



**A DESCRIPTIVE STUDY ON THE STUDENTS ABILITY IN
USING SIMPLE PRESENT TENSE IN WRITING PARAGRAPH
AT MTS S ROUDHOTUL JANNAH PASAR MATANGGOR
SCHOOL YEAR 2012/2013**

A THESIS

*Submitted to State Istitute for Islamic Studies (IAIN)
Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S.Pd.I)
in English Program*

BY:

ANNA KHOLIDAZIAH

Reg. No: 09 340 0069

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH FACULTY AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN
PADANGSIDIMPUAN
2014**



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**TARBIYAH FACULTY AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES**

**IAIN
PADANGSIDIMPUAN**

2014

Term : Munaqosyah
a.n. Anna Kholidaziah Siregar

Padangsidempuan, Juny, 01st 2014

To:

Dean Faculty of Tarbiyah and Pedagogy
in-

1 Term: 5 (Five) Exemplar

Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Anna Kholidaziah Siregar, entitle "A DESCRIPTIVE STUDY ON STUDENTS' ABILITY IN USING SIMPLE PRESENT TENSE IN WRITING PARARGRAPH AT MTS S ROUDHOTUL JANNAH PASAR MATANGGOR SCOOOL YEAR 2012/ 2013". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) , department of education in IAIN Padangsidempuan.

Therefore, we hoped that he could be to defend his thesis in Munaqosyah.

That's all and thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here :

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Department/ Study Program : TARBIYAH/ TBI-1

The Title of Thesis : A Descriptive Study on Students Ability In Using Simple Present Tense In Writing Paragraph at MTs S Roudhotul Jannah Pasar Matanggor School Year 2012/2013.

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a derivation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 02 Juni 2014

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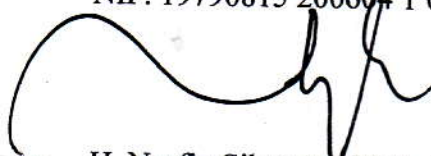
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Time : 08.00 Until Finish

Result/Mark : 69/C

IPK : 3.34

Predicate : Very Good



**RELIGION OF MINISTRY
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LEGALIZATION

Thesis : "A DESCRIPTIVE STUDY ON THE STUDENTS ABILITY
IN USING SIMPLE PRESENT TENSE IN WRITING
PARAGRAPH AT MTS S ROUDHOTUL JANNAH PASAR
MATANGGOR SCHOOL YEAR 2012/2013 "

Written By : ANNA KHOLIDAZIAH

No. : 09. 340 0069

The Thesis Had Been Accepted as a Partial
Fulfillment of Requirement for Degree of Islamic
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the researcher would like to convey her grateful to a Allah SWT. The most creator and merciful who has given me the health, time and chance for finishing this thesis. **“A Descriptive Study on Students’ Ability in using Simple present tense in Writing Paragraph at MTs S Roudhotul Jannah Pasar Matanggor.”** This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English section at the Tarbiyah Faculty and Pedagogy of State Institute For Islamic Studies (IAIN) Padangsidempuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Rayendriani Fahmei Lubis, M.Ag and Yusni Sinaga, S.Pd., M.Hum as my advisors who have given me suggestion, ideas, criticism and guidance in writing this thesis.
2. DR. H. Ibrahim Siregar, MCL., as a Rector of IAIN Padangsidempuan.
3. Hj. Zulhimma S.AG, M.Pd., as a Dekan of Tarbiyah Faculty IAIN Padangsidempuan.
4. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English program in IAIN Padangsidempuan.
5. Yusri Fahmi, S.Ag, S.S, M.Hum, as the chief of library IAIN Padangsidempuan and his Staff who have helped to give the books related to the researcher.
6. All lecturers who have given me their valuable thought in teaching English for researcher during the process of academic year in TBI IAIN Padangsidempuan.

7. Robiyah Siregar S.Ag as the Headmaster of MTs S Roudhotul Jannah Pasar Matanggor who has helped to complete this research as well and his student for the helping has given to me.
 8. My beloved parent (Hasym Siregar) who has given me supporting, praying motivation, in moral and material during and after finishing Academic year in IAIN Padangsidimpuan.thank so much for you dad and mom.
 9. All my best friends (Rahyuni, Nurliani, Irma, Nurasiah, Sepriyanti, Rita Juliani, Ummu Aminah, Robiah, Upiani, all my friends TBI-3 Thank you very much for your helping for me. Allah bless you and IAIN Padangsidimpuan, Amin, Amin, Amin... Ya Allah
- This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestion from the readers in order to improve this thesis.

Padangsidimpuan, 02 Juni 2014



ANNA KHOLIDAZIAH SIREGAR
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ABSTRACT

NAMA : ANNA KHOLIDAZIAH SIREGAR
NIM : 09 340 0069
FACULTY/ JURUSAN : TARBIYAH/ BAHASA INGGRIS-3
JUDUL SKRIPSI : A DESCRIPTIVE STUDY ON STUDENTS' ABILITY IN USING SIMPLE PRESENT TENSE IN WRITING PARAGRAPH AT MTS S ROUDHOTUL JANNAH PASAR MATANGGOR SCHOOL YEAR 2012/2013

This research was taken based on fact of the students' problem in using simple present tense in writing paragraph. The researcher identified many problems such as difficult to mastery of tense, lack of mastering formula of tenses, lack of mastering simple present tense, lack of vocabulary, interest, and support.

In this research, the researcher wanted to find out about the students' present tense ability in writing paragraph, the difficulties of students in using present tense in writing paragraph and the efforts of the English teacher in overcoming the students' difficulties in using simple present tense in writing paragraph.

The sources of the research were 25 students at grade VIII MTs S Roudhotul Jannah Pasar Matanggor. The instrument for collecting data the researcher used the test for primary data and used interview and observation for secondary data. The researcher analyzed the result of the test with mean score, and took the concluding of the research with descriptive. So, in this research the researcher uses descriptive method.

In this occasion, mean scores of students' present tense ability in writing paragraph = 43% can be categorized into enough category. Based on the result of this research, there were some difficulties of students in using simple present tense in writing paragraph they were the students was unable to write the paragraph because they felt difficult in grammar namely to use the tense simple present tense and the function of tenses.

