb be* consists of 13 questions.

For the data  simple present tense of verb be each the items, can be seen on the figure.

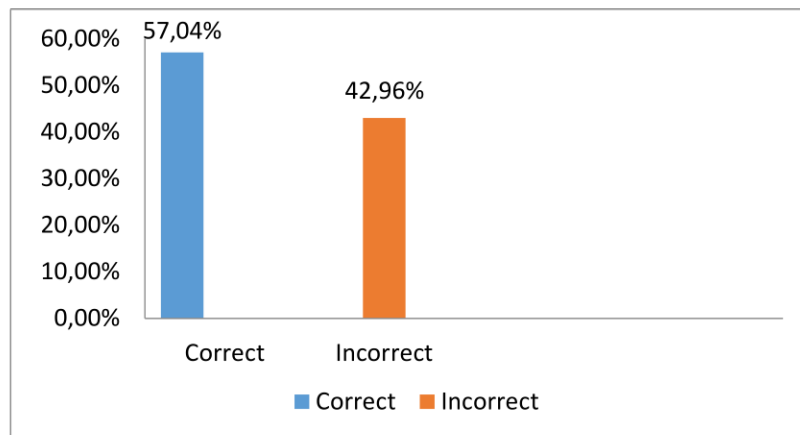


**Figure 4.1**  
**The Average Students' Ability in Using Simple Present Tense of Verb Be**

Based on the figure above, it can be seen the students' average of correct score for the test multiple choice items is 33,89%. Based on the criteria of correct result percentage, the students' ability is on sufficient level. It falls in the level of less good.

Then, the students' average of incorrect score in items is 66,11%. It means, many students did not apply about simple present tense of verb be.

For the data simple present tense of verb each the items , can be seen on the figure:



**Figure 4.2**  
**The Average Students' Ability in Using Simple Present Tense of Verb**

The figure above show about using simple present tense made by students in the form of simple present tense such as form of present tense of verb. The students' average of correct score for the test with multiple choice items is 57,04%. Which has a low score. It falls in the level of insufficient.

For incorrect test, the students' average of score items is 42,96%. It means, some the students did not apply about simple present tense of verb.

In calculating the score of each the students ability in using simple present tense of test, the researcher calculated the score in each of the test, the data could be seen in the following table:

**Table 4.1**

**The Students' Score of Test Result**

No	Sample	Score	No	Sample	Score
1.	Student 1	80	17	Student 17	44
2.	Student 2	40	18	Student 18	96
3	Student 3	56	19	Student 19	36
4	Student 4	36	20	Student 20	68
5	Student 5	28	21	Student 21	24
6	Student 6	28	22	Student 22	24
7	Student 7	68	23	Student 23	28
8	Student 8	24	24	Student 24	48
9	Student 9	20	25	Student 25	92
10	Student 10	36	26	Student 26	28
11	Student 11	36	27	Student 27	44
12	Student 12	92	28	Student 28	32
13	Student 13	24	29	Student 29	48
14	Student 14	52	30	Student 30	44
15	Student 15	24	31	Student 31	44

16	Student 16	44	32	Student 32	36
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Based on the data above can concluded, the criteria about level of mastery of the students', based on form simple present tense of verb be and simple present tense of verb, can be seen in the following table:

**Table 4.1**  
**The Students' Level of Mastery**

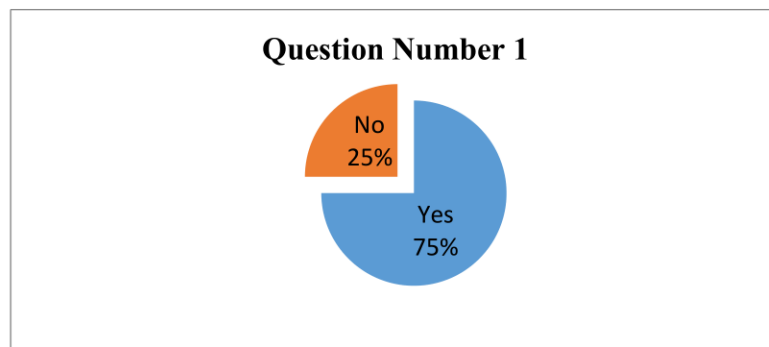
No	Score	Level	Frequency	percentage
1.	80-100	Very Good	4	12,5%
2.	70-79	Good	-	0%
3.	60-69	Sufficient	2	6,25%
4.	50-59	Insufficient	1	3,12%
5.	0-49	Poor	25	78,12%
Total			32	100%

Based on the table above, many students' has level is poor. It is means 25 students or 78,12%.Only four students' has level is

very good. There are 4 students or 12,5%. Then, three students' has the score on average. They are 2 students or 6,25% level of sufficient, and 1 student or 3,12% level of insufficient.

#### **b. The Result of Questionnaires**

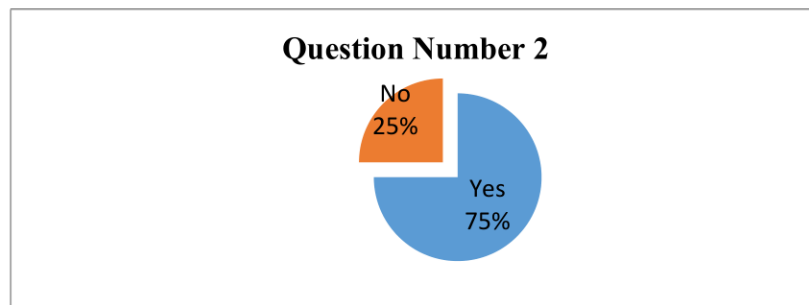
The result of questionnaire was analyzed to obtain the data from the students'. The researcher apply the questionnaire to the students'. This questionnaire aims to know the students' difficulty in answering the Simple Present Tense after they are having done of the test. The researcher analyzed each categorize of the questionnaire as follows:



**Figure 4.3**  
**The Students' in Using Dictionary for of Verb**

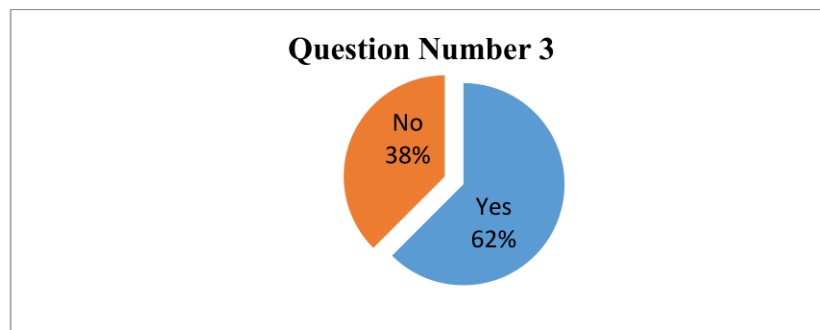
Based on the questionnaire, the researcher knows that the students who answer "yes" are 75% and who answered "no" are 25%. It means that most of the students saw the dictionary for verb. They don't know verb in English. So, the dictionary very important for students.





**Figure 4.4**  
**The Students' Difficulty Make a Sentence**  
**Form Interrogative**

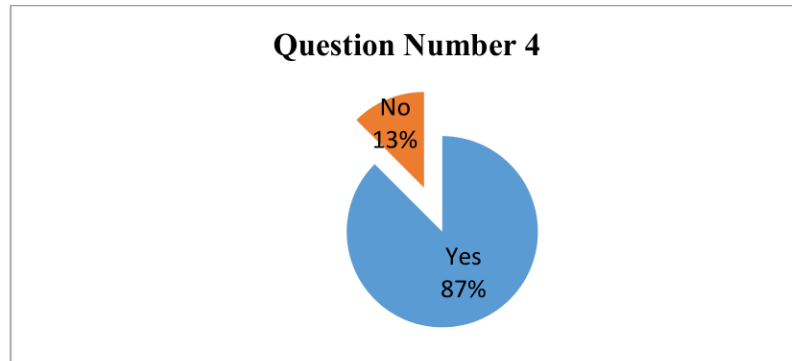
Based on the picture of the second question, 24 or 75% the students difficulty in make a sentence simple present tense form interrogative. Some of students told “difficulty”, because they did not apply with the formula simple present tense form interrogative. And 8 or 25% students answer “no”.