And the English teacher's efforts in overcoming the students' they were the English teachers had taught the tense to students before giving the matery about writing paragraph. And the English teacher asked the students to make some examples and write it on the blackboard.

INTERVIEW GUIDELINES

1. Interview for English Teacher

- a. How is the students' ability in using Simple present tense in writing paragraph at Mts S Roudhotul Jannah Pasar Matanggor school year 2012/2013 ?
- b. What are the students' difficulties in using Simple present tense in writing paragraph at Mts S Roudhotul Jannah Pasar Matanggor school year 2012/2013 ?
- c. What are the teachers' effort to overcome the students' difficulties in using Simple present tense in writing paragraph at Mts S Roudhotul jannah Pasar Matanggor school year 2012/2013 ?
- d. How is the students' learning result in making Simple present tense in writing paragraph?

2. Interview for Students

- a. How your ability in using simple present tense in writing paragraph at Mts S Roudhotul Jannah Pasar Matanggor school year 2012/2013?
- b. What is your difficulties in using simple present tense in writing paragraph at Mts S Roudhotul Jannah Pasar Matanggor school year 2012/2013?

c. What is your solution to overcome the difficulties in using simple present tense in writing paragraph at Mts S Roudhotul Jannah Pasar Matanggor school year 2012/2013?

APPENDIX III

**Composing of writing paragraph that consist of topic sentence, supporting
concluding and vocabulary**

No	Writing Paragraph	Students (correct)	Students (correct)	Amount
1.	Topic sentence	15	10	25
2.	Supporting sentence	7	19	25
3.	Concluding sentence	9	16	25
4.	Vocabulary	12	13	25

The score of interpretation is:

$$m = \frac{\sum x}{n} = \frac{\text{Correct Value}}{4 \times 5} \times 100\% = \frac{43 \times 100\%}{100} = 43\%$$

Based on criteria of score interpretation, the researcher concluded that the students' present tense ability in writing paragraph at grade VII MTs Pasar Matanggor was 43%. So, it can be categorized in "enough"

CURRICULUM VITAE

A. Identity

Name : ANNA KHOLIDAZIAH SIREGAR
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Sex : Female
Religion : Islamic
Adress : Pasar Matanggor

B. Parents

1. Father's name : Hasyim Siregar
2. Mother's name : Netty Rambe

C. Education Background

1. Graduanted from elementry school SD 1 Pasar Matanggor in 2000-2003
2. Graduanted from MTs S Roudatul Jannah Pasar Matanggor in 2006
3. Graduanted from MAS Roudatul Jannah Pasar Matanggor in 2007-2009
4. Be University student in State Institute for Islamic Studies (IAIN)
Padangsidimpuan in 2014

CHAPTER 1

INTRODUCTION

A. Background of the Problem

In this life, the human can't stand alone. Cause, the human needs each other or we can call it social creatures. In daily life the human also do the interaction with others. In do the interaction the human needs a tool namely a language. Language its' mean a meaning without language the human can't do the interaction well. Besides that, the human also can't express their feeling, opinion, ideas totally to others. Therefore, language has an important means in oral and written communications. There are so many languages that can be found in the world. One of the language is English language.

English language has become the famous language which is studied by most people in many countries of the world. English admitted as international language which is very important to be mastered. As the most important language in the world, it is applied in learning in many countries all over the world including Indonesia. Furthermore English refers to one of the other important subject which is taught almost in every school in Indonesia which begins from primary school up to universities. Each level in each institution had particular curriculum. By knowing how important the English teaching in school, in this way the English teacher has to prepare and improves themselves in understanding or mastering the whole aspect including English component

(sound, word, sentence) especially in mastering grammar which has an important role in building the students' achievement in learning English.

One of the English teaching goals is to develop communicative competence of English in spoken or written. It involves listening, speaking, reading and writing. To master the four skills, someone who wants to master English has to own many vocabularies, and has to master grammar /structure of the English. In English grammar there are many structures basic of English one of them are parts of speech, vocabulary, and 16 tenses. Without knowing the basic of English grammar, we can't arrange a good sentence in English. So, in 16 tenses there are five basic of tenses that are often used by every people in communicate with others. They are present continuous tense, present perfect tense, future tense past tense, and simple present tense.

Writing is one of the language skills among listening, reading, and speaking. Writing means the activity or the ability to share information in order to express idea and feeling in written form. Writing is a method of representing language in visual form. Writing system use sets of symbols to represent sound of the speech and also have symbols for such things as punctuation and numerals.

Paragraph is a number of sentences grouped together and relating to one topic ; or a group of related sentences that develop a single point. A paragraph may consist of a single sentence, or of many sentences. Paragraph also is a basic unit of organization in writing in which a group of related sentences develops one

main idea. Paragraph also a section of a piece of writing, usually consisting sentences starts on new line.

Present tense is a verb used to show that an action takes place at present. It is known as the present tense. Simple present tense also often used in writing paragraph in writing paragraph simple present tense also used to describe habitual actions simple present tense also has an advantage than other tenses. Its advantage is more often used by people in daily communication.

Actually, using simple present tense in writing paragraph has been studied since at the first time studying on English. But, majority of students of MTs S Roudhotul Jannah Pasar Matanggor find out the difficulties in writing paragraph in using simple present tense. It known from the students of MTs Roudhotul Jannah. Moreover, students also still can't write good paragraph because they lack of vocabularies, they also lack of grammar because they don't understand about the function of tenses. The use of simple present tense in writing paragraph often makes student of MTs S Roudhotul Jannah Pasar Matanggor confused with its complexity. They usually have some problem in finding out the verb form of simple present tense. They often write he walk to school every day. Instead of he walks to school every day. The third singular persons such as he, she, and it need suffix – s /es for the verb. It shows that students do not consider that in English there are verbs formed in singular or plural. Students still confuse to use do or does in writing paragraph in using simple present tense. Although they have studied this language for several years.

The students' difficulties not only come from students alone, but also come from other. It can come from teachers when they teach English, they don't use various method or strategies that are interest for the students. Thus, it made the students are lazy or bore to study.

By looking at the reason above, the writer is interested to choose the topic "A Descriptive Study on The Students' Ability in Using Simple Present Tense in Writing Paragraph at MTs S Roudhotul Jannah Pasar Matanggor School Year 2012/2013.

B. Focus of the Research

Based on the problems above, the researcher focuses this research on the students ability in using active voice simple present tense in writing paragraph to the students at MTs S Roudhotul Jannah Pasar Matanggor.

C. Definitions of Terminologies

1. Descriptive according to English dictionary it's mean to describe. So, in this case the descriptive here it means the description of the students' ability in studying .
2. Student according to A.S. Hornby is a person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.¹

¹ AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press , 2000), p. 441.

3. Ability according to A.S. Hornby is the mental or physical capacity, power or skill required to do something.² So, ability is a level of skill or intelligence.
4. Using is the act of using something; the state of being used.³
5. Present tense is a verb used to show that an action takes place at present, it is known as the present tense.⁴
6. Writing is one of the language skills among listening, reading, and speaking. Writing means the activity or the ability to share information in order to express idea and feeling in written form.⁵

Besides that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers.⁶

7. Paragraph is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point. A paragraph may consist of a single sentence or of many sentences.⁷

Paragraph has three components :

- a. Main idea
- b. Supporting sentence
- c. Concluding sentence

² *Ibid.*, p. 2.

³ A. S. Hornby. *Op. Cit.*, p. 1489.

⁴ Jayanthi DaksinaMurthi, *Contemporary English grammar*, (New delhi: Ramesh Nagar, 1998), p. 151.

⁵ Wren Martin, *High School English grammar and composition*, (S.chand and company ltd: Ramesh nagar , 1991), p. 71.

⁶ Sanggam Siahaan, *the English paragraph*, (Yogyakarta : Graha Ilmu, 2008), p. 2.

⁷ Wren and Martin. *Op. Cit.*, p. 166.

D. Formulation of the problem

1. How is the students' ability in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012 /2013?
2. What are the students' difficulties in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012/2013?
3. What are the teachers' effort to overcome the students' difficulties in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012/2013?

E. The aim and usefulness of the research

1. To know the students ability in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012 /2013.
2. To know the students' difficulties in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012/2013.
3. To know the teachers' effort to overcome the students' difficulties in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012/2013.

F. Significances of the research

The significances of this research is expected to be useful for the teacher to improve their teaching of writing in using simple present tense in writing paragraph. It is also expect to be useful for the students in increasing their ability in writing paragraph. The significance has two major benefits as follows :

1. Theoretically

- a. To fulfill a requirement to reach the first strata degree in English section in education department of state college for Islamic studies Padangsidempuan.
- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning Simple present tense in writing paragraph .

2. Practically

- a. As an input for the headmaster in guiding his English teacher.
- b. As an input for the English teacher in teaching and learning process especially in learning Simple present tense.
- c. As an input to students to increase their ability in using Simple present tense in writing paragraph.

G. Outline of the Thesis

The systematic of this research are divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

1. The first chapter of: Background of the problem, the focus of the research, the definition of the research, the formulations of the problem, the aims of the research, the significance of the research.
2. The second chapter consist of : theoretical description.
3. The third chapter of Research Methodology, research design, place and time of the research. The sources of the data, the instrument of collecting data, and technique of data analysis.
4. Chapter four is the result of the research and data analyzing consist of description of data, test, discussion result of the research, and the limitation of the research.
5. Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Simple present Tense

a. Description of Simple Present Tense

Simple present tense is one of the sixteen tenses. Tenses it means the form of verb to indicate the time. Tenses indicate the time from an event/ action.

So, simple present tense is a statement of an event that often done in this daily life or habitual actions. Besides that, simple present tense also state the truth.

According Michael A. Pyle Simple present tense is used to indicate a regular.¹ Besides that George E Wishon also said that simple present tense is to expresses general truth and expresses command and request. Besides that Jayanthi Dakhsina Murphy states that Simple present tense is a verb used to show that an action takes place at present. It is known as the present tense.

So, in this thing Raymond Murphy emphasized that Simple present tense is to expresses how often an event done. So, from the definitions of the simple present tense above that have been mentioned the writer

¹Michael A. Pyle and Mary Ellen Munoz page, *Toefl Preparation Guide Test of English as a Foreign Language*, (Wiley Dreamlech India Pvt. Ltd, 2002), p. 57.

concludes that Simple present tense is a statement of an event that often done in this daily life [habitual actions].

Every tenses has different patterns one of them is Simple present tense in active form .

b. Form

The pattern of Simple present tense :

I /We /You/ They	Infinitive
He /She / It	Infinitive S /ES

Adding S /ES to the infinitive :

- a) Infinitive ended by o, ss, sh, ch, x must be added by es.²

Infinitive ended by o, added by es

Do + es : does

Go + es : goes

Infinitive ended by ss, sh, ch, x, added by es:

Teach + es : teaches

Wish + es : wishes

Discuss + es : discusses

Fix + es : fixes

² Fuad Mas'ud, *Essential of English Grammar A Practical Guide Third Edition*, (Yogyakarta: Fakultas Ekonomi, Jln. Prof Notonagoro 2005), p. 20.

- b) Infinitive ended by consonant y that preceded by consonant, y
changed become i then added es:

Fly + es : flies

Study + es : studies

- c) Besides infinitive ended by o, sh, ch, ss, x added by s :

Eat + s : eats

Drink + s : drinks

Cook + s : cooks

Active [+]: S + V1 +.... But for Subject He She It +v1 + S/ES.³

S	V
I We You They	Verb 1	...(objek + Adverb)
He She It	Verb 1 + s/es	

[-]: S+ Do/Does +Not +V1+....

S	H.V	V
I We You They	Do not	V1	...(objek + Adverb)
He She It	Does not		

³ Kresna, *English Language Institute Parts of Speech Verbal and Nominal Sentence*, (Jl. Seruni No 11 pare Kediri 2005), p. 2.

[?] Short Answer : Do /Does +S +V1+...?

H.V	S	V
Do	I We You They	V1	...(objek + Adverb)
Does	He She It		

[?] Long Answer : Q. Word +Do/Does +S+V1 +....?