**Figure 4.5**  
**The Students' Easy Understand the Formula Simple**  
**Present Tense**

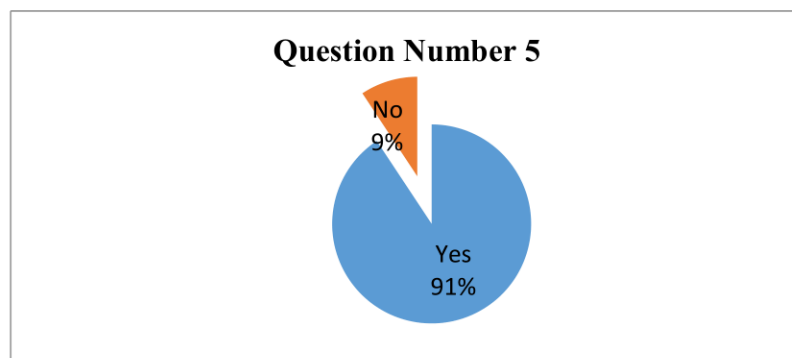
Based on the picture of the third questions, 20 or 62% students answer “yes”. Because the students apply about the formula simple present tense. Whereas, 12 or 38% students answer “no”. Because the students feel difficulty understand formula simple

present tense, they considering formula the of simple present tense is very long.



**Figure 4.6**  
**The Students' Difficulty Understand Make a Sentence Form Negative Interrogative**

Based on the picture above, 28 or 87% students answer the question "yes". They said did not apply and very difficulty in make a sentence in simple present tense form negative interrogative. 4 or 13% students, answer "no". They said easy. Because they can saw the dictionary.



**Figure 4.7**  
**The Students' be Wary More *es* or *s* Make a Sentence in Subject Singular**

Based on the picture above, the students answer "yes" only 29 or 91%. Because they did not understandin using *es* or *s* for

subject singular. Many students always confused different between subject singular and subject plural. Whereas, 3 or 9% students, only answer “no”. Because they understand different between subject singular and subject plural.

Based on questionnaires, the researcher conclude the data that 7 or 22% the students answer yes. It means the students could and understand of simple present tense. Meanwhile, 25 or 78% the students could not understand of simple present tense. It is supported the result of the students' in using simple present tense is still low.

## **B. The Data Analysis**

In this research, the researcher is focused on the students' ability in using the simple present tense at XI grade of Social Sciences 1 of SMAN 1 Kampar. To obtain the data, they were given multiple choice tests. The test consists of 25 items.

The researcher took 32 students as the sample in order to find out the students' ability in using simple present tense. The researcher is going to discuss the test items. The data in this research were analyzed descriptively.

Form the data collected, the researcher find the correct and in correct occurrence in simple present tense of the test. The average of the score of the students are 44,5%. There are form simple present tense of verb be, and simpl epresent tense of verb. The simple present tense of verb consists of 13 question, and simple present tense of verb consist of 12 question.

The following explanation about the students ability in using simple present tense by form and score the students:

### **1. Simple present tense of verb be**

The result from the analysis showed that there were 33,89% correct. Then, the average students incorrect is 66,11%. The students' understand about simple present tense of verb be. Around students still get confused the simple present tense *use es or s*.

The researcher took thirteen items in each item there are ten and more students who make mistake. These students were choosing the answer which is not in the form of simple present tense.

In item number 1 and 11 there are 25 students or 9% who made mistakes. In item number 2 there are 12 students or 4,3% who made mistakes. In item number 5 there are 27 students or 10% who made mistakes. In item number 6 there are 15 students or 5,4% who made mistakes. In item number 12 there are 21 students or 8% who made mistakes. In item number 14, 20, and 22 there are 24 students or 9% who made mistakes. In item number 15 there are 17 students or 6% who made mistakes. In item number 17 there are 23 students or 8,3% who made mistakes. In item number 19 there are 16 students or 6% who made mistakes. In item number 24 there are 22 students or 8% who made mistakes.

Many students answer the question incorrect, because the students feel confuse or difficult different between subject plural and

subject singular. Some students do not understand the formula simple present tense of verb be. Because the students feel the formula simple present tense is long. Then, the students difficulties for remember the formula simple present tense, and the students did not know of kind verb be, as subject singular use the to be is, and for subject plural use the to be are.

Whereas, the students answer the question correct, because the students understand about simple present tense of verb be. They can different between subject singular and subject plural. They know use the to be am, are, and is.

## **2. Simple Present Tense of Verb**

In this area, there are five categories including to form area in simple present tense of verb. The areas are form of positive, negative, interrogative, negative introgative. The whole average from the form of simple present tense of verb, correct answer is 57,04%. Whereas incorrect answer is 42,96%.