QW	H.V	S	V
What Where When Who Why How	Do	I We You They	V1	...(objek + Adverb)
	Does	She He It		

To ask subject : Q.Word + V1 + S+ES +...

c. Functions of Simple present tense

The Simple present tense performs the following functions :

- 1) Expresses general truths
 - a) The sun rises in the east
 - b) Islam is the true religion
 - c) Fast is an obligation of every Moslems

- 2) Expresses customs and habitual actions often with such adverbial expressions as frequently, usually, every day, and so on. It is also the usual present tense form of stative or private verbs such as : wish, hope, fear, love, like, understand, and know.
 - a) I always do the prayer five times in a day
 - b) I read the Qur'an every day
 - c) I always study very hard
 - d) I hope for the best
 - e) I usually read a book every night
- 3) Expresses the verb that do shows emphasis.⁴
 - a) He does look like his father
 - b) We don't speak Indonesian, but we do speak Batakness
- 4) Expresses commands or request [second person only].
 - a) Please let me know how you get along
 - b) Telephone him if you have time
- 5) Expresses future time with a future time adverbial.
 - a) She leaves next week
 - b) Classes begin the day after tomorrow
 - c) The team plays in Jakarta next month.⁵

⁴George E. Wishon and Julia M Burks, *Lets write English*, (New York , 1980), p. 193.

⁵George E. Wishon. *Op. Cit.*, p. 193.

- 6) In exclamatory sentence beginning with here and there to express what is actually taking place in the present as :
- a) Here comes Ummi !
 - b) There she goes !
- 7) To indicate a future event that is part of a plan.
- a) We go to Medan next month
 - b) They depart to Jakarta next week
 - c) I buy a new book in mini market tomorrow morning
- 8) The main use of the Simple present tense is to express habitual actions.
- a) He smokes
 - b) He takes bath
 - c) Cats drink milk
- 9) The Simple present tense is often used with adverbs or adverb phrases such as: always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year.
- a) How often do you wash your hair ?
 - b) I go to plaza on Sunday
 - c) How often do you go to market ?

10) It is used in conditional sentence type 1.⁶

- a) If I see Ani I will ask her
- b) If I have many money I will go pilgrimage to Mecca next year

11) It is used to talk about things in general.

- a) The earth goes around the sun
- b) Nurses take care of patients in hospital
- c) In Medan, most stores close at 6.00

12) Expresses how often we do things.⁷

- a) I get up at 8:00 every morning
- b) How often do you go to mosque ?
- c) Ani usually plays badminton once a week
- d) Tom usually plays tennis twice a week

13) The simple present tense is often used when to write an article.

- a) The cat is a funny animal
- b) The horse is a noble animal
- c) He is a woman
- d) I like an apple

⁶A. J Thomson A. V. Martinet, *A practical English Grammar*, (Oxford University Press, 1985), p. 159.

⁷Raymond Murphy, *Grammar in Use*, (Cambridge University Press, 1989), p. 4.

A. Writing

a. Description of Writing

Writing is one of the language skills among listening, reading, and speaking. Writing is a method of represent language in visual form. Writing system use sets of symbols to represent sound of the speech and also have symbols for such things as punctuation and numerals.

Writing means the activity or the ability to share information in order to express idea and feeling in written form .⁸ Minto Rahayu says “ Writing is express opinion in written form.”⁹ The David Nunan stated :

Writing is both a physical and a mental act the most basic level. On other hand ,writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product the writer imagines, organizes, drafts, edits, and reads.¹⁰

So, from the definitions above the writer concludes that writing is to express our opinion, thought in written form

⁸ Wren and Martin. *Op. Cit.*, p. 71.

⁹Minto Rahayu, *Bhs Indonesia di Perguruan Tinggi*, (Jakarta : PT Grafindo, 2007), p.143.

¹⁰ David Nunan. *Op. Cit.*, p. 88.

b. The purpose of writing

According to Michael Omalley there are three purposes of writing they are : Informative , Expressive, Persuasive.¹¹

- 1) Informative writing, it means that the purpose are to give information, direction, or ideas.
- 2) Expressive writing, it gives purpose a personal or imaginative expression in which the writer procedures stories or essays.
- 3) Persuasive writing, it means that writer attempt to influence others and imitiate action or change.

c. Kinds of writing

- 1) Writing sentence.

Writing is to express our opinion/think in written form. Where as sentence is a group of words which make complete sense. So, writing sentence is express our think in sentence form.

- 2) Writing article.

Writing it means the activity or the ability to express opinion and feeling in written form. Article is a piece of writing about a particular subject that is included in a magazine, newspaper etc. So, writing article is the ability to share information in order to express idea and feeling in article form.

¹¹ Michael Omalley, (*Authentic Assessment for English Language Learning*, (USA): Addison Wasley Publishing Company), p. 137-138.

3) Writing paragraph.

Writing it means the ability to share information in order to express idea and feeling in written form. Where as paragraph is a section of a piece of writing usually consisting sentences starts on a new line. So, writing paragraph is the ability to express opinion, feeling in paragraph form.

d. Paragraph

1) Definition of Paragraph

Paragraph is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point. These definitions show that the paragraph of composition are not more arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced. Therefore, no rule as to the length of paragraphs. They may be short or long according to the necessity of the case. A paragraph may consist of a single sentence, or of many sentences .¹²

Paragraph also is a basic unit of organization in writing in which a group of related sentences develops one main idea.¹³ In a paragraph some sentences related each other sentences that develop a paragraph

¹² Wren And Martin. *Op. Cit.*, p. 166.

¹³ Alice Oshima and Ann Hogue, (*Writing Academic English writing and sentence structure*, (USA: Workbook for International Student Addison Wesley, 1983), p. 3.

must have a related idea while in a paragraph only has one main idea, one thing that explains or develops in a paragraph. Paragraph also a section of a piece of writing, usually consisting sentences starts on new line.¹⁴

2) Kinds of Paragraph

- a) Descriptive paragraph is to create an image of a person, place, or thing when you write picture making details in a descriptive paragraph.
- b) Narrative paragraph is tell a story by writing about a series of events in the order in which they happened.
- c) Persuasive paragraph is tell your opinion about something and tries to get the reader to agree with you.

3) Structure of Paragraph

A paragraph has three major structural parts :

- a) Topic sentence

Every good paragraph has a topic sentence. Which clearly states the topic and controlling idea of the paragraph. The topic sentence states the main idea of a paragraph. It is the one thing paragraph about.¹⁵ Every sentence in a paragraph in some way

¹⁴ Mildred L. Larson , *Meaning Base Translation*, (America : University press. 1984), p. 34.

¹⁵ *Ibid.*, p. 41.

discusses or explain this topic. If you had chosen a title for the paragraph the one or two words you would choose are topic. Topic also not only names the topic of the paragraph, but it is also limits the topic in one or two areas that can be discussed completely in the space of single paragraph. The specific idea is called controlling idea ; it is to control the idea that want to be develoved by the writer. One thing that you must remember is topic sentence is a complete sentence, which contains a subject, a verb, and a complement. It is usually in the first sentence in the paragraph.¹⁶ A topic sentence is the most important sentence in a paragraph.

b) Supporting sentence

Supporting sentences develop the topic sentence. Supporting sentence can be stated as supporting detail or supporting information. The detail information can be concrete support and explanation of the topic sentence. They also give explanation about the topic sentence by giving reasons, examples, facts, statistics or quotations. Supporting sentence are the sentences that support the main ideas given in the main ideas.

¹⁶ Alice. *Op. Cit.*, p. 6.

c) Concluding sentence

A concluding sentence is not absolutely necessary, but it is very often helpful to reader because it signals the end of the paragraph and because it reminds the reader for important points.¹⁷ Concluding sentence is stated at the end of the paragraph. Thus, concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. Concluding sentence serves three purpose :

- (1) It signals the end of the paragraph, such as in conclusion.
- (2) It summarizes the main points of the paragraph.
- (3) It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

According to Wren Martin there are three principles of paragraph structure.¹⁸

a) Unity

The first and most important principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea and with no more than one. In writing an essay, for examples, every head, and every sub head, should have its own paragraph to itself. Every sentence in the paragraph must be closely connected with the main topic of the paragraph. The

¹⁷ Alice. *Op. Cit.*, p. 12.

¹⁸ Wren and Martin. *Op. Cit.*, p. 387.

paragraph and every part of it must be the expression of one theme or topic.

b) Order

The second principle of paragraph construction is order, that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

c) Variety

A third principle of paragraph construction is variety ; by which is meant that, to avoid monotony, the paragraph of a composition should be of different lengths, and not always of the same sentence construction.¹⁹

B. Review Of Related Findings

Relate to this reseach, some researchers had been done as below: first Anni Mardiyah in script students' mastery on simple present tense of grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Toleh Pasaman Barat. The result of her research said that students mastery in simple present tense of grade VIII in

¹⁹ Wren and Martin. *Op. Cit.*, p. 388.

madrasah Tsanawiyah Negeri can be categorized enough (47, 42%).²⁰ The second, Putri Anggina in the her script; the analysis on students' ability in mastering simple present tense at grade XI in SMK Negeri 3 Padangsidempuan. The result of her research said the students' ability in mastering simple present tense at grade XI in SMK Negeri 3 Padangsidempuan, can be categorized enough (57, 42%).²¹

²⁰Anni Mardiyah, "Students' Mastery On Simple Present Tense Of Grade Viii In Madrasah Tsanawiyah Negeri 1 Gunung Toleh Pasaman Barat, 2010/ 2011 Academic Year", (a thesis, STAIN: Padangsidempuan, 2011), p. 16.

²¹Putri Anggina, The Analysis on Students' Ability in Mastering simple present tense at Grade XI in SMK Negeri 3 Padangsidempuan, (a thesis, STAIN: Padangsidempuan, 2012), p. 18.

CHAPTER III

METHOD OF RESEARCH

A. Research Methodology

1. Research Design

This research design in this research uses the qualitative research. Gay and Airasian stated that qualitative approach is based on the collection data and analysis of non numerical data such as observation, interviews, and other more discursive sources of information.¹

Based on the method, this research use descriptive method. Sumadi Suryabrata stated that : Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan [deskriptif] mengenai situasi-situasi atau kejadian-kejadian.² It means descriptive research is the research has a sense that perception [descriptive] about situations or events. Saifuddin Azwar stated that : Penelitian deskriptif yaitu menganalisis dan menyajikan fakta secaras istematik sehingga dapat lebih mudah untuk dipahami dan disimpulkan.³ It means descriptive research means to analyze and give the fact with systematically. So, more easier to be known and concluded .

So, it can be concluded that descriptive research means to analyze or make a sense perception [descriptive] about situation or events. It is used to

¹L. R Gay and Peter Airasian, *Educational Research : Compenties for Analysis and Application*, (U.S.A : Prentice Hall , Incorporate . 2000), p. 9.

²Sumadi Suryabrat, *Metode Penelitian*, (Jakarta : Raja Grafindo Persada, 1983), p. 76.

³Saifuddin Azwar , *Metode Peneltian*, (Yogyakarta : Pustaka Pelajar , 2004), p. 6.

describe how the students' ability in using simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor school year 2012/2013.

2. Time and Place of the Research

a. Time and place of the research

This research plans on January 2014 until finish may be two or three weeks. So, mathematically this research will finish on 2014.

b. Place of the research

This research will be done at MTs S Roudhotul Jannah Pasar Matanggor, especially at VIII grade it is located at desa Paran Batu Kab Padang lawas utara.

3. Source of the Data

The sources of data for this research consist of :

- a. Primary sources of data is the grade VIII MTs S Roudhotul Jannah Pasar Matanggor they are 50 students. They are divided into two classes. This research is do by using purposive sampling. Riduan⁴ said purposive sampling is one of technical that can be used by researcher has some of considerations take the certainly sampling to get the aim. Actually the researcher take one class to do the research. The researcher taken the

⁴Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 80.

certainly class VIII-1 because it is studious and read up students. It could be representative to take the result of the research. So, there is 25 students who answer the test.

- b. Secondary source of data is information from the English teacher and students of grade VIII MTs S Roudhotul Jannah Pasar Matanggor. It will be used to get the data from interview technique.

4. The technique for collecting Data and instrumentations

The instruments of collecting data will be used in this research are :

a. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. The material in a test is selected after careful analysis of the kind of reading students' in the level for which the test is intended may be called upon to do.⁵ Here, the research uses writing test. The students are asked to write a paragraph using simple present tense. Here is the indicators of the test:

⁵Albert J. Harris, *How to Increase Reading Ability: Fifth Edition*, (New York: New Publisher Hill 1969), p. 153.