The researcher took twelve items in each item there are ten and more students who make mistake. These students were choosing the answer which is not in the form of simple present tense.

In item number 3 and 9 there are 11 students or 7% who made mistakes. In item number 4, and 16 there are 12 students or 7,2% who made mistakes. In item number 7 there are 10 students or 6% who made mistakes. In item number 8 there are 18 students or 11% who made

mistakes. In item number 10 there are 8 students or 5% who made mistakes. In item number 13, and 18 there are 20 students or 12,1% who made mistakes. In item number 21 there are 14 students or 8,4% who made mistakes. In item number 23 there are 16 students or 10% who made mistakes. In item number 25 there are 13 students or 8% who made mistake.

Some students' do not understand, and incorrect answer the question. Because in terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The students do not understand of the sentence, as negative sentence, and negative interrogative sentence. The students did not understand in use the formula simple present tense form positive, negative, interrogative, and negative introgative. They feel the formula in use very long.

Whereas, the students answer the question correct, the students know the formula simple present tense form positive, negative, interrogative, and negative introgative. They know the sentence form positive, negative, interrogative, and negative introgative. They can remember the formula simple present tense, though the formula simple present tense form positive, negative, interrogative, and negative introgative is different.

### **C. Discussion**

From the discussion the result related with in the finding of the research are discussed in this sub chapter. The first is simple present tense.

From the result, it is found that the students incorrect answer 66,11% of all items found in students' answer the question. These omission errors are dominated by omission of auxiliary verb (*be*).

This omission can be seen in the sentence “She feed her dog everyday” which is not correct and should be like “She feeds her dog everyday”. Some students difficult different between subject singular and subject plural. Until. The students confused used *es* or *s* for subject singular.

From the result, the researcher found that the students incorrect answer 42,96% of all items found in students' answer the question. It can be seen in the sentence “Do the meeting take place in your office?”. The correct sentence should be “Does the meeting take place in your office?”. Since Bahasa Indonesia does not have any form of tenses, there is no different form of verbs for all subjects and for all form of tenses.

There are only one sentences found in the research which contain the error. The example is “Do you father and mother *stays* in a hotel?”. The position of the *to be* “*s*” is incorrect. It is father and mother is subject plural no subject singular.

The researcher found the level of students in the test are low or poor. The students low score, because the students not understand about simple present tense. Many students don't know the formula simple present tense, they are confuse use *es* or *s* if use subject singular, and the students always dependent to dictionary. That means the students' ability in using simple present tense is very low.

It is relationship with the result of questionnaire. The researcher saw that the students always use a dictionary look for the verb. The students can not make a sentence of simple present tense form interrogative, and negative interrogative. The students always confuse use *es* or *s* to subject plural. When the students learn the researcher found that the students had difficulties in make a sentence. Many students do not know verb in English. Because the students had low vocabulary, and many student use google translate.

According to Brown (2000), errors arise from several possible general sources. The two sources of error are “interlingual and intralingual transfer”. They seem to explain the errors students made in his study. Interlingual transfer refers to the second language acquisition that reflects native language structure. Richards (1974) defines intralingual errors as those “which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn condition under which rules apply”.

The finding of this study seem to support the finding of the previous studies. The errors made by the students at acceleration class appear to be similar to those of regular program investigated in some of the previous studies. The finding indicate the errors where students have difficulties. They also indicate the students’ mastery and stage in the process of learning the target language.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter give with the conclusions cocerning the result of the research. this research focused on the students using simple present tense at eleven grade of social sciences of SMAN I Kampar.

Based in data analysis, finding and discussion, it can be drawn conclusion that students' ability in using simple present tense is very low. It can be know by the average score in the form of the simple present tense of verb be is 33,89%. And the average score in simple present tense of verb is 57,04%. It is classified that the students' score in using simple present tense is poor level.

The result of questionnaire showed that 7 or 22% the students could and understand of simple present tense. Meanwhile, 25 or 78% the students could not understand of simple present tense. It is supported the result of the students' in using simple present tense is still low.

#### B. Suggestion

In line with the research findings previously, here are some suggestions that can be given related to the researcher conclusion and hopefully can take the benefit to anyone who read this "skripsi". The suggestions are as follow:

1. For the School

- a. The school should provide English book which can support students in learning the present tense.
- b. The school should give better facilitations for students, so they will be more motivated in studying.

2. For the Teacher

- a. The teacher can use any media that supports the teaching learning process in order to make it more interesting and effective.
- b. The teacher should be able to create a good atmosphere or situation and motivation during teaching process in the classroom in order to get students attentions.
- c. The teacher should give more exercises and attention to the materials that the students feel difficult.

3. Suggestion for the Students

- a. The students should pay attention to the teacher and do more exercises on make sentences of the simple present tense.
- b. The students should make a list of some common and most useful es or e for subject plural that they can easy to memorize and practice more.
- c. The students should read any other English materials to improve their ability in using simple present tense.

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## Appendix 1

### Sheet of the Test

Name :

Class :

---

#### **Petunjuk Pengisian Tes**

1. Sebelum anda menjawab, bacalah pertanyaan-pertanyaan dengan teliti
2. Pilih alternatif jawaban yang benar-benar sesuai dengan kemampuan anda dengan memberikan tanda (x) pada huruf a, b, c atau d.
- Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. She \_\_\_\_\_ her dog everyday

- a. To feed            b. Feed            c. Feeds            d. Feeding

2. I \_\_\_\_\_ always \_\_\_\_\_ to the dentist

- a. Do not, go            b. Does not, go            c. Do not, went            d. Does not, went

3. When \_\_\_ you \_\_\_\_\_ a shower?

- a. Do, took            b. Do, take            c. Do, taken            d. Do, taking

4. Q: Do you like to sing?

A: ...

- a. Yes, I likes to sing            c. Yes, I am liking to sing

- b. Yes, I like to sing                      d. Yes, I liked to sing

5. Tom and I \_\_\_\_\_ together.

- a. Do surfing              b. Don't surfing              c. Do surfs              d. Don't surf

6. I \_\_\_\_\_ breakfast every day at 7 AM

- a. Eat              b. To eat              c. Ate              d. Eaten

7. Q: How do you go to school?

A: We \_\_\_\_\_ the bus to school

- a. Rode              b. Ridden              c. Ride              d. Riding

8. Q: When do you do your homework?

A: ...

- a. I have did my homework at 6 PM              c. I do my homework at 6 PM  
b. I did my homework at 6 PM              d. I am doing my homework at 6 PM

9. Q: Do you enjoy playing in the park?

A: ...

- a. No, I doesn't enjoy playing in the park  
b. No, I no enjoy playing in the park  
c. No, I don't enjoy playing in the park  
d. No, I don't enjoys playing in the park

10. Q: Does he love his mother?

A: ...

- a. He love his mother                      c. He to love his mother  
 b. He loves his mother                     d. He is loving his mother

11. Our English teacher always . . . . . our homework every week.

- a. Check                      b. Checked                      c. Checking                      d. Checks

12. One of my friends always . . . . . to Bali every year.

- a. Go                      b. Goes                      c. To go                      d. Going

13. . . . . your Uncle come here every year?

- a. Do                      b. Does                      c. Did                      d. Will

14. The train always . . . . . on time.

- a. Arrive                      b. To arrive                      c. Arrives                      d. Arrived

15. I don't . . . . . time to swim on monday.

- a. Having                      b. Had                      c. Has                      d. Have

16. . . . . you have enough time to attend the party?

- a. Does    b. Did                      c. Didn't                      d. Do

17. Marzuki . . . . . a very thick book about Indonesian History.

- a. Has                      b. Have                      c. Had                      d. Hid

18. Does the coach of Soccer club . . . . . the team regularly?

- a. Train    b. Trains                      c. Trained                      d. Training

19. Mr. And Mrs. Bambang often . . . . . late.
- a. Comes   b. Coming                      c. Came                      d. Come
20. Our Math teacher . . . . . check the attendance list every day.
- a. Do not   b. Does not                      c. Did not                      d. Not doing
21. . . . . the meeting take place in your office?
- a. Do                      b. Does                      c. Dod                      d. Don't
22. My father always . . . . . Karate every week.
- a. Practices                      b. Practicing                      c. Practice                      d. Is practicing
23. Do your father and mother . . . . . in a hotel?
- a. Stays                      b. To stay                      c. Stay                      d. Staying
24. Every day the security officer at my school . . . . . around the building once every hour.
- a. Walks                      b. Is walking                      c. To be walking                      d. Walking
25. Does your friend . . . . . about this problem?
- a. Understands                      b. To understand                      c. Understand                      d. Understood