Table : Indicators of Test

No	Indicators	Items will be Scored	Score
1.	Topic sentence	The students can write simple present tense and find the main idea correctly.	25
2.	Supporting sentence	The students can write the supporting sentence.	25
3.	Concluding sentence	The students can write the concluding sentence correctly.	25
4.	Vocabulary	The students can write the words correctly according to the title of the text.	25
Result Score			100

b. Interview

Interview is a purposeful interaction usually between two people, focussed on one person to get information from the other person.⁶ In this research will use structural interview, the research prepare the question and alternative of the answer that will be given to respondent.

Interview in a research conducts face to face. Interviews, with participants, interview participants by telephone, or engages in focus group interviews with five to six interviews in each group.⁷ The researcher concludes that interview is an activity that is done to get information by giving the question to the sources of the data and it is all the students of grade VIII MTs S Roudhotul Jannah Pasar Matanggor. So, the researcher will do the interview to the English teacher about the students' outcomes,

⁶L .R. Gay & Peter Airasian, *Op. Cit.*, p. 219.

⁷Jhon W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition*, (London: Sega Puplications, 2003), p. 153.

difficulties and how the English teacher's efforts the students' difficulties in using simple present tense in writing paragraph, because in the formulations of the problems, the researcher formulates 3 formulations of the problems, they are how is the students' ability, students' difficulties at grade VIII MTs S Roudhotul Jannah Pasar Matanggor and English teacher's efforts in using simple present tense in writing paragraph.

c. Observation

According to Abdurrahman Fathoni, "Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior."⁸

So, this observation is to know the description and the situation of the school, especially English teacher. The researcher will observe the teaching learning activity in using simple present tense in writing paragraph and how the teacher's ways in explaining using simple present tense in writing paragraph.

⁸Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

5. The Techniques of Data Analysis

After data is collected, the research will analyze the data by using some steps, they are:

- a. Checked the true or false of the data.
- b. Counted sum of the true from the students answer and then classified it based on their score.
- c. Calculate the their result (mark) by using mean score, the formula is below:

$$M = \frac{\sum X}{N}$$

Where:

M: Mean score (average).

N: Sum of respondents.

$\sum x$: Total of the result.⁹

- d. After calculating and scoring students' answer sheets then, their score will be consulted into the classification quality on the table below:

⁹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

Table 4
The Classification Quality of the Students' Score¹⁰

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

After finding the mean scores of all students, it was consulted to the criteria as follows:

- 1) If the value of mean score is 81% - 100%, it can be categorized into very well.
 - 2) If the value of mean score is 61% - 80%, it can be categorized into good.
 - 3) If the mean score 41% - 60%, it can be categorized enough.
 - 4) If the mean score 21% - 40%, it can be categorized weak.
 - 5) If the mean score 0% - 20%, it can be categorized very weak.
- e. Take conclusion, it is done conclude the discussion solidly and briefly.

6. Techniques of the Checking Trustworthiness

In doing the research, the researcher needs to make validating of the findings; in this case the research used the term of 'trustworthiness' for validating the accuracy findings. There are nine techniques to determine the data trustworthiness as below:

¹⁰Riduan, *Op. Cit.*, p. 89.

- a. The extension of participation is the extension not only done at the short time, but need the long time.
- b. The application of the research the researcher must do the research with carefully, detail and continuous to the object the research.
- c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
- d. Checking with friends through discussion is done with expose the interim result or the final result that gotten in the discussion with friends.
- e. Analyze the negative causes is the research collects example and in appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the context of the research.
- i. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extant.¹¹

So, here the researcher will use checking with friends through discussion is done with expose the interim result or the final result that gotten in the discussion with friends that has same research with the researcher.

¹¹Lexy J. Msaleong, *Op. Cit.*, p. 175-183.

CHAPTER IV

FINDING AND DISCUSSION

A. General Findings

The research was done at MTs S Roudhotul Jannah Pasar Matanggor. It is one of boarding school that has a good discipline . In 1997 MTs S Roudhotul Jannah Pasar Matanggor was named Pondok Tamosu. In 1999 MTs Roudhotul Jannah the name changed become Islamic Boarding School of Roudhotul Jannah.¹

Islamic Boarding School of Roudhotul Jannah is located in Jl. Aek Godang Kecamatan Batang Onang Padang Lawas Utara. The wide of area was 800 meter square, that's wide enough to create the effective learning environment. It is also a strategies place because it was near from the main street and there many schools. Therefore the location of MTs S Roudhotul Jannah Pasar Matanggor is easy to be reached.

There is just one department in Islamic Boarding School of Roudhotul Jannah namely, IPS department. IPS department have a chief to manage all things in this department. In execution and learning there are 20 teachers and staffs in this school. The all of teachers teach the student with their own teaching capability.

There are 50 the totals of grade VIII students of MTs Roudhotul Jannah Pasar Matanggor . From 20 teachers and staffs they had 4 English teacher in

¹ Data were taken from Administration Data of MTs Roudhotul Jannah Pasar Matanggor

MTs S Roudhotul Jannah Pasar Matanggor to develop their English Development Program, they were:

Table

The English Teachers of MTs Roudhotul Jannah Pasar Matanggor

NO	English Teacher
1	Roilan Hasibuan, S.Pd
2	Rosita Ritonga, S.Pd
3	Annisa Siregar, S.Pd
4	Suriyadi Harahap, S.Pd

Roilan Hasibuan S.Pd said that she is the chief of English teacher. They were collected in one group that was called Pengembangan Bahasa Arab dan Inggris. The program was applied to take a responsibility in increasing students' ability in English. Those English teachers had to find the way to encourage students' speaking, writing, listening, and understanding English well.

Roilan Hasibuan also said that Pengembangan Bahasa Arab dan Inggris had many programs in developing students' English skills. It likes : listening exercise, English area, and English debate. Especially in English debate, the teachers had to arrange or choose the students that will perform the English debate². The researcher concluded that many programs were done by the

² Roilan Hasibuan S.Pd. Chief of MGMP English language, *interview*, MTs Roudhotul Jannah Pasar Matanggor, 25 May 2014.

teachers to develop students' English skill. It was a good program that should be applied in another school.

B. Specific Findings

1. Students' ability in using Simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor

Based on the result of the test that was given to the respondents, it could be seen in the table below :

Table

Students' ability in using simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor.

No	Initial Name	Topic Sentence	Supporting Sentence	Concluding Sentence	Vocabulary	Total Score
1	RNA	25	25	23	20	93
2	SPY	25	25	25	20	95
3	RN	20	-	25	25	70
4	ITO	20	-	25	10	55
5	KK	25	-	25	10	60
6	FRD	25	25	-	25	75
7	IRP	25	25	15	25	90
8	SSA	25	-	-	10	35
9	AND	15	-	25	25	65

10	RNA	20	-	-	25	45
11	ANS	25	25	25	20	95
12	NDY	20	5	-	25	50
13	ALW	15	-	-	15	30
14	AHD	20	-	-	25	45
15	ANW	25	25	10	25	85
16	SNT	20	-	10	25	55
17	DW	20	-	-	-	20
18	DND	25	-	-	25	50
19	ANR	25	-	25	15	65
20	PIS	25	25	15	25	90
21	RSK	20	-	-	10	30
22	WRN	25	-	25	25	75
23	NS	25	-	-	25	50
24	MRA	25	5	10	15	55
25	AN	25	10	25	25	80

No	Writing paragraph	Students (correct)	Students (fault)	Amount
1	Topic sentence	15	10	25
2	Supporting sentence	7	19	25
3	Concluding sentence	9	16	25
4	Vocabulary	12	13	25

Above table shows us the amount of the students who was correct and false. The first composing for topic sentence, there are 15 students are correct (60%) and there are 10 students are false (40). So, from above result the researcher concludes that the students' ability for topic sentence can be categorized into **enough**.

Then, for the second composing for supporting sentence we can know the result of the test. There are 7 students are correct (28%) and there are 19 students are false (72%). Because the result of correct composing are 28%, So, the researcher concludes that the students' ability for supporting can be categorized into **weak**

For the third composing for concluding sentence we can know the result of the test. There are 9 students are correct (36%) and there are 16 students are false (64%). Because the result of correct composing are (36%) So, the researcher concludes that the students' ability for concluding can be categorized into weak

For the last is the last composing for vocabulary we can know the result of the test. There are 12 students are correct (48%) and there are 13

students are false (52%). Because the result of correct composing are (48%) So, the researcher concludes that the "students' ability for vocabulary can be categorized into **enough**.

Based on criteria of score interpretation, the researcher concluded that the students' present tense ability in writing paragraph at grade VIII MTs Pasar Matanggor was **43%**. So, it can be categorized into "**Enough**".

Then, the researcher used mean score to analyze the students result.

The formula as follow :

$$M = \frac{\sum x}{N} = \frac{\text{Correct Value}}{4 \times 25} \times 100\% = \frac{43 \times 100 \%}{100} = 43 \%$$

2. Students' Difficulties in Using Simple Present Tense in Writing Paragraph at MTs S Roudhotul Jannah Pasar Matanggor

The aims of this research is to know the students' difficulties in using simple present tense in writing paragraph. One of the technique of collecting data that was used by the researcher was interview. Based on the result of interview with grade VIII students of MTs S Roudhotul Jannah Pasar Matanggor, the difficulties that usually faced by students were :

a) Tenses

After doing the interview to Kiky, she was unable to write the paragraph because she felt difficult in grammar namely to use the tense

simple present tense and the function of tenses.³ Next, Alwi said that he got difficulties to write paragraph because he did not understand tenses well.⁴ Especially present tense. Imam said, his difficult was tense. He was unable to use tense correctly. He also said he didn't know the pattern of tenses.⁵

b) Simple present tense

Based on the result of interview that Arnisa said that she felt difficult in using simple present tense in writing paragraph. Because, she didn't understand the use of simple present tense in writing paragraph.⁶ Dewi also said, the use of simple present tense in writing paragraph often makes her confused with its complexity. She usually have some problem in finding out the verb form of simple present tense.⁷ She writes he walk to school every day. Instead of he walks to school every day. Putri also said he got the difficult in writing paragraph by using simple present tense because she can't to different the singular and plural.⁸

c) Vocabulary

³ Kiky. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

⁴ Alwi. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

⁵ Imam. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

⁶ Arnisa. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

⁷ Dewi. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

⁸ Putri. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

The other difficulties that was got by the students were about vocabulary. Sopyan said that he didn't know much vocabularies.⁹ Therefore he felt difficult to write paragraph in English writing. Mery also said, one of her difficulties in using simple present tense was vocabulary.¹⁰ She got difficult to memorize the vocabulary because the written and the reading is different. Therefore, when she want to write everything about English she has to open the dictionary. The same problem also was got by Ahmad, he said that he found the difficulties in using simple present tense in writing paragraph because she was not master in vocabulary.¹¹ The vocabularies that she knew is limited. Then, Mariana said, she got difficulties because lack of vocabularies.¹² Although many ideas in her mind, she couldn't share it in English writing because she didn't know the English.

d) The formula of simple present tense

There are some rules that we have to use when we are writing. One of those rules is the formula of tenses especially in simple present tense. As we know, there are forms of sentences, the forms of sentences are positive sentences, negative sentences, and interrogative sentences.

⁹ Sopyan. The Grade VIII Student at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

¹⁰ Mery. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

¹¹ Ahmad. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

¹² Mariana. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

Based on the result of interview, Irfan said, the formula of simple present tense made him confused in using simple present tense in writing paragraph.¹³ It made him to do the test in several time. Therefore he had to write his activity in Indonesian sentences then changed it to English.

Ito said, that she got difficult for using simple present tense in writing paragraph because she was confused to formula of simple present tense.¹⁴ It was so difficult to compose word by word then sentence by sentence. Therefore, she doesn't like English, because she felt it's so difficult for her.

Rini also said, the formula of simple present tense made her difficult, because she didn't know how to arrange a good paragraph to make her writing understandable.¹⁵ The same problem also was got by Ferdy. When he knew the vocabulary he had to make it to a good paragraph.¹⁶ Making paragraph made her to think in long time. He doesn't know how to compose the words became a good sentences and compose sentences become paragraph. Therefore, when he was using simple present tense in writing paragraph, he didn't use the pattern.

¹³ Irpan. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

¹⁴ Ito. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 25 May 2014.

¹⁵ Rini. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

¹⁶ Ferdy. The Grade at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

3. The effort of English teacher in overcoming students' difficulties in using simple present tense in writing paragraph at MTs S Roudhotul Jannah Pasar Matanggor

The strategies are used by the teachers very important in teaching to reach the good result. Based on the result interview to the English teacher in MTs S Roudhotul Jannah Pasar Matanggor, the English teachers did many effort to overcome the students' ability in using simple present tense in writing paragraph. The teachers effort for:

a) Tense

The English teachers had taught the tense to students before giving the matery about writing paragraph. They asked the students to make some examples and write it on the blackboard.