**Appendix 2****Keyword of the Test**

1. C  
2. A  
3. B  
4. B  
5. D  
6. A  
7. C  
8. C  
9. C  
10. B

11. D  
12. B  
13. B  
14. C  
15. D  
16. D  
17. A  
18. A  
19. D  
20. B

21. B  
22. A  
23. C  
24. A  
25. C

### Appendix 3

#### Sheet of the Questionnaires

Nama :

Class :

---

#### Petunjuk Pengisian

1. Sebelum anda menjawab, bacalah pernyataan-pernyataan dengan teliti
2. Berilah jawaban yang menurut anda sesuai dengan pernyataan anda
3. Berikan alasan anda sesuai dengan jawaban anda
4. Jawaban yang anda berikan tidak akan berpengaruh dengan nilai anda
5. Terima kasih atas partisipasi anda yang telah memberikan jawaban anda

1. Sering membuka kamus ketika mencari kata kerja.

d. Ya

b. Tidak

Alasan :

.....

2. Sulit membuat kalimat simple present tense dalam bentuk interrogative.

a. Ya

b. Tidak

Alasan :

.....

3. Rumus simple present tense sangat mudah untuk difahami dan dihafal.

a. Ya

b. Tidak

Alasan :

.....

4. Membuat kalimat simple present tense dalam bentuk negative interrogative sangat sulit dimengerti.

a. Ya

b. Tidak

Alasan :

.....

5. Selalu ragu-ragu dalam menambahkan *es* atau *s* pada kata kerja ketika membuat kalimat jika menggunakan subject singular.

a. Ya

b. Tidak

Alasan :

.....

## Appendix IV

### Frequency of Students' Ability in Present Tense of Verb Be

No	Items Number	Frequency of correct	percentage	Frequency of Incorrect	Percentage
1	1	7	5%	25	9%
2	2	20	14,18%	12	4,3%
3	5	5	4%	27	10%
4	6	17	12%	15	5,4%
5	11	7	5%	25	9%
6	12	11	8%	21	8%
7	14	8	6%	24	9%
8	15	15	11%	17	6%
9	17	9	6,3%	23	8,3%
10	19	16	10,3%	16	5%
11	20	8	6%	24	9%
12	22	8	6%	24	9%

13	24	10	7%	22	8%
Total	13	141	100%	275	100%

## Appendix V

### Frequency of Students' Ability in Present Tense of Verb

No	Items Number	Frequency of correct	percentage	Frequency of Incorrect	percentage
1	3	21	10%	11	7%
2	4	20	9,1%	12	7,2%
3	7	22	10%	10	6%
4	8	14	6%	18	11%
5	9	21	10%	11	7%
6	10	24	11%	8	5%
7	13	12	5%	20	12,1%

8	16	20	9,1%	12	6,2%
9	18	12	5,4%	20	12,1%
10	21	18	8,2%	14	8,4%
11	23	16	7,2%	16	10%
12	25	19	9%	13	8%
Total	12	219	100%	165	100%

## Appendix VI

### The Students' Score

No	Student	N	R	Score	Level
1	Student 1	25	20	80	Good
2	Student 2	25	10	40	Poor
3	Student 3	25	14	56	Insufficient
4	Student 4	25	9	36	Poor
5	Student 5	25	7	28	Poor

6	Student 6	25	7	28	Poor
7	Student 7	25	17	68	Sufficient
8	Student 8	25	8	24	Poor
9	Student 9	25	5	20	Poor
10	Student 10	25	9	36	Poor
11	Student 11	25	9	36	Poor
12	Student 12	25	23	92	Very Good
13	Student 13	25	6	24	Poor
14	Student 14	25	13	52	Poor
15	Student 15	25	8	24	Poor
16	Student 16	25	11	44	Poor
17	Student 17	25	11	44	Poor
18	Student 18	25	24	96	Very Good
19	Student 19	25	9	36	Poor
20	Student 20	25	17	68	Sufficient
21	Student 21	25	6	24	Poor

22	Student 22	25	6	24	Poor
23	Student 23	25	7	28	Poor
24	Student 24	25	12	48	Poor
25	Student 25	25	23	92	Very Good
26	Student 26	25	7	28	Poor
27	Student 27	25	11	44	Poor
28	Student 28	25	8	32	Poor
29	Student 29	25	12	48	Poor
30	Student 30	25	11	44	Poor
31	Student 31	25	11	44	Poor
32	Student 32	25	9	36	Poor