After explaining the tenses clearly to the students then they give the matery about writing paragraph by using simple present tense. They repeated and explained often, how to write a good paragraph by using simple present tense. Then, the teachers gave the students more examples about paragraph by using simple present tense. If they were understand its well, they would be asked by the teachers to write paragraph about their activity by using simple present tense.

b) Simple present tense

One of the students' difficulties for using simple present tense in writing paragraph was the form of simple present tense. English teachers did the efforts for this problem. Roilan said, that she taught about the form of simple present tense to students when he was teaching tenses.¹⁷ Because he aware without knowing the form of simple present tense its' very difficult for students to write paragraph in present form and to write paragraph about their activity every day.

After teaching the form of simple present tense, it means the students knew the form of simple present tense clearly. Then Roilan asked students to memorize the form of simple present tense that has explained by English teacher.

c) Vocabulary

Roilan Hasibuan said that the students' vocabulary mastery were limited. Therefore, every English lesson the students had to bring their dictionary.¹⁸ So, if they had task in using simple present tense in writing paragraph, they would be easier to find words that they needed because everyone of them had to bring their own dictionary.

¹⁷ Roilan Hasibuan. The English teacher at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

¹⁸ Rosita Hasibuan. The English teacher at MTs Roudhotul Jannah Pasar Matanggor, *interview*, 26 May 2014.

d) The formula of simple present tense

The last student difficulties for using simple present tense in writing paragraph was the formula of simple present tense. Rosita Hasibuan an English teacher of MTs S Roudhotul Jannah said that she taught the students how the formula of simple present tense. She also gave and write some examples of paragraph by using simple present tense.

From above explanation, the researcher concluded that all of English teachers had done many efforts in overcoming the students' difficulties by using simple present tense in writing paragraph. Then they would never get bored to make their learning better and better in the next to overcome the students' difficulties in using simple present tense in writing paragraph. They also always gave the support to their students to study more and more. By this solutions, they hoped their students would like English and they wouldn't think anymore that English is a difficult lesson, especially in using simple present tense in writing paragraph.

B. Discussion

After analyzing the data, it was known that the students' ability in writing paragraph by using simple present tense can be categorized into enough category. Then, based on the criteria of score interpretation, the researcher concluded that

the students' simple present tense ability in writing paragraph at grade VIII MTs S Roudhotul Jannah Pasar Matanggor was **43%**.

The students got difficulties in writing paragraph by using simple present tense. Their difficulties were, the first, the students' tenses difficulties. They did not understand tenses and the function of tenses well especially present tense and they were lazy to learn it, because many forms are changed between one verb to another verb in the simple present tense.

The second, the students difficulties was simple present tense. The students got difficulty to write the paragraph by using simple present tense because, they didn't know used do/ does and used the third singular in writing paragraph.

The third, the students less vocabulary. The other hand, they got difficulty to memorize the vocabulary because one words takes different writing and pronouncing. Therefore, they had to open the dictionary to write everything in English.

The fourth, students' difficulties in formula of simple present tense. The students got difficulty used the formula of simple present tense in writing paragraph. Therefore, they needed much time to do the test.

As the researcher mentioned above, that were many efforts that was done by the English teachers. Based on the result of interview to the English teachers at MTs S Roudhotul Jannah Pasar Matanggor, that the English teachers had taught the students in using simple present tense in writing paragraph. They often

repeated and explained how to write a good paragraph especially in simple present tense.

Then, they would never get bored to make their learning better and better in the next to overcome the students' difficulties in writing paragraph by using simple present tense. They gave students some support and motivations to study more and more. By those solutions, they hoped their students would like English and they wouldn't think anymore that English is a difficult lesson, especially by using simple present tense in writing paragraph.

C. The Threat of the Research

There were many threats of the research that was got by the researcher. The threats was happened from the all aspects of this research. So, the researcher knew this thesis still far from excellence thesis. But the researcher had believe that no body is perfect in the world. The word perfect just for our god Allah SWT.

The threat of time was one of the threats that was faced of the researcher. The students had many activities the researcher didn't have much time, beside it, they would face on holiday in Ramadhan month. But the researcher attempted to do the best and because there was a good control from the English teacher this research can be finished by the researcher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusions

Based on the result of the test and interview that was done by the researcher about students' simple present tense ability in writing paragraph at grade MTs S Roudhotul Jannah Pasar Matanggor, the researcher concluded as follow :

1. The students' simple present tense ability in writing paragraph at grade MTs S Roudhotul Jannah Pasar Matanggor can be categorized into “ **enough**” (43%).
2. The students got difficulties for writing tenses, simple present tense, choosing vocabulary, and the formula of simple present tense.
3. The English teacher did some efforts to overcome the students difficulties in writing paragraph by using simple present tense. The efforts were : The teachers taught the tense clearly before giving explanation about writing paragraph by using simple present tense. They often repeated and explained how to write a good paragraph especially in simple present tense. They always gave the students support and motivations to study more and more. By those solutions, they hoped their students would like English and they wouldn't think anymore that English is a difficult lesson, especially by using simple present tense in writing paragraph.

B. The suggestion

Based on the above conclusions, the researcher gives the suggestions to:

1. Head master of MTs S Roudhotul Jannah Pasar Matanggor, the researcher expects the head master of MTs S Roudhotul Jannah Pasar Matanggor to become more active in controlling the learning that is doing by the teachers especially English teacher. The researcher also expects the head master to encourage the teachers and the students to complete all of equipments which they need in order to get the best quality of learning especially in using simple present tense in writing paragraph.
2. English teacher, the teachers have to explain the tenses clearly, especially the tenses that will be used in writing paragraph. Because the tense that will be used in writing paragraph is simple present tense, the English teachers is better to teach the students about writing paragraph especially the using of simple present tense.
3. Students. The researcher expects the students to study hard and more about tenses especially simple present tense. Then, they enrich their English vocabulary and learn how to arrange a good paragraph by using simple present tense. If they are master about vocabularies, tenses especially simple present tense, and the formula of simple present tense, they will be easier using simple present tense in writing paragraph.

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